



Wang Fu (1362-1416), "Spray of Bamboo"  
 What's up with the stamps?

History 221: The Imperial Chinese World  
 MW 1:15-2:30  
 Fanning Hall 417b

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## Description

This is a survey course in pre-modern Chinese history through 1800 CE. We will begin with China's prehistory and the roots of Chinese thought, and then focus on the imperial or dynastic period from 221 BCE onward, ending with the height of the Qing at the end of the eighteenth century. This course is an opportunity not only to learn the outlines of Chinese history, but also to develop your confidence and fluency in speaking and thinking about China. We will spend much of our time looking closely at some of the most important texts and objects in Chinese history and discussing their significance.

## Schedule of Course Meetings, Topics, and Assignments

Date	Topic	Preparation
<b>Part I: Foundations</b>		
<i>Week 1</i>	<i>Origins and Trajectories</i>	
3 Sep	Locating China in Time and Space: Periodization China-Centered History	1. Ebrey, ch. 1 2. <b>In-class:</b> How should we go about studying the history of China?
<i>Week 2</i>	<i>Warring States and Contesting Schools</i>	
8 Sep	Confucius and the Confucians	1. Ebrey, ch. 2 2. SCT: Analects of Confucius (pp. 44-63): 2:4, 2:12, 2:14-15, 3:3-4, 3:12, 3:18, 4:1-2, 4:5-6, 4:14-16, 5:7, 6:28, 7:15, 9:5, 9:10, 11:25, 12:1-3, 13:3 Mencius (pp. 116-158): 1A:1, 1A:7, 2A:6, 3A:4, 3B:9, 6A:1-4, 6A:8 3. <b>Project:</b> E-mail me your topic for the semester project.
10 Sep	Mohism, Daoism, and Legalism	1. SCT: Mozi: Sections 9 (pp. 66-67) and 16 (pp. 69-72) Laozi's <i>Daodejing</i> : 1, 3, 9, 10, 11, 18-19, 22, 28, 48, 57, 80 (pp. 79-94) Zhuangzi: Chapters 2, 3 (pp. 99-104) Xunzi: Chapters 1 (pp. 161-164), 19 (pp. 174-177), 23 (pp. 179-183) Han Feizi: Chapters 49, 50 (pp. 199-206) 2. <b>In-class:</b> Lesson on pronunciation 3. <b>Project:</b> Navigate to the Chinese Text Project at <a href="http://ctext.org/">http://ctext.org/</a> a. Click on Confucianism > The Analects

