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312 LeConte Hall

Office Hours:
Tuesday & Thursday 3:30-4:30
(and by appointment)

History 3662 HISTORY OF CHINA II: MODERNITIES AND TRANSFORMATIONS, 800-1600

This reading- and writing-intensive course is a survey of the early modern period of Chinese history. Designed to teach critical thinking skills and the historical method, assignments will emphasize the interpretation and analysis of primary source texts in translation.

Textbooks: Available at the UGA Bookstore, or buy them cheaper out on the Internets.

Brook, Timothy. *The Confusions of Pleasure*. Berkeley: University of California Press, 1996.

de Bary, Wm. Theodore. *Sources of Chinese Tradition*. 2nd ed. Vol. I. New York: Columbia UP, 1999.

Hansen, Valerie. *The Open Empire*. New York: Norton, 1999.

Weatherford, Jack. *Genghis Khan and the Making of the Modern World*. New York: Three Rivers Press, 2004.

Reader/PDF: Much of the required reading for this class consists of short selections from Chinese primary sources in translation, along with some key works of secondary scholarship. You have three choices: (1) you may purchase a course reader that contains all these reading selections at Bel-Jean downtown; (2) you may individually download these reading selections as PDF files from the course WebCT page, where readings are organized week by week; (3) you may purchase a blank CD-R or -RW, and I will burn all of these files for you.

Web Materials and Email: We will be using the WebCT system. I will post course-related messages and announcements to WebCT, so you are responsible for checking the course page regularly. For more information about how to email your professor, see page 7.

A Warning: You and you alone are responsible for knowing how to adhere to the code of academic honesty. The penalties for academic dishonesty are severe, and ignorance is not an acceptable defense. If I suspect you have violated the code of academic honesty, you will be subjected to the university's official adjudication process. UGA's official policy on academic honesty can be found at: http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Course Requirements:

Midterm (20%) and Final (30%) Examinations: These will combine short-answer identifications and short thematic essays. Subject matter will be drawn primarily from lectures and sourcebook readings, with much less emphasis upon the Hansen textbook. Hence, it is imperative to attend class regularly, to take good notes, and to read all assignments. Make-up exams will not be permitted without an official excuse from the Student Affairs office. If you fail to appear for an examination, you will be dropped from the course with a grade of withdraw failing (WF).

Two Five-Page Analytical Essays (20%, 20%). You will submit them at the beginning of class. No extensions whatsoever will be granted, and late and sloppy work will not be tolerated. For every 24 hours past the due date and time, you will be penalized one letter grade. If you submit any written work 5 days past the due date, or do not submit it at all, you will automatically receive a course grade of withdraw failing (WF).

While critical thinking is absolutely essential for the academic study of history, it is also the most important real-life skill you will ever learn. These essays require you to think like a historian, and to think for yourself. These essays should offer your own critical analysis of one of the translated original Chinese primary sources from the de Bary sourcebooks, or from the Reader/PDF:s. Suggested paper topics will be provided, but feel free to write about a text which interests you, as long as you clear it with me first, at least 7 days before the essay is due. I will give you much more detailed information in a few weeks.

I will be happy to read and critique the first 8 paper drafts I receive, as long as you submit them to me at least 7 days before the due date.

Class Attendance (10%): Your most important responsibility is to attend class regularly. Doing so will also benefit your grades on the midterm and final exams, since essay questions will be drawn from my lectures. I will take attendance daily, and all absences are considered unexcused unless I decide otherwise. All those who neglect to sign the attendance sheet will be considered absent that day. Latecomers, nap-takers, and sleepers will be considered absent that day.

Please turn off all pagers, cell phones, iPods, and other electronic devices before entering the classroom. If your cell phone rings during class, you will be considered absent that day. So that you will be listening to my lectures, not surfing the web, laptops are not permitted in class, unless you email me your lecture notes immediately after class.

My Absence Policy: After your second unexcused absence from class, I will begin deducting *one percentage point* from your final course grade for each subsequent unexcused absence. If your course grade is on the borderline between A- and B+, or B- and C+, repeated absenteeism will cause you to receive the lower final grade for the semester.

Syllabus

Week 1

1/9 Introduction to the Course: The Chinese Renaissance?

