Ming (1368-1644) and Qing (1644-1911) China, despite changes of the ruling dynasty and in many other areas of life, experienced some stability in institutions, such as the family, the village, the examination system, religious institutions, the emperorship, and the government. We will study institutions to consider questions about power and liberty; consensus and toleration; autocracy and legitimacy. Did the family control the individual? Was there religious freedom, or did the state control thought? Did the law or the emperor impose arbitrary punishment, confiscate property, or prop up patriarchy, with no concern for individual lives or due process? Was there a free market, and what did the economy mean for people’s lives? Such issues, salient in 19th-century Western and 20th-century Chinese views of imperial China, remain important to the ways both outsiders and Chinese people talk about politics and freedom today.

Required Texts. Books available at the campus bookstore, or more cheaply used on Amazon.

Ichisada Miyazaki, *China’s Examination Hell*
Robert van Gulik, translator, *The Celebrated Cases of Judge Dee*
Gordon Harvey, *Writing with Sources*

Buy the coursepack for the other readings at [www.universityreaders.com](http://www.universityreaders.com). * marks a primary source.

Requirements:

- **Attend class, having already read and taken notes on the day’s assignment.** Bring the reading to class. To read intelligently, preview the whole assignment before you start. As you read, ask yourself questions, write in the margin, and sum up each section aloud. Take notes selectively; review your notes; tell yourself or a friend about the reading without looking at your notes. Review within 24 hours, and again every week, to retain what you have learned, save time, and do well. 

  *The reading is heavier some weeks than others; plan ahead, because you must read before class.*

- **Participate in class,** giving answers, raising intelligent questions, and working in groups.

- **Check WebCT before reading** for announcements, guides with questions you should be able to answer, paper prompts, etc. If you have any trouble getting into WebCT, call 534-3ACS.

- **Written assignments and quizzes most weeks.** (70% of final grade). Short paper or in-class quiz. See below; but the precise assignment may change and be posted on WebCT. For paper format and guidance on the assignments, see WebCT.

- **Final exam** (30% of final grade). Take-home: paper of 8-10 pages.

- If I even suspect you of cheating or plagiarism, I am required to report you to the Academic Integrity Coordinator. I encourage you to discuss the reading, but when you sit down to write or plan answers, you must be alone, with only the reading and class notes. Do not consult the internet, except for the links I give you on WebCT. If you would like extra reading, talk to me.

- If you are taking the class pass/fail, you must earn a C- to pass.

- If you have a certified disability, please let me know as soon as possible.

- **Let me know** about any problems immediately. Visit or email just to talk about class, too!
**The syllabus may change.**
Background to the Issues of the Course
Sept. 23: Introduction to Issues, Approach, and Course Structure

Sept. 26: Introduction to Late Imperial China
Read a basic narrative of Ming and Qing history in a good, recent textbook, such as those listed under Week One on WebCT, and answer the basic questions posted there and on this syllabus. *Hand in your answers on Ming and Qing history on Monday in class.*

Sept. 28-30: The Bad Old Days?
Coursepack, short excerpts from longer articles and essays, mostly translated from Chinese:
* John Stuart Mill, “Of Individuality, as one of the elements of well-being,” from *On Liberty* (1869)
* Zou Rong, excerpt from *The Revolutionary Army* (1903)
* Han Yi, “Destroying the Family” (1907)
* Qian Xuantong, “The Question of Language in China from Now On,” *New Youth* (1918)
* Sun Yat-sen, “China as a heap of loose sand,” from *The Three People’s Principles* (1924)

Begin *Judge Dee* (but skip the introduction, and do not take notes – just have fun and follow the plot).
Don’t forget to check WebCT for reading guides!

*Due Friday in class: 1 p. list of questions you could raise about these portrayals of traditional China: problems in the writers’ arguments and assumptions, avenues of research to examine their claims, etc.*

The Emperor and the Central Government
Oct. 3: The Emperor as an Idea
Gordon Harvey, *Writing with Sources*
Coursepack: documents about the Mandate of Heaven:
1. “the Shao Announcement” from the *Classic of History*
2. “Ode on King Wen” from the *Book of Odes*
3. “Establishing the Primal Numen” by Han official Dong Zhongshu
4. memorial by Song official Wang Anshi
5. preface to the *Ancestral Instruction* by Ming Taizu (Zhu Yuanzhang)
Check WebCT for a short reading guide and be able to give an answer the question for each document.
*Quiz in class.*

Oct. 5: The Emperor as an Institution
Shih-shan Henry Tsai, “A Day in the Life of Yongle’s Court: April 12, 1423”
Charles O. Hucker: charts of Ming and Qing government

Oct. 7: The Emperor as an Individual
*The Kangxi emperor (r. 1662-1722), “Valedictory” and “Seventeen Letters”*
Finish your initial reading of *Judge Dee.*

*Due Friday in class: 2 pp. of comments relating the Kangxi emperor’s writings to the other readings, to points and issues raised in class this week, and/or to “Bad Old Days” claims.*
Texts
Oct. 10-12: Established Orthodoxy

Be sure to check the reading guide on WebCT.

Oct. 14: Non-Orthodox Texts and Popular Literacy
Evelyn Sakakida Rawski, “Popular Literature” and “Popular Literacy in Perspective” in *Education and Popular Literacy in Ch'ing China*, pp. 109-124, 140-154
Anne McLaren on “Women’s Script” (Web Link on WebCT) http://www.abc.net.au/rn/linguafranca/stories/2004/1127496.htm

Due Friday in class: 2-3 pp. of comments on how this week’s readings and classwork complicate the “Bad Old Days” framework. Write in coherent paragraphs. Be sure to include your own thoughts!

