

HIEA 130: The End of the Chinese Empire, 1800-1911

Time and Place: M W 5:00 – 6:20 - CSB 002

Instructor: Joseph W. Esherick

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Hours: Monday Wednesday 1:30 -3:00

or by appointment

Reader: Ms. Zheng Xiaowei (Ph.D. candidate, Chinese history)

PREREQUISITES: There are no prerequisites for this course, but students should realize that this is an upper-division course in modern Chinese history, and should be prepared to do a fair amount of reading, and to confront a number of unfamiliar-looking names and places.

FORMAT AND OBJECTIVES: This is the first term of a three-term sequence on modern Chinese history. This course covers the end of the last empire, from 1800 to 1911. Next fall, I will teach the second course in this sequence, covering the first half of the twentieth century including the war with Japan and the Chinese revolution. In the spring of 2009, Prof. Pickowicz will complete the sequence with his course on the People's Republic of China. The same main textbook (Spence's *Search for Modern China*) will be used in all three courses.

This is primarily a lecture course, however I would like to make the learning experience as interactive as possible in a class this size, in order to break the monotony of the lecture format and encourage more active engagement on your part. Thus I will periodically break for discussion, and welcome questions at any time. Please do not hesitate to distract me onto topics of interest or concern of your own.

The first objective of the course is to teach you about a critical period of Chinese history – the era in the nineteenth and early twentieth century when the long-lasting Chinese empire came to an end under the impact of Western and Japanese imperialism. To understand this process, however, we will need to explore a number of different dimensions of Chinese history: the population explosion that took off in the 18th century, the effects of alien rule under the Manchus' Qing dynasty, the threat of massive peasant rebellions, and changes in economy, culture and society under the influence of the West.

In addition to learning about the complex historical changes in this period, I want to help you understand something about the historical discipline, and how historians reason and come to conclusions about the past. Thus, in addition to the textbook and the topical essays in Lloyd Eastman's book, there are two main types of required supplementary reading. First, in the course packet are a number of translated primary texts. These are the sorts of documents that form the basis for any historical research. They are assigned to give you a taste of what Chinese of the time were saying, but also to provide you the raw material to reason and reach conclusions of your own about the historical changes of this era. Second, there are three recent historical studies of specific issues: the Opium War, the Taiping Rebellion, and Manchu-Han relations at the end of the empire. You are to choose and read *one* of these books and write an extended essay on issues related to the topic of the book. The purpose of this exercise is to help you learn to read history *critically* – to learn from the information of the book, but also to pay attention to the structure of the main argument of the book, assumptions the author is making, the way evidence is used, and in general to assess the contributions and the weaknesses of the book. You will be required to organize your thoughts in a short essay on the book, as described below.

BOOKS:

All of these books are available in the UCSD Bookstore.

Required purchases:

Jonathan Spence, *The Search for Modern China*

Lloyd Eastman, *Family, Fields and Ancestors: Constancy and Change in China's Social and Economic History, 1550-1949*

Optional purchases:

As noted above, you will be required to read *one* of these books from cover to cover, and to write an essay on it (see below). There are one or two copies of each on reserve in the Geisel Library – but in order to have time to read critically and write your essay, I strongly recommend purchase of the book you are writing on.

Peter Ward Fay. *The Opium War: Barbarians in the Celestial Empire in the Early Part of the Nineteenth Century and the War by Which they Forced her Gates Ajar.*

Jonathan Spence. *God's Chinese Son: The Taiping Heavenly Kingdom of Hong Xiuquan.*

Edward J.M. Rhoads. *Manchus and Han: Ethnic Relations and Political Power in Late Qing and Early Republic China: 1861-1928.*

PACKET: There will be a required class reader available from University Reader Printing Service. Readings from the packet will be marked on syllabus with an asterisk (*). Order the packet by going to www.universityreaders.com/students. If you have not ordered from them before, click on “Create a New Account”, click on state (California) and University (UCSD) and enter relevant information and follow instructions. Once you have ordered the packet, you will have immediate access to a PDF version of the first part of the packet and the entire packet will be mailed to you.

***JSTOR readings:** One set of readings is readily available on-line in the JSTOR database. On the UCSD Libraries home page, click on Databases, then click on J in the alphabet at the top of the page, and finally on the JSTOR link. Hit Search on the JSTOR home page and enter the author of the article, click “Asian Studies” as journals to search and you will find these articles.

