

Professor: Michael Chang
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Course time: Tues, 7:20-10:00 p.m.
Course location: Thompson Hall, Room 113
Course webpage: <http://mason.gmu.edu/~mchang5>
Office Hours: Thurs. 3-5 p.m.; and by appointment.

Course Description & Objectives:

This course is meant to serve as a graduate-level introduction to some of the major themes in late imperial Chinese history. Taking the question "What happened in China between the late 1500s and 1800, prior to the arrival of 'the West'?" as our starting point, we will explore the ways in which various individuals experienced the momentous changes (social, political, economic, cultural, and ecological) during this key period of Chinese history.

Required Readings: See the Course Schedule for all required readings. Most book titles are available for purchase at the GMU Barnes & Noble. Readings marked by a **single asterisk (*)** are available on E-Reserves at: <http://furbo.gmu.edu/cgi-bin/ers/OSCRgen.cgi> (password = imperial).

You should print out a hardcopy of each of the readings on E-Reserves and bring it to the appropriate class for in-class discussion. The labels [WG] and [PY] indicate that these works employ the Wade-Giles and the Pinyin systems of romanization respectively.

Course Requirements:

1. Class Participation (20%): As this is a graduate level seminar, attendance & class participation are crucial to one's overall grade. Class participation will be assessed by attendance & contributions to weekly discussions. You are expected to complete the assigned readings for any given week before coming to class. **In addition, you will be asked to sign-up to lead discussion three times during the course of the semester. On any given week, two people will be responsible for leading class discussion.** This responsibility will rotate among the group throughout the semester.

2. Weekly Reviews (30%): Ten (10) weekly book reviews will be **due to me by 12:00 p.m. (noon) on the day of class.** You may submit these weekly reviews to me either in my departmental mailbox or via e-mail. **No credit will be given for late submissions.** You do not have to turn in a weekly reading response on those weeks when a longer synthetic review is due (see below).

These weekly book reviews should be 300 to 600 words (approx. 1-2 typed, double-spaced pages) in length. They should include a concise overview of the main points and arguments contained in that week's assigned reading(s) as well as any general reactions, questions, comments, or criticisms that you might want to share during class (see guidelines for writing a book review below).

3. Medium Synthetic Reviews (30%): You will also be required to submit three (3) short synthetic reviews (1500-1800 words or 5-6 pgs. in length) covering more than one book. Each of these short synthetic reviews is worth 10% of your final grade. They will be **due in-class at regular intervals** during the semester (see the Course Schedule and the Book Review Guidelines for exact dates).

4. Final Long Review (20%): A final synthetic review (3000-3600 words or 10-12 pgs. in length) covering the last third of the course is **due by 5:00 p.m. on Tues. 12/9/2008.**

Note: All of the University's academic policies and the honor code apply to this course. Please see GMU's Catalog for details.

The last day to add this class is 5:00 p.m. on September 9, 2008. The last day to drop this class without the dean's permission is 5:00 p.m. on September 26, 2008.

Recommended References:

For concise textbook overviews of the Ming and Qing periods, see:

1. Charles O. Hucker. *China's Imperial Past: An Introduction to Chinese History and Culture*. Stanford: Stanford University Press, 1975. [WG]—esp. pgs. 287-302.
2. Patricia Buckley Ebrey. *The Cambridge Illustrated History of China*. Cambridge: Cambridge University Press, 1996. [PY]—esp. Chapters 8-9.

The following titles may be referred to if you desire more background details about the people and the major events of China's late imperial period that we will be covering in this course.

