

## SEMESTER AT SEA COURSE SYLLABUS

**Voyage: Spring 2014**

**Discipline: History of East Asia**

**HIEA 3559-102: Late Imperial China**

**Upper Division**

**Faculty: R. Kent Guy**

**Pre-requisites:** None.

### **COURSE DESCRIPTION:**

During the early modern period (ca. seventeenth to nineteenth centuries) China, like most of Asia, was incorporated politically into an empire. Asian empires had their origins in the conquests of Genghis Khan in the fourteenth century, and the institutions, which he and his successor Mongols formed to govern the vast territories they conquered. The dynamics of these early empires find their echoes today in borders and ethnic complexities of India and China, and a host of other phenomena.

This course will examine the cultural, social and political life of China's later empires, the Yuan (1271-1368), Ming (1368-1644) and the Qing (1644-1911). The course will begin with a discussion of Genghis Khan and his conquests, and the particular brand of fourteenth century globalization, with exotic visitors, free trade and pre-modern cultural convergence. Great conquerors, the Mongols were poor administrators, and their fall saw one of the rare cases in Chinese history when a peasant became emperor. This event allows us to reflect on how the Chinese peasantry would have organized their empire, had they had more opportunities to do so. Although it had its limits, the Ming proved to be rather resilient, and produced some genuine echoes of modernity in its development of commercial printing, and its questioning of orthodox morality, and participation in an international silver market. The Ming also saw the remarkable voyages of Zheng He, whose route through Southeast Asia, the Indian Ocean and Africa parallels our own.

Ultimately the Ming fell, however, to another group of foreigners, the Manchus, and it was in the course of their Qing empire, that the huge multi-ethnic, multi-confessional and multi-lingual entity we today know as China was built. Who were the Manchus? How did the Manchus hold it all together for 267 years, what did they draw from their own tradition, what did they take from the Chinese and what legacy did they leave for the modern Chinese state? What was their effect on Chinese history?

Most of the multi-ethnic empires of the early modern world – the Spanish, the Ottoman and the Moghul, could not survive the rise of modern nationalism. In the last portion of the course, we will consider how the Qing tried to adapt itself to the nineteenth century world, and how the Manchu's ultimately fell, victim of the nationalistic politics of the twentieth century.

### **COURSE OBJECTIVES:**

The course objectives will be: (1.) To foster an appreciation of late imperial Chinese political social and cultural forms; (2) to consider how they resembled and differed from European developments; and (3.) To assess the legacy of Chinese empires in contemporary Asia.

### **REQUIRED TEXTBOOKS:**

AUTHOR: John W. Dardess  
TITLE: Ming China 1368-1644: A Concise History of a Resilient Empire  
PUBLISHER: Rowman and Littlefield  
ISBN #: 978-1-4422-0491-1  
DATE/EDITION: 2012

AUTHOR: William T. Rowe  
TITLE: China's Last Empire: The Great Qing  
PUBLISHER: Belknap/Harvard  
ISBN #:978-0-674-06624-3  
DATE/EDITION: 2009

### **TOPICAL OUTLINE OF COURSE**

#### **Course Schedule**

#### **B1- January 13: Course Introduction**

**B2- January 15: The Steppe, the Sown and the Monsoon: Determinants of Life in Asia**  
Reading: The Secret History of the Mongols, pp. 13-21, 44-15,

January 17: Hilo

**B3- January 18: Globalization, Mongol Style? Yuan Cosmopolitanism**  
Reading: The Secret History of the Mongols, pp. 161-18

**B4-January 21: Zhu Yuanzhang as Chinese Peasant, Chinese Emperor and Model for Mao.**  
Reading: John Dardess, Ming China 1-34;  
Zhu Yuanzhang, "The Placard of People's Instructions, trans by Edward Farmer, in Zhu Yuanzhang and Early Ming Legislation, pp. 197-207

**B5-January 23: The Emperor of Perpetual Happiness**  
Reading: Dardess, Ming China, pp. 34-37

#### **B6- January 26: The Examination System**

**Essay #1 Due: Zhu Yuanzhang's World.**

**2-3 pp. response paper**

**B7-January 28: The Chinese Literatus: Image and Reality**

Reading: Ming China, pp. 77-111

January 29- February 3: Yokohama, Transit, Kobe

**B8- February 5: Video: 1421: The Year the Chinese discovered America**

Reading: Ma Huan, The Overall Survey of the Oceans Shores, pp. 49-85.

February 6-11: Shanghai, Transit, Hong Kong:

The Literatus and The Chinese Garden: We will visit the Yu-an Garden in Shanghai and the Shanghai Museum. After this visit, and after reading about the literati, students will write a 5-7 page paper on Chinese literati lives and values.

**B9- February 13: Travelling with Ma Huan and Gavin Menzies**

Ma Huan, The Overall Survey of the Ocean's Shores, pp. 108-114, 132-146.

