

## HIST 3350 EARLY MODERN CHINA

Fall 2024 | Tuesday 1-3:45, CB 1.219

Prof. En Li

JO 4.902

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Office Hours: by appointment

### Course Pre-requisites, Co-requisites, and/or Other Restrictions:

There are no pre-requisites or other restrictions for this course, however, **it would always be helpful to complete any world history or Asian history courses prior to enrollment in this course.** Knowledge of Chinese language is not required.

### Course Description:

This course examines political, economic, social, and cultural developments in Chinese society from the middle of the fourteenth century to the end of the eighteenth century. The chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and the Qing (1644-1911). Thematically, the course emphasizes such early modern developments as increasing commercialization, social mobility, and the questioning of received cultural values, as well as state-building, frontier expansion, and Chinese trade and migration abroad. This period of history both offers us our best view of “pre-modern” Chinese society and challenges us to think about precedents for understanding modern China.

### Learning Objectives:

Here are the learning objectives I submit to the Department and the University—but really, I just hope you will think twice about anything after 16 weeks. In 5-10 years, you may forget everything about world history, but I hope you are a better thinker, writer, and reader, and most importantly, live your life better, and continue to learn by yourself.

- Being able to identify and recognize key concepts, people, places, and theories about imperial China
- The opportunity via assigned reading, class discussion, assigned written work, and films, to develop critical reading and writing skills in order to develop sophisticated and persuasive arguments
- The ability to discuss and reflect on history
- The development of a historical and reflective perspective from which to engage in contemporary debates

### Required Textbooks and Materials:

1. Brook, Timothy. *The Confusions of Pleasure: Commerce and Culture in Ming China*. Berkeley, Los Angeles, London: University of California Press, 1999.\*(full text available online through the UTD library)
2. Naquin, Susan and Rawski, Evelyn. *Chinese Society in the Eighteenth Century*. New Haven and London: Yale University Press, 1987.\* (full text available online through the UTD library)
3. Spence, Jonathan D. *Emperor of China: Self-Portrait of K'ang-hsi*. New York: Vintage Books, 1988 (required for purchase; any editions are fine; used copies are fine)
4. Struve, Lynn A. *Voices from the Ming-Qing Cataclysm: China in Tigers' Jaws*. New Haven and London, Yale University Press, 1993 (required for purchase; any editions are fine; used copies are fine)

*All Books Required.* **Some books available online through McDermott Library (indicated with a \*).**

*Additional required readings available via eLearning.*

### **Assignments:**

#### **Map and Periodization quiz** [10% final grade]

A short map and periodization quiz will ask students to identify major countries, cities, and area, as well as periodization that will frequently appear in this course. Detailed instructions will be posted and explained in class workshops.

#### **Quizzes** [30% final grade]

**Six quizzes (5% each)** are due on **selected Tuesdays**. Quizzes will ask students to identify and explain the historical significance of terms that appear on the outlines for lectures. Quizzes are **cumulative**, that is, any terms that have been introduced up to the time of the quizzes are eligible to be covered on the short assignments. Detailed instructions will be posted and explained in class meeting.

Please complete all the quizzes **individually**. Completing the quizzes is an important way for you to stay on track in this course and for me to clarify the course contents during the class meetings. My own philosophy is that students shouldn't be surprised or "tricked" by what they encounter on the quizzes—if you take notes during the lectures, keep up with the assigned readings and class discussions, the questions should not be unexpected.

#### **Big-question posts and responses** [50% final grade]

Students will form various discussion groups throughout the semester to complete **three discussion posts and peer reviews**. You can choose work individually, or within a group of **3-5 members** to prepare the big-question posts to the assigned question(s). Points will be awarded to each group for their post and facilitation of discussion. You will also receive points for your individual responses to other big-question posts. Detailed instructions will be posted and explained.

\*Both group and individual completion options are available for the big-question posts. It is beneficial to discuss with different groups even if you choose to complete the post individually. There will also be **multimedia option** for students who may prefer to work in audio or video formats for the **selected big-question post(s)**. Detailed instructions will be posted and explained.

**Whole-class role-play presentation** [10% final grade]

Detailed instructions will be posted and explained.

**Detailed guidelines for all assignments will be distributed in class and via eLearning.**

## Tentative Schedule

I will make every reasonable effort to follow this reading and discussion schedule. Any modifications to this outline will be announced via eLearning. It is your responsibility to be aware of the schedule and prepare the assigned materials.

### KEY:

+ = Item available via eLearning.