1. L. Carrington Goodrich, ed. *Dictionary of Ming Biography, 1368-1644*. 2 vols. New York: Columbia University Press, 1976. [WG]
2. Arthur W. Hummel, ed. *Eminent Chinese of the Ch'ing Period*. 2 vols. Washington, DC: U.S. Government Printing Office, 1943; reprint, Taipei: SMC Publishing Inc., 1991. [WG]
3. John K. Fairbank and Denis Twitchett, general eds. *The Cambridge History of China*. Cambridge: Cambridge University Press, 1976- [WG]
 - a. vols. 7-8 on the late Ming period (1580s-1644)
 - b. vol. 9, part 1: the Qing until 1800
 - b. vol. 10, chapters 2 & 8 on Qing Inner Asia by Joseph Fletcher
4. Pamela Kyle Crossley. *The Manchus*. Oxford: Blackwell Publishers, 1997. [PY]
5. Lawrence D. Kessler. *K'ang-hsi and the Consolidation of Ch'ing Rule, 1661-1684*. Chicago: University of Chicago Press, 1976. [WG]
6. Susan Naquin & Evelyn S. Rawski. *Chinese Society in the Eighteenth Century*. New Haven: Yale University Press, 1987. [PY]
7. Frederic Wakeman, Jr. *The Great Enterprise: the Manchu Reconstruction of Imperial Order in Seventeenth-Century China*. 2 vols. Berkeley: University of California Press, 1985. [PY]

Course Schedule & Readings

Week 1—Tues. 8/26/2008: Course Overview; Local Elites & Strategies of Dominance

1. *Min, Tu-Ki. "The Sheng-yuan-Chien-sheng Stratum (Sheng-Chien) in Ch'ing Society," p. 21-49 in *National Polity and Local Power: the Transformation of Late Imperial China*. Edited by Philip A. Kuhn and Timothy Brook. Cambridge, MA: Harvard University Press, 1989. [WG] [29 pgs.]
2. *Beattie, Hilary J. *Land and Lineage in China : a Study of Tung-cheng County, Anhwei, in the Ming and Ch'ing Dynasties*. Cambridge: Cambridge University Press, 1979. [WG] [25 pgs.]
 - a. Chapter 1: "The Chinese elite and the foundations of its power," p. 1-21
 - b. Chapter 5: "Conclusion: Land and lineage in Chinese social history," p. 127-132
3. *Elman, Benjamin A. "Political, Social, and Cultural Reproduction via Civil Service Examinations in Late Imperial China." *Journal of Asian Studies* 50.1 (February 1991): 7-28. [WG] <http://www.jstor.org/stable/2057472>

Week 2—Tues. 9/2/2008: State Decline in the Late Ming—Weekly Review #1 due by 12 p.m.

Huang, Ray. *1587, a Year of No Significance: The Ming Dynasty in Decline*. New Haven: Yale University Press, 1981. [WG] [221 pgs.]

Week 3—NO CLASS on Tue. 9/9/2008—Class will meet at 7:20-10:00 p.m. on Th. 9/11/2008 in the Johnson Center, Room 244

Ming State-Formation & Frontiers—Weekly Response #2 due by 12 p.m. on Thurs. 9/11/08

Shin, Leo K. *The Making of the Chinese State: Ethnicity and Expansion on the Ming Borderlands*. Cambridge and New York: Cambridge University Press, 2006. [PY] [208 pgs.]

Week 4—Tues. 9/16/2008: The Ming-Qing Transition—the "Seventeenth Century Crisis"

****Medium Synthetic Review #1 due in class****

1. *Wakeman, Frederic Jr. "China and the Seventeenth Century World Crisis." *Late Imperial China* 7.1 (June 1986): 1-26. [PY] [26 pgs.]
2. *Atwell, William S. "International Bullion Flows and the Chinese Economy Circa 1530-1650." *Past & Present* 95 (1982): 69-90. [WG] [22 pgs.] <http://www.jstor.org/stable/650733>

Week 5—Tues. 9/23/2008: Commercialization in the Ming—Weekly Review #3 due by 12 p.m.

Brook, Timothy. *The Confusions of Pleasure: Commerce and Culture in Ming China*. Berkeley: University of California Press, 1998. [PY] [262 pgs.]

Week 6—Tues. 9/30/2008: Elite Self-Fashioning in the Ming—Weekly Review #4 due by 12 p.m.

Clunas, Craig. *Fruitful Sites: Garden Culture in Ming Dynasty China*. Durham, NC: Duke University Press, 1996. [PY] [207 pgs.]

