

HISTORY 213: SOURCES ON MODERN CHINESE HISTORY

Instructor: Professor Joseph W. Esherick (3070 H&SS)

Time: Thursday 9-12

Place: Library East Asian Collection Seminar Room (4th floor)

NOTE ON GENERAL FORMAT: The primary function of this course is to introduce you to the major types of research aids and finding tools for modern Chinese history. Our primary guide to these tools will be Endymion Wilkinson's *Chinese History: A Manual*. Note that there is a new revised (2000) edition of this volume (the yellow edition) which you should be using, and page references are to that edition. There are also some readings from Harriet T. Zurndorfer, *China Bibliography: A Research Guide to Reference Works about China Past and Present* (Brill: 1995). The last time this course was offered, students xeroxed my copy of this rather expensive volume and I have no objection to that happening again. You will find tremendous overlap between these two volumes, but sometimes Zurndorfer does add things to Wilkinson's coverage. Needless to say, you will not be "tested" on this reading in any way, but these two books (and our and other Web Sites – perhaps especially Princeton's) should serve to guide you to the research tools you will need – and to provide useful background on how the field of Chinese history has developed.

In order to give you the clearest sense of how these tools work, the course will be organized around a series of exercises most of which involve the preparation of an extended bibliography for a specific research project – preferably the topic you are considering for the winter-spring term research seminar. You will be developing a bibliography for that project using the finding tools that we will be exploring. In each class session, we will be sharing each other's exercises in order to understand the strengths and weaknesses of the various bibliographies, indexes and on-line resources. You should make enough copies of your exercise for everyone in the class.

I recognize that for most of you this course is in effect an extra course – and that the burdens of reading for my HIGR 210 and your ancient Chinese history course with Prof. Schneewind will be considerable. I fully expect and accept that this course will be third priority. Indeed, in weeks where your other duties are exceptionally large, I am prepared to adjust the curriculum here. On the other hand, there are few more essential skills for the historian than identifying and locating the critical sources for a project. Sources are what drive the historian's work. Just think of all the good history books and articles you have read that rely critically on a few crucial sources. Think also of works that have been faulted for ignoring a critical source. You will want your work to be in the first group, not the second. I cannot promise that this will be a very interesting course. Indeed, I can probably promise the opposite: it will be most drudgery. But it is essential. To keep the work load reasonable, I've tried to cut it to the bare bones. For an example of the kind of course this was modeled on – the full unexcerpted version if you will – I somewhere have a CD with the syllabus for Wakeman's version at Berkeley.

For most weeks, we will be meeting in the 4th floor seminar room of the library. It will be important to bring the sources we are using for that week to the seminar room. Someone will be assigned primary responsibility for this task each week. Borrow a library truck to move them.

In past years, this course has been the basis for a section of the UCSD Chinese History Web Site <http://orpheus.ucsd.edu/chinesehistory/>. Justin worked a few years ago to update the site and make the Chinese characters legible. I fear it still may not work on firefox, but it dows on IE. Much of the Web Site is devoted to specific periods of history and major documentary collections on that period. We will probably not do much with any of those sections, as you will find that Princeton already maintains an excellent Web Site on Imperial Chinese history (Classical through Qing). But I would like everyone to look at the sections on Reference Works, Dictionaries, Indexes, Time and Space, and Bibliography. I would like to consider any additions or changes to these entries that might be necessary – and we will divide responsibility for this task among the students in the class. And every week, in addition to the Wilkinson and Zurndorfer readings, you should consult the relevant sections of our and Princeton's Web Site.

Class schedule

Week 1 (Sept. 24): Introduction to course.

Readings: Wilkinson, Preface, 1-9, skim 10-59; Zurndorfer 1-55. Otto Berkelbach van der Sprenkel, "Western Sources," pp. 154-75 in Donald Leslie, Colin Mackerras and Wang Gung Wu, *Essays on the Sources for Chinese History* (Columbia, S.C.: U. S. Carolina Press, 1975) [SSH Reference: DS 734.7 E83 1975]. If you have not already read Paul Cohen's *Discovering History in China* (1984), that could be a good end-of-summer read to start thinking about the history of our field.