		<ul style="list-style-type: none"> <li>b. Do a “Full-text search” for your project topic. Find a few quotes that interest you, and collect them in your portfolio.</li> <li>c. Repeat for Confucianism &gt; Mengzi, Mohism &gt; Mozi, Daoism &gt; Dao De Jing, and Daoism &gt; Zhuangzi.</li> <li>d. In total, you should have about 15 passages on your topic pasted into your portfolio.</li> <li>e. Reflect on your passages, but not yet in depth. Does anything strike you? Jot down some impressions.</li> </ul>
<b>Part II: Early Imperial China</b>		
<i>Week 3</i>	<i>Qin and Han Government</i>	
15 Sep	The Rise and Fall of the Qin Dynasty Cosmic and Political Foundations of Han Government	<ol style="list-style-type: none"> <li>1. <b>In class: Dynasties quiz.</b> Put all of the major dynasties in order. Along with the dynasties handout, you may wish to consult this video: <a href="http://youtu.be/xJis9TSw1rE">http://youtu.be/xJis9TSw1rE</a> (Extra credit for including other dynasties.)</li> <li>2. Ebrey, ch. 3</li> <li>3. SCT: Jia Yi, “The Faults of Qin” (p. 228), “The Primacy of the People” (290) Lu Jia, “The Natural Order and the Human Order” (285) Dong Zhongshu, “The Conduct of Heaven and Earth” (295), “Comprehending the State as the Body” (297), “Interpreting Omens” (305) Five Phases of Change (346)</li> </ol>
17 Sep	The Han Dynasty and Its Neighbors	<ol style="list-style-type: none"> <li>1. SCT: Sima Qian, Records of the Grand Historian (368), “The Sacred Duty of the Historian” (370)</li> <li>2. A Han vision of the Zhou: Sima Qian’s “The Assassins” (online)</li> <li>3. <b>In-class:</b> Oral quiz on pronunciation</li> <li>4. <b>Project:</b> Go back to the Chinese Text Project. Repeat your search under Histories &gt; Shiji. Add some quotes to your portfolio. <ul style="list-style-type: none"> <li>a. Now it’s time to think and analyze. Find a way to arrange your quoted passages. What are the differences in the ways that people talk about your topic? ... between different schools of thought? ... over time?</li> </ul> </li> </ol>
<i>Week 4</i>	<i>Religion and Philosophy in the Han</i>	
22 Sep	Confucian Ethics in Government and Society The Salt and Iron Debates	<ol style="list-style-type: none"> <li>1. <b>In class: Dynasties and dates quiz.</b> Put all of the major dynasties in order, along with the years they began and ended. (Extra credit for including other dynasties.)</li> <li>2. “Selections from Huan Kuan, <i>Discourses on Salt and Iron</i>” (on course website)</li> <li>3. <b>In class:</b> We will role play the Salt and Iron Debates. Come prepared to take any side.</li> </ol>
24 Sep	Daoism	<ol style="list-style-type: none"> <li>1. Ebrey, ch. 4</li> <li>2. SCT: Learning of the Mysterious: Guo Xiang, “Commentary on the Zhuangzi” (386-90)</li> </ol>

		Xi Kang, “On the Absence of Predetermination” (390) Daoist Religion: “Commandments of Lord Lao,” (395), “Regulations for Petitioning” (396), “Encounters with Immortals” (410)
<i>Week 5</i>	<i>State and Society in the Tang</i>	
1 Oct	The Great Houses The Tang Code and East Asian Law	1. Ebrey, ch. 5 2. SCT: “House Instructions of Mr. Yan” (541); “The Great Tang Code” (546) 3. <b>In class: Map quiz:</b> East Asia and major Chinese cities 4. <b>Project:</b> Look up your topic in the Wilkinson manual. What do scholars know about your topic? Is there a particular primary work you ought to look at? What about a secondary work? Which dynasty seems to dominate the scholarly work on your topic? Why do you think that is?
<i>Week 6</i>	<i>East Asian Buddhisms and Tang Culture</i>	
6 Oct	Tang Cosmopolitanism Buddhism The Tibetan Empire The Turkic Empires	1. SCT: Mouzi, “Disposing of Error” (421); Huiyuan, “A Monk Does Not Bow Down Before a King” (426); Admonitions of the <i>Fanwang Sutra</i> ” (429); “Excerpts from the <i>Lotus Sutra</i> ” (446-55) 2. The Orkhon Inscriptions (online)
8 Oct	Tang Literature and Poetry	1. Tang romance: “Yingying’s Story” (online) 2. Poems by Du Fu and Li Bai
<b>Part III: The Song-Yuan-Ming Transition</b>		
<i>Week 7</i>	<i>Song Thought and Society</i>	
13 Oct	Zhu Xi and Neo- Confucian Thought	1. Ebrey, ch. 6 2. SCT: Zhu Xi, “Preface to the Great Learning by Chapter and Phrase” (721-724), “The Great Learning by Chapter and Phrase” (first part) (online), “Preface to the Mean by Chapter and Verses” (online); Selections from Cheng Yi’s writings (online); Cheng Hao, “Letter to Zhang Zai on Settling One’s Nature” (online); “The Colloquy at the Tianquan Bridge” (850-851). 3. <b>Project:</b> Find a few images or objects relevant to your project through the Metropolitan Museum of Art, Harvard Art Museums, and British Museum online databases (see course site).
15 Oct	Mercy and the Law Women and the Lineage	1. Han Yu, “Essentials of the Moral Way” (569), “Memorial on the Bone of the Buddha” (583); Liu Zongyuan, “Essay on Enfeoffment” (559), Ouyang Xiu, “Essay on Fundamentals” (590), “On Parties” (595); Wang Anshi, “Memorial to Emperor Renzong” (612), “Memorial on the Crop Loans Measure” (616), “In Defense of Five Major Policies” (619); Su Shi, “Memorial to Emperor Shenzong” (621); Sima Guang, “A Petition to Do Away with the Most Harmful of the New Laws” (625) 2. <b>In class:</b> Be prepared to take a side in these policy debates.
<i>Week 8</i>	<i>The Song in the World</i>	

