

HIEA 122: Late Imperial Chinese Culture and Society: INSTITUTIONS AND THE INDIVIDUAL

Class Time: MWF 2-2:50
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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*

Daniel K. Gardner, ed., *The Four Books: The Basic Teachings of the Later Confucian Tradition*

Gordon Harvey, *Writing with Sources*

Buy the **coursepack** for the other readings at 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)

*Chen Duxiu, "The Way of Confucius and Modern Life," from *New Youth* (1916)

*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)

*Mo Zhang, "From Public to Private: The Newly Enacted Chinese Property Law and the Protection of Property Rights in China" *Berkeley Business Law Journal* (2008)

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

*Daniel K. Gardner, ed., *The Four Books: The Basic Teachings of the Later Confucian Tradition*:
“The Great Learning,” pp. 3-8 (I have put another translation and the Chinese on WebCT.)
excerpts from “The Analects,” pp. 11-20, 28-29, 35-38
excerpts from “The Mencius,” pp. 53-67, 75-79, 100-101
“Maintaining Perfect Balance” (usually called “The Mean”), pp. 107-121, esp. 118-120
Introduction, pp. xiii-xxx
Recommended: Conclusion, pp. 131-147

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

Oct. 17-21: Miyazaki, *China’s Examination Hell*, pp. 13-101, 111-129

*Three women’s poems on studying for the examinations, translated by Susan Mann

Quiz Friday.

The County Magistrate: Control, Corruption, Service

Oct. 24-28: *Robert Van Gulik, translator, *The Celebrated Cases of Judge Dee*, pp. xvi-end

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

D. K. Jordan, “The Traditional Chinese Family and Lineage,” on the web at
weber.ucsd.edu/~dkjordan/chin/hbfamilism-u.html, all except sections II and III

Martin C. Yang, *A Chinese Village: Taitou, Shandong* (1945), pp. 73-122 (coursepack)

Nov. 2: Family as a Moral Building Block

Patricia Ebrey, et al. “A Visual Sourcebook of Chinese Civilization,” on the web at
<http://depts.washington.edu/chinaciv/index.htm>, section on late imperial homes.

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"

Ronald G. Knapp, "The Folk Tradition and the Built Environment: Fengshui," pp. 108-114

Clan, Lineage, Village

Nov. 7: The Clan and Lineage

Jordan, "The Traditional Chinese Family and Lineage," website, section II: "The Lineage"

Romeyn Taylor, "The Imperial Ancestral Cult," from "Official Religion in the Ming," pp. 861-72

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

Yang, "Village Organization," "Village Conflicts," "Village Leaders," *Chinese Village*, 143-189

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'e Kuang, *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

Di Wang, "The Idle and the Busy: Teahouses and Public Life in Early Twentieth-Century Chengdu," *Journal of Urban History* 26.4 (May 2000): 411-437. E-version; see WebCT.

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?