1/11 The Medieval Inheritance: Foundations of the Second Empire

Reading: Hansen 191-220

Week 2

1/16 The Late Tang Dynasty: Breaking Up and Breaking Out

Reading: Hansen 221-9

Reader/PDF: Stephen Owen, *An Anthology of Chinese Literature* 442-452 ("Song of Lasting Pain" by Bo Juyi and "An Account" by Chen Hong), 420-5 (Rebellion Poems by Du Fu)

1/18 The Late Tang Dynasty: Xenophobia, Nativism, and Fundamentalism

Reading: Hansen 229-58; de Bary 568-586 (Han Yu)

Week 3

1/23 The Tang-Song Transition: The Early Modern Transformation Begins

Reading: Hansen 261-5

Reader/PDF: Robert M. Hartwell, "Demographic, Political, and Social Transformations of China, 750-1550," 365-442; Ebrey, *Chinese Civilization: A Sourcebook* 178-85 ("The Attractions of the Capital")

Explore the Internets! <http://depts.washington.edu/chinaciv/painting/4ptgsocl.htm>

1/25 The Five Dynasties: Fragmentation and Regeneration of the Empire

Reader/PDF: Richard L. Davis, trans. Ouyang Xiu, *Historical Records of the Five Dynasties* (selections)

Week 4

1/30 The Northern Song Dynasty: Of Wen and Wu

Reading: Hansen 265-8

2/1 The Northern Song Dynasty: Reforming Idealism, Reviving Antiquity

Reading: de Bary 590-6 (Ouyang Xiu's "Essay on Fundamentals" and "On Parties")

FIRST ESSAY DUE IN CLASS 2/6

Week 5

2/6 The Northern Song Dynasty: The Age of Faction

Reading: Hansen 269-272, 280-6; de Bary 612-26 (Wang Anshi vs. Su Shi and Sima Guang)

2/8 Aliens Who Would Be Emperor: Inner Asian Conquest Regimes, 900-1300

Reading: Hansen 299-315; Weatherford xv-77

Week 6

2/13 The Khitan Liao Dynasty: A Delicate Balance

Reader/PDF: Ebrey 139-41 ("The Tanguts and Their Relations with the Han Chinese"); F.W. Mote, *Imperial China* 72-91 ("Liao Civilization")

Explore the Internets! <http://www.asiasociety.org/arts/liao/>

2/15 The Jurchen Jin Dynasty: Erupting into History

Reading: Hansen 315-33

Reader/PDF: Ebrey 169-171 ("Longing to Recover the North"); F.W. Mote, *Imperial China* 265-288 ("Trends of Change under Jin Alien Rule")

Week 7

2/20 The Southern Song Dynasty: Reimagining State and Society

Reading: Hansen 289-99; de Bary 742-754 (Zhu Xi's social programme)

Reader/PDF: Robert P. Hymes, *Statesmen and Gentlemen*, 82-123

2/22 The Southern Song Dynasty: The True and Only Way?

Reading: de Bary 689-97 (The Cheng Brothers); 699-714 (Zhu Xi on Metaphysics)

Note: When you read these selections in the de Bary anthology, please skip the editor's introductions, which will seriously distort your understanding of these texts. Please approach these texts on your own terms.

Week 8

2/27 IN-CLASS MIDTERM EXAMINATION

Will cover everything from 1/11 to 2/20

3/1 The Song Dynasty: The Silver Age of Art and Literature

Reader/PDF: Owen 663-677 (Writings of Su Shi); Craig Clunas, *Art in China*, 45-62, 141-53

Explore the Internets! http://www.npm.gov.tw/exh95/grandview/painting/index_en.html

Week 9

3/6 The Song Dynasty: The Politics of Gender

Reading: Hansen 273-80, 286-9

Reader/PDF: Ebrey 164-8 ("Women and the Problems they Create"); Susan Mann, ed. *Under Confucian Eyes* 71-84 ("Funerary Writings by Chen Liang," trans. Beverly Bossler); Patricia Ebrey, *The Inner Quarters*, 1-44.

3/8 The Yuan Dynasty: China under Mongol Rule

Reading: Hansen 335-359; Weatherford 81-191

Reader/PDF: Ebrey 192-4 ("A Mongol Governor")

SPRING BREAK: NO CLASS

Week 10

3/20 The Yuan Dynasty: Popular Drama and Urban Culture

Reading: Hansen 359-367; Weatherford 195-271

Reader/PDF: "Autumn in the Palace of Han" by Ma Zhiyuan; Ebrey 199-201 ("A Scholar-Painter's Diary")

3/22 CLASS CANCELLED- Attending conference in Boston

Week 11

3/27 The Ming Dynasty: The Hongwu Emperor and Imperial Despotism

Reading: Hansen 369-76; Brook, *The Confusions of Pleasure* xv-85

Reader/PDF: Ebrey 205-7 ("Proclamations of the Hongwu Emperor"), 211-2 ("Village Ordinances")

3/29 The Ming Dynasty: Great Voyages and Roads Not Taken

Reading: Hansen 376-91

**Reader/PDF:* Geoff Wade, "The Zheng He Voyages: A Reassessment"

Explore the Internets! <http://www.1421exposed.com/>

SECOND ESSAY DUE IN CLASS 4/3

Week 12

4/3 The Ming Dynasty: Society against the State?