Week 7—Tues. 10/7/2008: Ming Loyalism

****Medium Synthetic Review #2 due in class****

1. *Fisher, Tom. "Loyalist Alternatives in the Early Ch'ing," *Harvard Journal of Asiatic Studies* 44.1 (June 1984): 83-122. [WG] [40 pgs.] <http://www.jstor.org/stable/2719095>
2. *Wakeman, Frederic, Jr. "Romantics, Stoics, and Martyrs in Seventeenth-Century China." *Journal of Asian Studies* 43.4 (August 1984): 631-665. [PY] [35 pgs.] <http://www.jstor.org/stable/2057148>

Week 8—Tues. 10/14/2008: COLUMBUS DAY RECESS—NO CLASS

1. *Ho, Ping-ti. "The Significance of the Ch'ing Period in Chinese History." *Journal of Asian Studies* 26.2 (February 1967): 189-195. [WG] [7 pgs.] <http://www.jstor.org/stable/2051924>
2. *Rawski, Evelyn S. "Reenvisioning the Qing: The Significance of the Qing Period in Chinese History." *Journal of Asian Studies* 55.4 (November 1996): 829-850. [PY] [21 pgs.] <http://www.jstor.org/stable/2646525>
3. *Ho, Ping-ti. "In Defense of Sinicization: A Rebuttal of Evelyn Rawski's 'Reenvisioning the Qing'." *Journal of Asian Studies* 57.1 (February 1998): 123-155. [PY] [33 pgs.] <http://www.jstor.org/stable/2659026>

Week 9—Tues. 10/21/2008: Early Qing Rule—Weekly Review #5 due by 12 p.m.

1. Jonathan D. Spence. *Ts'ao-yin and the K'ang-hsi Emperor: Bondservant and Master*. New Haven: Yale University Press, 1966. [WG] [292 pgs.]

Week 10—Tues. 10/28/2008: The Qing State & Ethnicity—Weekly Review #6 due by 12 p.m.

Elliott, Mark C. *The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China*. Stanford: Stanford University Press, 2001. [PY] [361 pgs.]

For a concise overview see: *Elliott, Mark C. "Ethnicity in the Qing Eight Banners" in *Empire at the Margins: Culture, Ethnicity, and Frontier in Early Modern China* (Berkeley: UC Press, 2006): 27-57. [PY] [31 pgs.]

Week 11—Tues. 11/4/2008: Qing Frontiers **Medium Synthetic Review #3 due in class**

1. *Herman, John E. "Empire in the Southwest: Early Qing Reforms to the Native Chieftain System." *Journal of Asian Studies* 56.1 (February 1997): 47-74. [28 pgs.] <http://www.jstor.org/stable/2646343>

2. *Giersch, C. Pat. "'A Motley Throng': Social Change on Southwest China's Early Modern Frontier, 1700-1880." *Journal of Asian Studies* 60.1 (February 2001): 67-94 [28 pgs.] <http://www.jstor.org/stable/2659505>

Week 12—Tues. 11/11/2008: 18th c. Law and Society—Weekly Review #7 due by 12 p.m.

Matthew Sommer. *Sex, Law, and Society in Late Imperial China*. Stanford: Stanford Univ. Press, 2000. [PY] [320 pgs.]

Week 13—Tues. 11/18/2008: Sedition in the 18th Century—Weekly Review #8 due by 12 p.m.

Kuhn, Philip A. *Soulstealers: the Chinese Sorcery Scare of 1768*. Cambridge, MA: Harvard University Press, 1990. [WG] [232 pgs.]

Week 14—Tues. 11/25/2008: Women's History—Weekly Review #9 due by 12 p.m.

1. Ko, Dorothy. *Teachers of the Inner Chambers: Women and Culture in Seventeenth Century China*. Stanford: Stanford University Press, 1994. [PY]
 - a. Introduction: "Gender and the Politics of Chinese History", p. 1-26 [25 pgs.]
 - b. Chapter 2: "The Enchantment of Love in The Peony Pavilion," p. 68-112. [45 pgs.]
2. Mann, Susan. *Precious Records: Women in China's Long Eighteenth Century*. Stanford: Stanford University Press, 1997. [PY] [226 pgs.]

Week 15—Tues. 12/2/2008: Environmental History—Weekly Review #10 due by 12 p.m.