The Civil Service Examination System in the Economy, State, and Family
*Three women’s poems on studying for the examinations, translated by Susan Mann

Quiz Friday.

The County Magistrate: Control, Corruption, Service

Due in class Friday: 2-3 pp. paper on how the novel complicates the “Bad Old Days” critique of traditional China and/or relates to lecture this week. Write a coherent paper with a main point of your own!

Family
Oct. 31: The Basic Structure of the Chinese Family
Martin C. Yang, *A Chinese Village: Taitou, Shandong* (1945), pp. 73-122 (coursepack)

Nov. 2: Family as a Moral Building Block
Francesca Bray, “The Inner Quarters: Oppression or Freedom?”
*Filial Piety stories
Re-read “the Great Learning” in Gardner, *The Four Books*

Nov. 4: Family as a Competitive Unit
*Zhang Ying (1638-1708), “Permanent Property” (Advice to sons)
*Feng Menglong (1574-1646), “Ruan San Redeems His Debt in Leisurely Clouds Nunnery”
*Yuan Huang (1533-1606), “Ledgers of Merit and Demerit”

**Clan, Lineage, Village**
Nov. 7: The Clan and Lineage
In-class film: “The Secret of the Stone”

Due in class Monday: 3-4 page paper on the family. You need not discuss all of the texts; rather, focus on a topic or do a close reading of one text to write a coherent paper arguing for your own thesis.

Nov. 9: The Village
Margery Wolf, “The Uterine Family and the Women’s Community”

**Religious Institutions**
Nov. 14: Basic Buddhism
Kenneth Chen, excerpt from *Buddhism in China*, pp. 4-9
In-class film: “Guan-yin Pilgrimage”

Nov. 16: Buddhist Monasteries
Jordan, “The Traditional Chinese Family and Lineage” website, III: “People Not in Families”
*Tz’ekuang, *Diary of a Chinese Nun* (1923), translated as “The Religious Vocation”
Karl L. Reichelt, “Religious Activities in the Buddhist Monastery”

Nov. 18: Daoism
*Feng Menglong, “Chen Xiyi Rejects Four Appointments from the Imperial Court”

*Quiz Friday.*

Nov. 21: Popular Religion
*Feng Menglong, “Ren the Filial Son with a Fiery Disposition Becomes a God”
Pay attention mainly to what happens after the murders.

Nov. 23: A Girl Cult Leader
Ann Waltner, “T’an-Yang-Tzu and Wang Shih-chen: Visionary and Bureaucrat in the Late Ming”

**Beyond the Village, and Moving On**
Nov 28: Merchants
Peter J. Golas, “Early Ch’ing Guilds”

Nov. 30: Pirates
Dian Murray, “One Woman’s Rise to Power: Cheng I’s Wife and the Pirates”

Dec. 2: Urban Gathering

Due in class Friday: 3 pp. list of pieces of evidence gathered from all the readings about forms of
organization, other than government, among people in Ming-Qing China.
Week One: Textbooks for basic introductory reading. Some are on reserve, some are on the shelves at the library. Ebrey will be in the bookstore for HILD 10, 11, or 12 (or you may have it from one of the those courses). You may find another textbook on the shelves library nearby instead. Use the table of contents to find the chapters on Ming and Qing (Ch’ing). Any book that lets you answer the questions below is fine.

Academic integrity guidelines: You may share a book with someone. You may discuss your book with other people. But you must read the chapters for yourself and answer the questions yourself.

Purpose of assignment: The purpose is to give you a basic understanding of what happened in the Ming and Qing periods and what government, society and economy looked like then. In addition, raising questions for yourself as you read and jotting down your own ideas will make you a more active and effective learner as the course continues. Take responsibility for your own learning.

Pick one:
Harold Tanner, China: A History
Conrad Schirokauer, A Brief History of Chinese Civilization
Charles O. Hucker, China’s Imperial Past, pp. 267-356 (excellent, includes Song and Yuan)
Patricia Ebrey, China: A Social, Cultural, and Political History
Patricia Ebrey, The Cambridge Illustrated History of China
Patricia Ebrey, et al., East Asia: A Cultural, Social, and Political History (HILD 10, 11, 12)
Ray Huang, China: A Macro History
John Fairbank et al., East Asia: Tradition and Transformation
John King Fairbank, China: A New History
J.A. G. Roberts, A Concise History of China
W. Scott Morton: China: Its History and Culture
Jacques Gernet, A History of Chinese Civilization
F. W. Mote, Imperial China, 900-1800 (long and detailed)

As you read, answer the following questions:

I. Ming:
Who founded the Ming dynasty? What was his life story? What kinds of policies did he pursue?
Who was the Yongle (Yung-lo) emperor (personal name Zhu Di)?
Anything interesting to you about other Ming emperors?
What were the basic social groups in Ming?
What was the economy like?
How were men selected to work in government and how was government organized?
How did early Ming differ from late Ming?
How did the Ming dynasty fall?

II. Qing (Ch’ing)
When and how did the Qing conquer China?
What do you learn about the Kangxi (K’ang-hsi) emperor?
What were some Qing government successes?
What new difficulties did the Qing government face from about 1800? How did it address them?
When and how did the Qing dynasty fall?

III. Thinking it over
What do you identify as key events (with their dates) or developments in the period?
What questions would you like to have answered or what would you like to know more about?