Reading: Brook, *The Confusions of Pleasure* 86-152

4/5 The Ming Dynasty: The Last Long Wave

Reading: Hansen 397-407; Brook, *The Confusions of Pleasure* 153-237

Reader/PDF: Ebrey 213-220 ("Commercial Activities"), 221-222 ("What the Weaver Said"); Jack Goldstone, "The Rise of the West— Or Not?"

Week 13

4/10 The Ming Dynasty: Wang Yangming and Principled Learning

Reading: Hansen 391-7, de Bary 841-55 (Wang Yangming)

Note: When you read these selections in the de Bary anthology, please skip the editor's introductions, which will seriously distort your understanding of these texts. Please approach these texts on your own terms.

4/12 The Ming Dynasty: Exploring the Religious Landscape

Reading: de Bary 899-915 (Morality Books)

Reader/PDF: Susan Mann, ed. *Under Confucian Eyes* 135-148 ("Record of Past Karma" by Ji Xian); Donald Lopez, ed. *Religions of China in Practice* 437-445 ("Stories from the *Tract of the Most Exalted on Action and Repose*")

Week 14

4/17 The Late Ming Dynasty: The Imploding Empire

Reading: de Bary 916-22 (The Donglin Academy)

Reader/PDF: Ray Huang, *1587: A Year of No Significance* 1-41

4/19 The Ming-Qing Transition: Persistence of the Gentry Elite

Reading: Brook, *The Confusions of Pleasure*, 238-262

Reader/PDF: Hilary Beattie, *Land & Lineage in China* 1-21, 127-132

Week 15

4/24 The Qing Conquest: China under Manchu Rule

Reader/PDF: Pamela Crossley, *The Manchus* 47-74; Ebrey 271-279 ("The Yangzhou Massacre")

4/26 The Early Qing Dynasty: The Calm Before the Storm

Reading: Hansen 409-14

Reader/PDF: Pamela Crossley, *The Manchus* 75-108; Ebrey 292-296 ("Lan Dingyuan's Casebook"), 297-300 ("Exhortations on Ceremony and Deference")

5/1 READING DAY: *Possible review session?*

5/8 FINAL EXAMINATION Noon-3pm

How to email your professor

(adapted from <http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>)

I usually check my email once a day, and respond to emails within 48 hours (except when I'm extremely busy, at a conference, or on vacation). Since I receive a high volume of mail every day, I get frustrated with people who are clueless about email etiquette. It's in your best interest to adhere to the following guidelines:

Send it from your UGAMail account. This immediately lets me know that your e-mail is legitimate and not spam, and saves me from having to fish your legitimate message out of my spam folder. Don't send it through the WebCT system. Don't send it from an external account, especially if your address is cryptic or cutesy or salacious or offensive (i.e. sexxyfoxxx69@hotmail.com or iworshipsatan@yahoo.com)

Include the course number in your subject line. "Question about 3661 paper" is clear and sounds genuine, while "Question" looks like spam.

Carefully think about what you're writing. This is a formal letter to your professor, not an instant message to a peer. You want your professor to take you and your request seriously. So make sure to use proper English spelling, punctuation, and capitalization. Sorry, but smiley faces are not appropriate for anyone older than 14.

Choose an appropriate greeting. "Dear Prof. Levine" is always appropriate. Please spell my name correctly. "Sir" is much too obsequious. "Dude" is way too informal. Do not use "Hey" or "Hello" as a greeting.

Avoid boilerplate apologies for missing class. I don't need to know the details of your personal medical history, or your car's service record. If you missed class because of some especially serious or tragic circumstances, it might be better to mention that in person than in an e-mail.

Ask politely. "Could you e-mail me the paper topics? Thanks!" is a lot better than "Hey! I lost my syllabus. And I need the paper topics now!"

Proofread what you've written. You want your e-mail to show you in the best possible light. Sounding whiny, self-absorbed, and demanding is not only inappropriate, but counterproductive.

Sign with your full name. Far too many students carelessly neglect to sign their emails, which makes it hard for me to identify the sender. Signing is an obvious courtesy, and it eliminates the need for stilted self-identification ("I am a student in your such-and-such class").

When you get a reply, say thanks. Just hit Reply and say "Thanks." The old subject line (which will now have a "Re:" in front) will make the context clear. It's always appropriate to acknowledge that someone's message got through, and it's just plain courtesy to say thanks.