This will largely be an organizational session, to go over the syllabus, make assignments for the weeks to come, discuss possible research projects that you will use to focus your bibliographic exercises in the weeks to come. (For this purpose, please come prepared with one or more ideas for a project that you think you might want to pursue in the winter-spring seminar with me.) In the time that remains, I want to have a brief discussion of the introductory Wilkinson and esp. the Zurndorfer chapters on the nature of our field. The van der Sprenkel talks about some key sources that used to be very important, and Paul Cohen's book is also relevant to this discussion. What are the Chinese and Western origins of the modern China field in the U.S.? What do these essays tell us about the history of the field, and the way in which research topics have shifted both with new intellectual concerns and with newly accessible sources.

Week 2 (October 1): Dictionaries.

Readings: Wilkinson, Dictionaries: 60-93; Zurndorfer, 201-242; J.K. Fairbank, *Ch'ing documents: An Introductory Syllabus*, 18-23. Section on dictionaries on Princeton Website: <http://www.princeton.edu/~classbib/>

Exercise: Choose a Chinese document from any source you wish. If you have a chance to discuss your choices with classmates, see if you can bring a variety of documents from different periods: Qing, republican and PRC as different dictionaries will be better for different periods. Pick out about five characters or compounds of which you are uncertain of the meaning or the best English translation. Then use at least 2-3 Chinese-English dictionaries, and 2-3 Chinese or Chinese-Japanese dictionaries. Try at least one on-line dictionary or electronic dictionary. (I'm anxious to test the on-line tools. Two that have been mentioned are <http://www.mandarintools.com/> and <http://www.zhongwen.com/zi.htm>. There are certainly others. Look around.) Write down (or copy/highlight) the best definition for the chosen term from each. Identify what *you* think is the best English translation and be prepared to discuss this in class. For each character and compound note and record a *different* compound using the same character or same lead character which helps you understand the meaning and nuances of the character. Bring a copy of all of these for every member of the class: definitions, linked compounds.

Class: One person will be assigned to lead this discussion and will be responsible for bringing all the library dictionaries to class so that we may compare and discuss their relative merits. If you regularly used a particular dictionary of your own (hard copy or electronic), bring it to class (or be sure a classmate had brought his/her copy).

Week 3 (October 8): UCSD On-line Resources. MEET IN IR/PS LIBRARY MEDIA ROOM.

Readings: Wilkinson, 336-8. Browse Web for China-related sites. (start with this UCSD Site: <http://libraries.ucsd.edu/locations/irps/resources/chinese-studies-resources/chinese-electronic-resources-grad.html>, and note any links that you think should be added there.)

Class: James Cheng and Victoria Chu, our East Asian and IR/PS Librarian and Chinese bibliographer will be leading this session. Digital sources, and digital search tools are some of the most important resources in our field today, and UCSD has long been a leader in making these accessible. .

Week 4 (October 15): Western Language Bibliographies.

Readings: Wilkinson: 310-318, 750-753, 758-772; 975-977, 1045-49; "The Skinner Bibliography: A Review Symposium," *Journal of Asian Studies* 35.2: 277-99 (February 1976); UCSD ChineseHistory Web Site: Bibliographies, Western Language; Zurndorfer, 56-84.

Exercise: Begin the bibliography on your topic using the Western language bibliographies noted in Wilkinson, Zurndorfer and the UCSD Web Site. Put your bibliography in proper form. Give full citations with romanization, Chinese characters, and translation for Asian language works. If you are uncertain, consult *The Chinese Cultural*

Revolution as History as a guide. (Proper bibliographic form can be a pain, but it is a lot easier if you get used to doing it right from the start. It saves a lot of labor later on.) I particularly want you to spend some time with the Skinner bibliographies to get a sense of how to use them. They are frequently an invaluable source of unusual references to start off (or identify) a project, and sources can be accessed in a number of ways – but you need to spend a little time to learn to use them.

Class: Someone will be responsible for bringing all the library's bibliographies to our classroom. Come prepared to discuss your bibliography and which bibliographies were particularly helpful for what types of sources.