20 Oct	The Song Economy and the Global Flow of Silver The Examination System and Social Reproduction	<ol style="list-style-type: none"> <li>1. <b>Oral midterm</b></li> <li>2. Selections from examination essays (online)</li> <li>3. The Qingming Scroll</li> </ol>
22 Oct	Song Art and Literature	<ol style="list-style-type: none"> <li>1. <b>In-class midterm</b></li> <li>2. <b>In class:</b> Chinese landscape paintings. We will study the visual arts of the Song as a class. Come prepared by reviewing our discussion of politics from 15 Oct.</li> </ol>
<i>Week 9</i>	<i>The Mongol Conquest</i>	
27 Oct	The Song and their Neighbors The Yuan Dynasty and the <i>Pax Mongolica</i>	<ol style="list-style-type: none"> <li>1. Ebrey, ch. 7.</li> <li>2. Selections from <i>The Secret History of the Mongols</i>. (online)</li> <li>3. “Chang Chun: a Daoist Monk in Central Asia.” (online)</li> </ol>
29 Oct	Yuan Innovations in Art: The Pan-Asian Moment The Retreat to the Mountains	<ol style="list-style-type: none"> <li>1. Yuan drama “The Ghost of the Pot.” (Come prepared to act out a part in class!)</li> <li>2. <b>Project:</b> Come prepared to present your portfolio so far to the class.</li> </ol>
<i>Week 10</i>	<i>The Ming Restoration?</i>	
3 Nov	Zhu Yuanzhang and the Ming Code The Mongol Legacy	<ol style="list-style-type: none"> <li>1. Ebrey, ch. 8</li> <li>2. SCT: “Ming Foundations of Late Imperial China” (779-93)</li> <li>3. Selections from <i>The Great Wall of China</i></li> </ol>
5 Nov	Silver and Commerce in the Ming State-Society Relations in the Ming	<ol style="list-style-type: none"> <li>1. <b>Project:</b> Find an image related to your topic in a Ming or Qing encyclopedia. (online) Or: Look up your topic in the <i>Cambridge History of China</i> (on reserve in the library).</li> <li>2. Ming drama: selections from the Ming version of <i>White Rabbit</i> (online)</li> <li>3. <b>In-class:</b> Lecture on silver and the Ming global economy</li> <li>4. Selections from <i>A Year of No Significance</i> (online)</li> </ol>
<i>Week 11</i>		
10 Nov	Syncretism in Religion and Thought	<ol style="list-style-type: none"> <li>1. SCT: Wang Yangming’s New Learning of the Mind and Heart (842-55)</li> </ol>
12 Nov	The Ming and Its Neighbors Western Impressions of China	<ol style="list-style-type: none"> <li>1. Matteo Ricci on Heaven (online)</li> <li>2. Ghiyathuddin Naqqash’s account of the Timurid embassy to the Ming court (online)</li> <li>3. The art of Siyāh Qalam</li> </ol>
<b>Part IV: The Qing Empire</b>		
<i>Week 12</i>	<i>Foundations of the Qing</i>	
17 Nov	East Asia in the Seventeenth Century The Inner Asian World Order The Ming, the Mongols, and Korea	<ol style="list-style-type: none"> <li>1. Ebrey, ch. 9</li> <li>2. Selections from Manchu documents on the foundation of the Qing and origins of the Manchus (online)</li> <li>3. <b>In-class:</b> North Asia as a region</li> <li>4. <b>Map Quiz: Major regions and cities of the Qing</b></li> </ol>
19 Nov	The Qing Conquest of China The Banner System	<ol style="list-style-type: none"> <li>1. <b>Project:</b> Look up your topic in the Qing Code (online). What regulations were in place related to your topic?</li> </ol>