Marks, Robert B. *Tigers, Rice, Silk, and Silt: Environment and Economy in Late Imperial South China*. Cambridge, UK: Cambridge University Press, 2006 (1998). [PY] [345 pgs.]

Final Long Review due in my department mailbox by 5:00 p.m. on Tues. 12/9/2008. NO LATE OR ELECTRONICALLY SUBMITTED PAPERS WILL BE ACCEPTED.

Guidelines for Synthetic Book Reviews

As part of this seminar, you are required to turn in a total of four (4) 1500-1800 word (5-6 page) synthetic book reviews. These will be due in class at regular intervals throughout the semester.

Medium Synthetic Review #1 (5-6 pgs.): (due in class on 9/16/2008)—

Compare views of the Ming state.

1. Huang, Ray. *1587, a Year of No Significance: The Ming Dynasty in Decline*. Yale, 1981.
2. Leo K. Shin. *The Making of the Chinese State: Ethnicity and Expansion on the Ming Borderlands*. Cambridge, 2006.

Medium Synthetic Review #2 (5-6 pgs.): (due in class on 10/7/2008)—

What are the affects of commercialization in the late Ming period?

1. Atwell, William S. "International Bullion Flows and the Chinese Economy Circa 1530-1650." *Past & Present* 95 (1982): 69-90.
2. Brook, Timothy. *The Confusions of Pleasure: Commerce and Culture in Ming China*. California, 1998.
3. Clunas, Craig. *Fruitful Sites: Garden Culture in Ming Dynasty China*. Duke, 1996.

Medium Synthetic Review #3 (5-6 pgs.): (due in class on 11/4/2008)—

What is the nature and significance of “ethnicity” in Qing rule?

1. Week 8 articles on “sinicization” by Ping-ti Ho (1967, 1998) and Evelyn Rawski (1996).
2. Jonathan D. Spence. *Ts'ao-yin & the K'ang-hsi Emperor: Bondservant & Master*. Yale, 1966.
3. Elliott, Mark C. *The Manchu Way: The Eight Banners & Ethnic Identity in Late Imperial China*. Stanford, 2001.
4. Elliott, Mark C. "Ethnicity in the Qing Eight Banners" in *Empire at the Margins: Culture, Ethnicity, and Frontier in Early Modern China* (Berkeley: UC Press, 2006): 27-57.

Final Long Review (10-12 pgs.): (due by 5 p.m. on 12/09/2008)—

What major social, political, economic, and cultural changes occurred during the Qing and the “late imperial period” more generally?

1. Week 11 articles on the southwest frontier by John E. Herman (1997) and C. Pat Giersch (2001).
2. Matthew Sommer. *Sex, Law, and Society in Late Imperial China*. Stanford, 2000.
3. Kuhn, Philip A. *Soulstealers : the Chinese Sorcery Scare of 1768*. Harvard, 1990.
4. Ko, Dorothy. *Teachers of the Inner Chambers: Women and Culture in Seventeenth Century China*. Stanford, 1994.
5. Mann, Susan. *Precious Records : Women in China's Long Eighteenth Century*. Stanford, 1997.
6. Marks, Robert B. *Tigers, Rice, Silk, and Silt: Environment and Economy in Late Imperial South China*. Cambridge, 2006 (1998).

Writing a Book Review

The ability to write a clear and succinct book review will help you in graduate school and eventually in your professional career. A book review provides a service, telling the reader what is in a book and whether or not it is worth reading. Although book reviews are a flexible medium, they generally contain certain elements. Here I describe one standard format for book reviews which you will see modified in publications from the *New York Times* to the *New England Journal of Medicine*. This is the format used in professional journals on history and Asian Studies. I suggest it to you here not necessarily as a rigid formula, but rather as a model which you may alter or add to in order to fit your particular preferences or needs. Obviously, what goes in, and how it goes in, will depend on the book under review, the reviewer's knowledge, the amount of space you have to write, and the reviewer's audience. For this class, aim for an educated lay person. Write for someone like your classmates, but please be sure to avoid an excessively chatty or conversational tone and style.

The Basic Review Format

First, give the bibliographic and publication information. At the top of the review include: author's name, title, place of publication, publisher, and date of publication. (Professional reviews also include the price of the book and the number of pages.) Put book titles in *italics* or underline them.