\* = Class activities

\* = Due Date for Assignment

WK	Date	Early Modern China
1	8/20	1. Introducing Early Modern China Lecture#1: Introduction: Late Imperial or Early Modern China *Icebreaking fun *Syllabus Q&A Lecture#2: The Legacies of the Song (960-1279) and Yuan (1279-1368) Dynasties
2	8/27	2. The Founding of the Ming Dynasty Lecture#1: Zhu Yuanzhang and the Founding of the Ming Lecture#2: Zhu Yuanzhang's Vision of Ming Society/Zhang Tao's vision of the early Ming + "The Basic Annals of Ming T'ai-tsu (Taizu)" + Confusions of Pleasure, Introduction and "Winter" *Discussion: official history and the dynastic cycle *Introducing quizzes *Prepare for map and periodization quiz
3	9/3	3. Early Expansion and the Inward Turn Lecture#1: The Glories of the Yongle Emperor *Map and periodization quiz in class (10%) Lecture#2: The Tumu Incident and the End of the Early Ming + Confucius of Pleasure, "Spring." *Discussion: the confusions of spring *Map and periodization quiz review
4	9/10	4. Confucian China? Family and Clan in the Ming Lecture#1: The Ming Family: Ideals and Practices *Quiz#1 in class (5%) Lecture#2: Lineage, Villages, and Markets + "Family instructions" + "Case of Homicide Suspect Liang Xianrong" + "Tale of the Ungrateful Lover" *Discussion: family instructions; family, lineage, and love in Ming China *Introducing Big-question post (BQP)#1

5	9/17	<p>5. Study and Philosophy in Ming China</p> <p>Lecture#1: The Civil Service Examination System in Ming China  <b>*Quiz #2 in class (5%)</b></p> <p>Lecture#2: Wang Yangming and His Followers  +“Three Travel Accounts of Ming China.”  -Ch’oe Pu, <i>A Record of Drifting Across the Sea</i>.  -Gaspar da Cruz, <i>Tractado</i>.  -Xu Xiake, selected travel diaries.</p> <p><b>*Discussion: travel accounts of Ming China</b>  <b>*Prepare for BQP#1</b></p> <p><b>*BQP#1 main post due 9/20 Friday, by the end of the day (10%); individual response*2 due 9/22 Sunday, by the end of the day (5%).</b></p>
6	9/24	<p>6. Social Change in the Late Ming</p> <p>Lecture#1: “Sprouts of Capitalism” in the 16<sup>th</sup> Century  <b>In-class film screening: <i>The Story of China with Michael Wood: The Ming</i></b></p> <p>Lecture#2: Social Change and Gender in the Late Ming  +Brook, <i>Confusions of Pleasure</i>, “Summer.”  +“A Squabble over a Single Copper Cash Leads to Strange Calamities.”</p> <p><b>*Discussion: A late-Ming story of greed</b>  <b>*BQP#1 review</b>  <b>*Mid-point assessment</b></p>
7	10/1	<p>7. Instability in the Late Ming</p> <p>Lecture#1: “Superfluous Things”: Anxieties of the Late Ming Elite  <b>*Quiz#3 in class (5%)</b></p> <p>Lecture#2: The Collapse of Ming Authority  +Brook, <i>Confusions of Pleasure</i>, “Fall”  +Struve, <i>Voices from the Ming-Qing Cataclysm</i>, Chapters 2, 4, 8, 11.</p> <p><b>*Discussion: accounts of the Ming-Qing transition</b></p>
8	10/8	<p>8. The Manchus</p> <p>Lecture: Who Were the Manchus/The Manchu Conquest of China  +Struve, <i>Voices from the Ming-Qing Cataclysm</i>, Chapter 6, 9, 10</p> <p><b>*Discussion: experiencing the Ming-Qing transition</b>  <b>*Introducing BQP#2</b></p>
9	10/15	Self-study/field work-instructor at conference
10	10/22	<p>9. Kangxi and the Consolidation of Qing Rule</p> <p>Lecture#1: Kangxi, the Qing State, and the Chinese Elite  <b>*Quiz#4 in class (5%)</b></p> <p>Lecture#2: Kangxi and the Qing in the Early Modern World  +Spence, <i>Emperor of China</i>, “K’ang-hsi’s Reign,” “I. In Motion,” “II. Ruling,” “III. Thinking.”</p> <p><b>*Discussion: the view from the center I</b></p>