	The Manchus, the Mongols, and Tibetan Buddhism	Now go back to the Tang Code of 653 CE (online). Are the statutes different? Why? 2. Selections from Lynn A. Struve, <i>Voices from the Ming-Qing Cataclysm: China in Tigers' Jaws</i> , (New Haven: Yale University Press, 1993). (online)
<b>Week 13</b>	<b><i>The Qing Golden Age</i></b>	
1 Dec	Negotiating Ethnicity	1. <b>Turn in the draft of your project paper</b> 2. Urban Manchu literature: Mark Elliott, trans., "The Eating Crabs Youth Book" in Susan Mann and Yu-yin Cheng, eds., <i>Under Confucian Eyes: Documents on Gender in East Asian History</i> , (Berkeley: University of California Press, 2001). (online) 3. In class: Liu Zhi's Sino-Muslim metaphysics
3 Dec	The Qing Conquests of Inner Asia	1. The Qianlong engravings of the conquest of Turkestan 2. Selections from Dzengseo, <i>The Diary of a Manchu Soldier in Seventeenth-Century China: "My service in the army"</i> , Nicola di Cosmo, trans., (New York: Routledge, 2006). (online)
<b>Week 14</b>	<b><i>The Indomitable Empire</i></b>	
8 Dec	Court Art of the Qianlong Reign The Literary Inquisition	1. Sketches of the architecture of Chengde 2. The "Prosperous Suzhou" scroll 3. Qing novel: selections from Wu Jingzi, <i>The Scholars</i> (chs. 1-7) (online)
10 Dec	Qianlong and Macartney	1. George Macartney, "Audience with Ch'ien-lung"; Henry Dundas, "Instructions to Lord Macartney"; George III, "Letter to the Emperor of China"; "Two Edicts from the Ch'ien-lung Emperor to King George III"
12 Dec	<b>Final exam</b>	
15 Dec	<b>Project paper due at 5:00 PM</b>	

## Books and Readings

There are two required books for this course.

Ebrey, Patricia. *The Cambridge Illustrated History of China*. Cambridge: Cambridge University Press, 2010.

**NB: Make sure you get the 2<sup>nd</sup> edition!**

de Bary, William Theodore, ed. *Sources of Chinese Tradition, Vol. 1*. New York: Columbia University Press, 1999.

**NB: This should also be the 2<sup>nd</sup> edition!**

We will also make use of a book I have put on reserve in Shain Library:

Wilkinson, Endymion. *Chinese History: a New Manual*. Cambridge, Massachusetts: Harvard University Asia Center, 2013.

Between these three books, you have: one chronological survey history of China (Ebrey), one guide to all things Chinese historical arranged by topic (Wilkinson), and a collection of primary sources arranged both chronologically and thematically (de Bary).

Other readings will be provided as necessary through the course website.

## Activities and Assessment

### *Research Portfolio and History Paper 20%*

Every student will select a topic and follow it across Chinese history. Every two weeks, you have a short task – see the schedule below. The results of that task will go in a portfolio, which you can organize and present however you want. We will review the portfolios at midterm, and you will submit yours for a grade and to show the rest of the class at the end of the semester. If you like, you can also make your portfolio visible to the class earlier on. I will be making a portfolio, too.