Second, provide an outline of the contents of the book. This is the core of a book review and should be as objective as possible. From the review, a reader should be able to get a good idea what the book is about. Sometimes this can be gleaned from the book's own organizational structure (chronology, chapters, sections, etc.) You may choose to summarize, chapter by chapter, the material covered in the book; however, this is not absolutely necessary, and can sometimes be quite dull. Remember that a book review is not the same as a book report! Include the author's main argument. What major question(s) does the book address? What ground is covered? What are the major conclusions? You may also mention the author's method and sources here. This part of your review will help readers decide if the book covers an area of interest to them.

Third, assess the book. This is where you can express your opinion, both positive and negative (usually some of both). Discuss the general import of the work. Make scholarly points if you are able to do so. What is the general significance of this book? Why should it be of interest to the specialist or non-specialist? Let the reader know whether or not you think the book is worth reading and why. Is the topic interesting, important? Does the book make a contribution to its field? Do the author's ideas change anything? Is the work controversial? If so, how? How does the book fit with past work in the same area? Does it offer anything new? Why should we read it?

Even if the author knows much more about the subject than you do (as is generally the case), you can still bring in knowledge from other sources to compare with the author's own interpretations. Tell the reader whether or not you are convinced. Assess the quality of the writing, the skill of the argument, and/or the value of the evidence. Even if you like the book very much, you may still want to offer suggestions as to how it might be improved. You might also show how it points to future questions that should be studied. Use your own experience, level of familiarity with the field, and judgment in this part. Remember your audience: on the most basic level, you are recommending whether potential readers should buy and read this book, look at it in the bookstore, or simply forget about it entirely.

You may want to quote passages from the book to make your own points. Whenever you do so, put your citation in quotations marks and follow it with the page number in parentheses. If you want to refer to another book for comparison, give the relevant information about the other book in parentheses after the author and book title the first time (and only the first time) you mention it.

Finally, details. Sometimes little things stand out enough to deserve comment. Is the book poorly/well edited or designed? Are there many factual errors? (This you can blame on the author and/or the editors.) Are there distracting typos? (This is conventionally blamed on the editors and publishers, not the author). Are there exceptionally good/bad maps, illustrations, index? Is the book overpriced? Don't dwell on such points. If you think they must be brought up, do so briefly, but don't let nitpicking interfere with the effective presentation of more substantive points.

Remember that book reviews are not just summaries! Like other forms of expository writing, book reviews present an extended argument (a thesis) that is effectively organized and supported by evidence. Your understanding and critique are equally (if not more) important as the basic information that you convey about the book. Just as in a research paper, your ideas must emerge clearly and persuasively.

*Zelin, Madeleine. The Magistrate's Tael: Rationalizing Fiscal Reform in Eighteenth-Century Ch'ing China. Berkeley: UC Press, 1984. [WG] [GMU] **OUT OF PRINT**

REPLACE ZELIN WITH:

*Elman, Benjamin A. From Philosophy to Philology: Intellectual and Social Aspects of Change in Late Imperial China. Cambridge, MA: Council on East Asian Studies, Harvard University, 1984. [WG] [256 pgs.] [GMU] **OUT OF PRINT**

REPLACE ELMAN WITH: Susan Naquin and Evelyn Rawski. Chinese Society in the Eighteenth Century. New Haven: Yale University Press, 1989. [**NO, USE SOMMER**]

REPLACE NAQUIN AND RAWSKI WITH: Matthew Sommer. *Sex, Law, and Society in Late Imperial China*. Stanford, 2000.

REPLACE: Giersch, C. Patterson. *Asian Borderlands: the Transformation of Qing China's Yunnan Frontier*. Cambridge, MA: Harvard University Asia Center, 2006. [PY]

WITH: Robert B. Marks. *Tigers, Rice, Silk, and Silt: Environment and Economy in Late Imperial South China*. Cambridge, 2006 (1998).

REPLACE: Spence, Jonathan D. *The Death of Woman Wang*. Penguin, 1978. [WG] [139 pgs.]

WITH: JAS ARTICLES BY JOHN HERMAN AND PAT GIERSCH