		*Prepare for BQP#2
11	10/29	<p>10. Ruling Early Modern China</p> <p>Lecture#1: Monarch and Minister: Central Administration in the Qing</p> <p><b>*Quiz#5 in class (5%)</b></p> <p>Lecture#2: The Yamen: Local Administration in the Qing</p> <p>+Spence, <i>Emperor of China</i>, “IV. Growing Old,” “V. Sons,” and “VI. Valedictory.”</p> <p>+Yuhua Wang, “Can the Chinese Communist Party Learn from Chinese Emperors?”</p> <p>*Discussion: the view from the center II</p> <p>*Prepare for BQP#2</p>
12	11/5	<p>11. Emperors of the High Qing I</p> <p>Lecture: Yongzheng and the Activist State</p> <p><i>In class film screening: A Day on the Grand Canal with the Emperor of China</i></p> <p>+Naquin and Rawski, <i>Chinese Society</i>, Chapter 1, “Government Policies,” Chapter 2, “Social Relations.”</p> <p>*Film discussion; government policies and social relations—how did the Qing differ from the Ming?</p> <p>*Prepare for BQP#2</p> <p><b>*BQP#2 main post due 11/8, Friday, by the end of the day (10%); individual response*2 due 11/10, Sunday, by the end of the day (5%)</b></p>
13	11/12	<p>12. Emperors of the High Qing II, and Intellectual Pursuits</p> <p>Lecture#1: Qianlong and the Laissez Faire State</p> <p>Lecture#2: The Classical Revival in the Eighteenth-Century China</p> <p>+Naquin and Rawski, <i>Chinese Society</i>, Chapter 3, “Cultural Life.”</p> <p>*BQP#2 review</p> <p>*Introducing in-class role-play game</p>
14	11/19	<p>14. Expanding the Empire</p> <p>Lecture#1: Conquests, Expansion, and Ethnography on the Qing Frontiers</p> <p><b>*Quiz#6 in class (5%)</b></p> <p>Lecture#2: Trade, Migration, and the Chinese Diaspora</p> <p>+Naquin and Rawski, <i>Chinese Society</i>, Chapter 4, “Social Change.” Chapter 5, “Regional Societies.”</p> <p>+Mark Elliot, “What’s the source of ethnic tension in China?”</p> <p>*Introducing BQP#3</p> <p>*Preparing for in-class role-play game</p>
15	11/26	Happy Fall Break!
16	12/3	<p>15. Review and Reflection</p> <p><b>*In-class role-play game (10%)</b></p> <p>Lecture: Late Qianlong: A Complicated Society and Omens of Decline</p> <p>+Naquin and Rawski, <i>Chinese Society</i>, Chapter 6, “The Eighteenth-Century Legacy.”</p>

	<p>*Prepare for final BQP/BQP#3</p> <p>*Course evaluation. Thank you very much for your feedback.</p> <p>*Final BQP/BQP#3-main post due 12/13, Friday, by the end of the day (15%); individual response*2 due 12/15, Sunday, by the end of the day (5%)</p>
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**Course & Instructor Policies:****Grading Policy:**

Percentages for the course assignments have been noted above. The following gradescale will be used: 0–59 [F]; 60–62 [D-]; 63–66 [D]; 67–69 [D+]; 70–72 [C-]; 73–76 [C]; 77–79 [C+]; 80–82 [B-]; 83–86 [B]; 87–89 [B+]; 90–92 [A-]; 93–100 [A]. In narrative form, [F]=failing; [D]=below average; [C]=average; [B]=above average; [A]=exceptional.

*The professor reserves the right to curve, round, or otherwise adjust grades at his sole discretion.*

**Attendance, Participation, and Discussion:**

Attendance is mandatory! Please consult the university calendar before scheduling vacations, weddings, or other extra-curricular events that may keep you from your responsibilities in this class. You are responsible for the material and any assignments regardless of whether you were in a given class meeting or not. Any extended absence (two or more consecutive sessions) should be reported to me via email as soon as possible. Every student is expected to actively participate in the discussion of the assigned readings. While there may be no set percentage of the course grade dedicated to this requirement category, students who do not regularly attend and actively participate in class will not fare well in the course.

**Late work:**

Assignments are due on the assigned date. Late work will not be accepted. For all work not completed by the due date, the student will receive a grade of 0 (zero) for the assignment. Exceptional circumstances may be taken into account. If you feel your circumstances merit special consideration, please notify me via email or in person as soon as possible.

**Personal Electronics:**

Any non-class related use of personal electronics in the classroom will result in the immediate confiscation of the device. Confiscated devices will be returned at the end of the class period. Repeat offenses will result in a failing grade in the course.

**Class Recordings:**

Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

**Class Materials and Intellectual Property:**

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be

downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

### **Sharing Confidential Information**

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

### **Course and Instructor Amendments to the University Policies:**

#### **Email Use:**

Email is the preferred method of communication for this course. I generally reply to messages that require a response (and not all messages require or merit a response from the professor!) within two business days.

#### **Academic Support Resources**

The information contained in the following link lists the University's academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

#### **UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

#### **Your Responsibility:**

Students are responsible for all information contained in this syllabus and schedule, as well as any amendments or changes announced by the professor or Teaching Assistant(s) in class. Changes to the course schedule or syllabus will also be announced in class and/or by email. It is your responsibility to regularly check your UTD email account.

*Failure to abide by the policies contained in the syllabus and any amendments or changes announced by the professor may result in a failing grade in the course.*

*These descriptions and timelines are subject to change at the discretion of the Professor.*

*[revised August 2024]*