February 14-19: Ho Chi Minh City

**B10- February 21: Ming Modernism**

Reading: Ming China, pp. 87-111  
"Wang Yang-ming"

February 22-23: Singapore

**B11- February 26: Late Ming Culture and Economy**

Reading: "The Pearl Sewn Shirt" Feng Menglong, in Cyril Birch, editor and translator, Stories from a Ming Collection, pp. 37-97.

**Field Lab Report Due: The Chinese Literati**

February 27 - March 4: Rangoon

**B12- March 6: The Fall of the Ming**

Reading: Ming China, pp. 113-134.

**B13 March 8: The Qing Dynasty: Central Asians to the Rescue?**

Reading: William T. Rowe, China's Last Empire, pp. 11-30.

March 9-14: Cochin

**B14- March 16: Consolidating the Empire**

Reading: William T. Rowe, China's Last Empire, pp. 31-62..

**B15- March 19: High Qing**

Reading: William T. Rowe, China's Last Empire, pp. 63-89; Selection from

March 21: Port Louis

**B16- March 22: "Five Generations Under one Roof": Population Inflation and Competition**

Reading: William T. Rowe, China's Last Emperor, pp. 90-121.

**B17- March 24: Intellectual Life at the Turn of the Nineteenth Century**

Reading: Wu Ching-tzu, The Scholars, trans by Yang Hsien-yi and Gladys Yang, pp. 193-266.

**B18- March 27: Brave New World: Nineteenth Century Crises and the Great Divergence**

Reading: William T. Rowe, China's Last Emperor, pp. 149-200.

**Paper Due: Was There a Difference Between Ming and Qing Literati?  
2-3pp.**

March 28-April 2: Cape Town

**B19- April 4: Rebellion: The Great Kingdom of Heavenly Peace**

Reading: William T. Rowe, China's Last Emperor, pp. 175-201.

**B20- April 6: The Tongzhi Restoration: The Empress Dowager and Late Qing Politics**

Reading: William T. Rowe, China's Last Empire, pp. 201-230.

**B21- April 9: Humpty Dumpty and the end of Empire**

Reading: William T. Rowe, China's Last Empire, pp. 231-253

April 10-14: Tema, Transit, Takoradi

**B22- April 16: The 1911 Whatever it was.**

Reading: William T. Rowe, China's Last Emperor, pp. 253-284.

**B23 – April 18: The Fate of the Early Modern Empire**

**B24 – April 21: Conclusion**

April 23-26: Casablanca

**B25- April 29: B Day Finals**

May 2 – Arrive in Southampton

**FIELD WORK**

**FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)

**Literati in Suzhou.** We will visit one of grandest houses of the traditional Chinese gentry, the Humble Administrator's Garden in Suzhou. Built in the sixteenth century, it embodies to power and style of the late Ming Dynasty elite, who are the subjects of the first half of our class. The Garden also demonstrates elite imitation of and competition with the imperial palace in Beijing. The journey to the Garden will take us through the lower Yangzi delta, which is central to our history. A Chinese lunch in Suzhou style will be provided.

**Academic Objectives:**

1. Understand the material life of the Chinese gentry.
2. Travel to the Suzhou world historical site.
3. Understand the nature of Jiangnan, in many respects the crucial region for late imperial history.

**FIELD ASSIGNMENTS**

Several of the cities we will visit in South and Southeast Asia were also visited by Zheng He. For extra credit you may write a short paper (2-3pp.) comparing what you see in these cities to what Zheng He saw.

**METHODS OF EVALUATION / GRADING RUBRIC**

Two short papers (2-3 pp.) ("Zhu Yuanzhang's World" and "Ming/Qing Literati") 15 points each;  
Total 30 POINTS

Field Lab Report ("The Chinese Literati") 30 POINTS

Final Exam: 30 POINTS

Class Participation: Attendance and Willingness to participate in discussion, 10 POINTS.

**RESERVE LIBRARY LIST**

AUTHOR:Ma Huan

TITLE: Ying-yai Sheng-lan: The Overall Survey of the Ocean's Shores

PUBLISHER: White Lotus Press

ISBN #: 974-8496-78-3

DATE/EDITION: 1433/ 1996

(If possible. I will provide an electronic copy for the assignment; but it would be nice for the students to be able to browse in this book.)

**ELECTRONIC COURSE MATERIALS**

I will provide PDFs of the following readings, for electronic reserve:

Paul Kahn, editor and translator, The Secret History of the Mongols, pp. 13-21; 44-51; and 166-181.

Ma Huan, “The Overall Survey of the Ocean’s Shores,” trans. By Feng Chen-chun and J. G. Mills, pp. 86-96; 137-146; and 173-178

Zhu Yuanzhang, “The Placard of People’s Instructions, trans by Edward Farmer, in Zhu Yuanzhang and Early Ming Legislation, pp. 197-207

Feng Menglong, “The Pearl Sewn Shirt,” in Cyril Birch, editor and translator, Stories from a Ming Collection, pp. pp. 37-97.

Wu Ching-tzu, The Scholars, trans by Yang Hsien-yi and Gladys Yang, pp. 193-266.

## **ADDITIONAL RESOURCES**

### **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”