Week 5 (October 22): Chinese-Japanese Bibliographies (books).

Readings: Wilkinson, 261-299, 992-3; Zurndorfer, 84-100; UCSD Web Site, Bibliographies, Chinese Language.

Exercise: Same as week 3, but using these Chinese and (if appropriate) Japanese bibliographies. Focus, however, only on *books* for this week. Note that the following week will focus on locating articles.

Week 6 (October 29): Chinese-Japanese Bibliographies (articles):

Readings: Wilkinson, 299-310, 969-973, 980, 1000-1003; Zurndorfer, 101-104, 115-124, 128-132, 134-136; UCSD Web Site: Bibliographies, Chinese Language, Periodicals; also Western Language, Periodicals.

Exercise: Same as weeks 3-4. Continue expanding your bibliography by adding articles from the relevant bibliographies, and especially from the CAJ article database that Victoria and James introduced us to.

Week 7 (November 5): Locating Sources at Other Libraries.

Readings: Wilkinson: 319-338.

Exercise: You should now have a fairly extensive bibliography of sources on your topic. The next task is to locate those sources. Where can you find them? You will be adding to your bibliography the library and call number where they can be located. Start with the UCSD library. That will obviously be the most convenient. Then proceed to the UC system via Melvyl, and libraries in the OCLC system using WorldCat. Then check the Stanford/Hoover collection. Before you go further on line, check the published catalogues available in the library (UC Berkeley, Hoover, Harvard) as these include older sources not yet in the on-line catalogues. Then go back on line, perhaps starting with the UCSD Web Site, then the University of Pittsburgh site, which has very useful links to articles in other libraries: <http://www.library.pitt.edu/gateway/>

Class: As before, we will discuss your results – what tools were most useful for locating rare or unusual sources.

Week 8 (November 12): Biographies, Historical Dictionaries and Official Titles

Readings: Wilkinson: 94-130, 977-979, 1010-1025; Zurndorfer, 147-169; Otto Berkelback van der Sprenkel, "Genealogical Registers," pp. 83-98 in Leslie, Mackerras and Wang, *Essays on the Sources for Chinese History*.

Exercise: (1) In any project you are going to run into references to people whom you do not recognize. Sometimes there are biographies available on these people. Check the appropriate biographical dictionaries to identify five people related to your topic. Try to find the same people in several reference tools and compare the entries. Copy the entries and bring to class. (2) Your sources are also going to refer to events or institutions. Look up two of these in the historical dictionaries and bring the entries to class. (3) If you run into the name of an office, check the guides to official titles (at least Hucker, and Brunnert and Hegelstrom) and come with translation(s). If you have no official titles, at least check these sources to see how they work.

Week 9 (November 19): Time and Place: Maps, gazetteers, chronologies, calendars

Readings: Wilkinson, 131-219, 1046-7; Zurndorfer, 170-200, 297-312. UCSD Web Site: Reference, Time and Space; D.D. Leslie, "Local Gazetteers," pp. 71-74 in Leslie, Mackerras and Wang, *Essays on the Sources for Chinese History*.

Exercise: How do you identify place-names in China? How do you check when something happened? These are our tasks for this week. (1) Begin with the bibliographic problem: is there a gazetteer (either a pre-1949 one, or one of the "new" gazetteers produced in China since the 1980s) relevant to your topic? If so, add it to your bibliography. If it is available from a UC library on inter-library loan, borrow it, look it over, and bring it to class with your comments. (2) Check out the place-name dictionaries. Select a place from your project and look it up in the various place-name dictionaries (). Copy and bring the results. (3) See if you can find your place in the large-scale Japanese maps in our library. If you can, bring the map to class. (4) Check out the chronologies (often called) relevant to your topic. Bring some examples to show their relative utility.

Class: In class, in addition to going over the items from your exercises, we will look at Chinese-Western calendar conversion tables to see how they work – though there are now on-line versions of these that are perhaps even more convenient.

Week 10: (Thanksgiving Week: no class)

Week 11: Open. (Available either for other class moved to this spot; or for paper writing.)