At the end of the semester, you will write a 10-page history based on what you have compiled. A draft of this paper will be due two weeks before the end of the semester so that you and I can consult on it. The paper is due on **15 December at 5:00 PM**.

Your choice of topic is open, but it should be something you can reasonably find across history (so no modern technology, for example), something either universal to human beings or specific to Chinese history, narrow enough to be practicable, yet broad enough to be interesting. Some possibilities: music, horses, warfare, childhood, tea, gender, law, pottery, money, jade, death, theater.

### *Text and Object Analysis Exercises (“Gobbets”) 20%*

Often, I will present you with 1. a piece of text or 2. an artifact. Most of the time, the text or artifact will be familiar from your reading, but sometimes not. Your task is to spend a few minutes working out 1. what the text is and 2. why it is significant, and 3. putting it in its historical context. In other words, you will relate the thing you see in front of you to the homework you did the previous night, and ideally to anything else of relevance that you have learned.

The goals of this task are to learn history not as a series of facts, but as a variety of contexts, and to become confident in applying the historical method when thinking about China. When we do gobbets, we are not just spitting out what we read – we are applying it, and thus learning and reinforcing it. Our gobbet exercises will open up our conversation for the rest of the class meeting.

Many of these “gobbets” will be done together or in small groups. Sometimes, I will ask you to do them quietly at the beginning of class, and then send them to a special e-mail address, so that we can look at our answers together and talk about how to improve.

About every other week, we will tackle gobbets for grades. (This is the 20%.) You will have 15 minutes to read the passage and write up to 500 words discussing, in very concise language, 1. what it is and 2. why it is important. You will turn these in electronically for a grade, and then we will proceed as normal.

### *Midterm 10% (knowledge, argument)*

The midterm has an oral component and a written component.

For the oral test, I will meet with each student for **10 minutes on 20 October**. The midterm will consist of an initial question or prompt, which should spark a conversation. Your task is to demonstrate 1. that

you have learnt the material by answering the initial question in sufficient detail and 2. that you understand the significance of your knowledge by arguing for, against, or otherwise in regard to the prompt. The goal of the midterm is to build your confidence in speaking about China. You may draw on your portfolio project in addressing the question.

We will discuss the format of the oral midterm and possible prompts in class. One example of a good prompt, based on the early course material, would be: "Where did Chinese civilization come from?"

The written component consists of one "gobbet" to be completed in a **15-minute period at the end of class on 22 October**. You will not have seen the text or object in class before, but it may have been in your homework. You will have a choice between three gobbets.

#### *Final 15% (knowledge, argument)*

The course also has an oral and written final exam.

This oral exam will be just like the midterm, except that it will last for 15 minutes, and there will be two prompts. You may expect that one prompt will address the second half of the semester, while the other will deal in some way with the whole semester. Sign up for a time to meet on **Friday 12 December**.

The written component consists of two "gobbets" to be completed in a **20-minute period at the end of class on 10 December**. You will not have seen the text or object in class before, but it may have been in your homework. You will have a choice between four gobbets.

#### *Improvement 5% (effort, mastery)*

You will receive points in this course for demonstrating improvement in your mastery of course material and your participation in class.

#### *Quizzes 5%*

We will have occasional quizzes. They are arranged purposefully, so as to help you structure your knowledge. See the semester schedule below.

#### *Attendance and Participation 25%*

Participation is measured quantitatively and recorded in a grade book after every class meeting. It is not wiggle-room for adjusting your grade retroactively.

My criteria for good participation are these: excellent participation means listening to your classmates and engaging with what they say -- either through substantive disagreement or by significantly building on it. To be able to do so, you must come to class prepared, both in the sense of having done your homework and in the sense of being ready to discuss.

At other times, we will break into small groups for activities and discussions. The same rules apply.