REQUIREMENTS:

1. Mid-term. Monday, April 28. Essay and brief identifications. (25% of grade)
2. Final examination: Friday, June 13, 7:00 – 10:00 p.m. (37.5%)
3. Paper: An 8-10 page analytical essay related to the topic of the book you have chosen for the optional reading. Due in class, May 28. (37.5%)

For your guidance in structuring your papers, there are issues that you might address for each topic. You will certainly not be able to cover all of these, but you should keep them in mind and plan to address some of them in your paper:

a. **Opium War:** The Opium War changed everything in Chinese history: from this time forward, the Western presence was a constant threat to the Qing empire. The central questions here are simple and fundamental: what were the causes and consequences of the Opium War? What role did economics, politics and law, religion, and culture play in leading to this war? How adequate (or inadequate) was the Chinese response to the new threat from Britain? What, if anything, could the Chinese have done to avoid war? What were the consequences of the war, in both the long and short term?

b. **Taiping Rebellion:** This was one of the greatest (and best documented) rebellions in Chinese history. The central question is the reasons for the rise and fall of the rebellion, but this involves questions of ideology (especially the impact of Christianity), peasant discontent, disruptions caused by the Western impact, and the weaknesses of the rebel regime. How did Hong Xiuquan arrive at his new vision of a Heavenly Kingdom? Why did the peasants of Guangxi rally around his cause? What roles did religious belief, ethnic tensions, economic distress and social tensions play in fueling the rebellion? Why was the Qing response initially so inadequate, and how did it become more effective? How are we to understand the Western reactions to the rebellion? What were the weaknesses of the new Taiping regime in Nanjing?

c. **Manchu-Han relations:** The key issue here is ethnic relations in the late Qing dynasty. How were Manchus and Han ethnically different? What privileges or advantages did each have? How did these differences change over the course of the Qing dynasty? To what degree had Manchus assimilated to Han Chinese customs? Why did ethnic tensions between Manchus and Han increase toward the end of the dynasty? How did the Qing try to manage these tensions, and how and why did these efforts fail?

A WARNING ON PLAGIARISM: Plagiarism is the appropriation of another person's words, ideas or research results without acknowledgement, and passing them off as one's own. The Department of History policy and guidelines with respect to plagiarism are available at <http://historyweb.ucsd.edu/pages/undergraduate/Current/plagiarism.htm>. I call your attention to this description of one of the most common forms of plagiarism: "verbatim copying of words, sentences, paragraphs or entire sections or chapter without quotation and proper attribution. This is the most obvious form of plagiarism. You must use quotation marks even if you only borrow several words in sequence from a source." In recent years, plagiarism has become an increasingly serious problem in colleges across the country, as the Internet makes basic information on many historical issues readily available and easy to copy. Plagiarism is, however, a serious academic offense and is covered by university policy on academic dishonesty. UCSD policy requires that the instructor report any suspected plagiarism to the Office of Academic Integrity Coordinator. (See <http://www-senate.ucsd.edu/manual/appendices/app2.htm>). The AIC will adjudicate the consequences of the offense, which could range up to suspension from UCSD. If I or the reader for this course suspect that you have used another person's (including another book, article, or Web site's) words without proper footnoting, we will notify you and require that you submit an electronic copy of your paper to turnitin.com, so that we can use available electronic means to check for plagiarism. Fortunately, just as the Web makes plagiarism easier, it also makes detection of plagiarism easy. Students found guilty of plagiarism will receive no credit for the assignment and will be reported to the AIC for disciplinary action. Consider this fair warning. **DO NOT PLAGIARIZE.** It's just not worth it. The consequences can be extremely serious.

SCHEDULE OF LECTURES AND READINGS

I. LATE IMPERIAL CHINA

Week 1 (March 31, April 2): Introduction, Geography; the Chinese State and Society.

Week 2 (April 7, 9): Manchus, Ethnicity and the Qing Empire.

READINGS:

Spence, *Search for Modern China*, 1-116 (You may skim 16-25, 44-64)

Eastman, *Family, Fields and Ancestors*, 3-14, 62-79, 101-157.

JSTOR* Evelyn S. Rawski, "Presidential Address: Reenvisioning the Qing: The Significance of the Qing Period in Chinese History." *Journal of Asian Studies* 55.4 (Nov. 1996): 829-850.

JSTOR* Ping-Ti Ho, "In Defense of Sinicization: A Rebuttal of Evelyn Rawski's "Reenvisioning the Qing" *The Journal of Asian Studies*, Vol. 57, No. 1. (Feb., 1998): 123-155.

II. THE COMING OF THE WEST

Week 3 (April 14, 16): Early Christian missionaries: the Jesuits; the Macartney Mission; the Opium War

READINGS:

Spence, *Search for Modern China*, 117-166

Peter Ward Fay. *The Opium War* [This is the time to read this book if you choose it.]

*Reader:

1. "The Early Jesuit Influence in China," from Teng and Fairbank, 12-19
2. "Yang Guangxian's Critique of Christianity," from de Bary and Lufrano, 150-152.
3. Macartney's Mission to China, from Cheng, Lestz and Spence, 92-100, 103-106.
4. Lin Zexu from Teng and Fairbank, *China's Response to the West*, 22-28.

III. DOMESTIC REBELLION AND IMPERIAL RESTORATION

Week 4 (April 21, 23): Taiping Rebellion; Nian and Moslem Rebellions; Tongzhi Restoration

READINGS:

Spence, *Search for Modern China*, 167-214

Eastman, *Family, Fields and Ancestors*, 136-191

Spence, *God's Chinese Son* [This is the time to read this book if you choose it.]

*Reader:

5. Taiping documents from de Bary and Lufrano, 218-226.
6. Zeng Guofan "Family Letter" from Greider, 71.

7. Zeng Guofan proclamation from Cheng, Lestz and Spence, 146-149.
8. Feng Guifen from de Bary and Lufrano, 235-240.

April 28: **MID-TERM EXAMINATION**

IV. WESTERN IMPERIALISM AND CHINESE RESPONSE

Week 5 (April 30): Western Imperialism

Week 6 (May 5, 7): Sino-Japanese War; The Crisis of the 1890s; 1898 Reforms

READINGS:

Spence, *Search for Modern China*, 215-242

Eastman, *Family, Fields and Ancestors*, 152-178

*Reader

9. Esherick, "Harvard on China, the Apologetics of Imperialism"

10. Excerpt from H.E. Gorst, *China*, 1-10.

11. Kang Youwei, from de Bary and Lufrano, 260-273

12. Zhang Zhidong, from Lestz, Cheng and Spence, 181-184

Week 7 (May 12, 14): Missionaries and Boxers; Liang Qichao and Reformist Thought

READINGS:

Edward J.M. Rhoads. *Manchus and Han* [This is the time to read this book if you choose it.]

*Reader

13. Esherick, "Imperialism, for Christ's Sake," 68-95

14. Liang Qichao, from de Bary and Lufrano, 287-302

IV. LATE QING SOCIETY

Week 8: (May 19, 21): Social Changes: Emigration and Overseas Chinese; Sects and Secret Societies; the Changing Position of Women.

READINGS:

Eastman, *Family, Fields and Ancestors*, 217-225, 235-239.

*Reader:

15. Lynn Pan, *Sons of the Yellow Emperor*, 22-57, 92-127

16. Sally Borthwick, "Changing Concepts of the Role of Women..." 63-91.

V. THE END OF THE EMPIRE

Week 9: (May 28): The Late Qing Reform Movement

REMINDER: PAPER DUE: Wednesday, May 28, *in class*.

Week 10: (June 2, 4): Sun Yat-sen and the Revolutionary Movement Abroad; 1911 Revolution and the end of Empire; Sum-up.

READINGS:

Spence, *Search for Modern China*, 243-263

Eastman, 192-206.

*Reader:

17. Wu Tingfang and Feng Yuxiang on reforms, from Lestz, Cheng and Spence, 190-196.

18. Reform proposals from Teng and Fairbank, 200-209.

19. Zou Rong and Tongmenghui proclamation, from Lestz, Cheng and Spence, 197-206.

20. Hu Hanmin and Sun Yatsen, from de Bary and Lufrano, 316-319.

FINAL EXAMINATION: Friday, June 13, 7-10 p.m.