Rarely, I will test your knowledge and preparedness by simply asking questions. In these cases your

participation grade will depend solely on answering correctly, and preferably thoughtfully.

**NB: I need to see you during my office hours, or at another arranged time, within the first month of class.** We will touch base, I will get a clearer sense of who you are and what your learning style is, and we will have a chance to talk one-on-one before the midterm.

You are responsible for arranging a time and keeping the appointment. *This appointment is worth 3% of your attendance and participation grade.*

### **Midterm Feedback**

Three times during the semester, you will have the chance to send me anonymous feedback regarding the course so far. Surveys will be posted on the course's Moodle site. I will take your feedback into consideration when planning and adjusting the course schedule and our class meetings.

### **Policy on Absence and Attendance**

You may miss up to *two* class meetings unexcused. In these two instances, you will receive 50% credit for the day's attendance. In every subsequent (unexcused) instance, you will receive 0% credit.

*Unexcused absences:* Unexcused absences will amount to 0% for that day's participation and for any quizzes or other graded activities we do during that meeting.

*Excused absences:* If you let me know by 10:00 AM on the day of our meeting that you will be missing class for a good reason, the absence will be excused. In lieu of attendance, I will require you either to submit an essay reflecting on that day's material 500-750 words in length or to meet with me for twenty minutes to discuss the material, your choice. Your attendance grade for that day will equal your grade for the essay (graded on comprehension and effort) or for our discussion (graded according to the scale used for in-class discussion).

If you miss a quiz or other graded activity due to an excused absence, you must arrange with me a reasonable way to make up the work.

If you bring me a doctor's note or similar documentation, an unexcused absence may be excused. In this case, you must make up the work as outlined above.

### **Policy on Late Work**

Because of the way the class is structured, it is almost impossible to turn in late work. Nevertheless: for every 24 hours an assignment is late, its grade will fall by one letter grade, ex. A to A-, B+ to B, C- to D+, etc.

### **The Connecticut College Honor Code**

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or

receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution.

### **Getting Help**

If you need to meet with me and cannot come to office hours, let me know, and we can set something up. I can meet during the day or evening Mondays and Wednesdays and over Skype (or similar services) on other days. As much as I would like to be an expert on everything, some problems are best taken to other professionals, including:

The **Academic Resource Center** (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Our offices are located in Main Street West, The Plex. Please visit us or call [860-439-5294](tel:860-439-5294) for more information or to schedule an appointment.

The **Roth Writing Center** provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. To make an appointment, call 860-439-2173 or stop by the Writing Center at 214 Blaustein. If you're a confident, experienced writer we can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer we can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader, so that you can get useful feedback on that work *before* you have to turn it in for a final grade. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>.

### **Statement on Sexual Misconduct**

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help.

It is important for you to know that all faculty members are mandated reporters of any incidents of sexual misconduct. That means that I cannot keep information about sexual misconduct confidential if you share that information with me. Darcie Folsom, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Darcie can also help you access other resources on campus and in the local community. You can reach Darcie at x2219 or [darcie.folsom@conncoll.edu](mailto:darcie.folsom@conncoll.edu), and her office is in Cro 222.

The student sexual misconduct policy is in the Student Handbook, which can be found on Camelweb, in the "Documents/Policies" section, under the Student Life section. There you will find the policies, definitions, procedures and resources.

### **Office of Student Accessibility Services**

If you have a physical, mental or learning disability, either hidden or visible, which may require classroom, test-taking, or other reasonable modifications, please see me as soon as possible. If you have not already done so, please be sure to register with the Office of Student Accessibility Services. You can do so by going to the Office of Student Accessibility Services, which is located in Crozier Williams, Room 221, or by contacting the Office at 860-439-5240 or 860-439-5428, or by email to [barbara.mcllarky@conncoll.edu](mailto:barbara.mcllarky@conncoll.edu) or [lillian.liebenthal@conncoll.edu](mailto:lillian.liebenthal@conncoll.edu).