

Late Imperial China Hist 4385 01  
Syllabus

Instructor: Ihor Pidhainy  
Office: TLC 3245 Phone: 678-839-6508  
Email: [ipidhain@westga.edu](mailto:ipidhain@westga.edu)

**Location:** Pafford: Social Science Building 206 MW 2:00-3:15

**Best Way to reach me:** email me at the above address

**OFFICE HOURS**

M: 10:30-11:30; 3:30-4:30

W 10:30-11:30

**Required Texts for purchase (at Bookstore):**

Gardner, Daniel. *The Four Books: The Basic Teachings of the Later Confucian Tradition*.

Hackett: **ISBN-13:** 978-0872208261

Huang, Ray. *1587: A Year of No Significance: The Ming Dynasty in Decline*.

Ivanhoe, Philip. *Readings from the Lu-Wang School of Neo-Confucianism*, Hackett, 2009,  
ISBN 9780872209602.

Sanders, Graham, trans. *Six Records of a Life Adrift*. Hackett. **ISBN-13:** 978-1603841986

Stephen West and Walt Idema, *Monks, Bandits, Lovers and Immortals: Eleven Early Chinese Plays*, Hackett. ISBN: 9781603842006

Yu, Anthony, trans., *The Monkey and the Monk*. University of Chicago Press.

**ISBN-13:** 978-0226971568

**Other readings are posted on courseden**

**Background Reading:**

Mote, Frederick. *Imperial China, 900-1800*. [on Reserve at library]

Tanner, Harold. *China: A History* [on Reserve at Library]

Kuhn, Dieter. *The Age of Confucian Rule* [on order; Please check other libraries]

Brook, Timothy. *The Troubled Empire: China in the Yuan and Ming dynasties*.

Rowe, William. *China's Last Empire: The Great Qing* [accessible through library online]

**Course Description**

This course is an exploration of Chinese history and civilization during the late imperial period. Chronologically it runs from the 10<sup>th</sup> century through to the early 19<sup>th</sup> century. Political, social, intellectual and cultural aspects of Chinese history will be examined, with emphasis laid on the intellectual and religious underpinnings of the empire.

The delivery of the course will be a combination of lecture and discussion. It is expected that you will have read and thought about the assigned readings. In the classroom, you will have an opportunity to share these thoughts.

## **Grading:**

Response Pieces (10 x 2.5%):	25%
Summarized Pieces (3x10%)	30 %
Participation and discussion	20%
Final Exam	25%

Response Pieces: These are weekly exercises on assigned readings.

Summary Pieces: These are longer exercises based on the assigned readings of each section of the class (Song, Yuan, Ming).

Participation and Discussion: This grade is determined by the participation in class, particularly in discussion of documents and books that we will be examining. To ensure that you do well here, prepare all assigned readings before coming to class. There will be ample opportunity for you to speak in class.

Final Exam: A final take-home exam in the format of a longer essay.

## **Grading Scale**

90%-100%	A	70-79	C	0-59	F
80-89	B	60-69	D		

Grades are based on the student's performance on specific assignments in the class. (That means that completing all assignments does not necessarily guarantee a good grade.

However, not turning in all your assignments will impact your grade negatively, regardless of how well you understand the course, our texts or my lectures...).

## **Guide to Letter Grades**

### *A = Exceptional*

For a single piece of work, this means answering it in a way that shows to your grader that you not only understood what was being asked but were able to show insight beyond what is easily discernable. This involves what you argued, along with how you argued, as well as with your skill in writing. "What you argued" involves the facts and details, evidence and sources that you use to make your argument. "How you argued" involves the arrangement of your argument, the weight you give arguments, the ability to involve counter-arguments and other such features. "Your skill in writing" involves showing your rhetorical use of language, choosing appropriate and specific words where necessary, structuring your sentences in ways that please as well as back up your argument, and – finally – displaying a grasp of rhetoric, where appropriate.

### *B = Good Work*

Good work is a notch down from "exceptional" work – there are unforced errors in substance and style. Generally, the argument is strong, the evidence supports this, and the writing doesn't wreck this too much.

### *C = Competent/average*

Average work means that you communicate a decent answer to the question asked. The answer is therefore in general correct. However, faults, errors and mistakes may arise. This might be in the facts, evidence, argument, organization or language aspects of the work.

*D= Poor work*

A notch down from C, a D generally indicates that your work does not adequately answer the question and/or also includes many factual errors, much poor writing and shows a lack of integration of ideas that have been used in class.

*F = Failure to achieve above criteria...*

If you are getting Fs in your work, then we need to sit down and talk about where you are falling short.

**Nota Bene:**

Incomplete work and/or missing work will kill your grade. I emphasize that even though completed work does not guarantee a great grade, it does show commitment to get your through the class. For those of you who do not feel history is interesting or your calling, just put the time and effort in to get through.

**COURSE POLICIES AND INFORMATION**

**University Policies and Academic Support**

**\*\*\*\*Attendance Policy\*\*\*\***

Attendance is mandatory for this class.

Missing more than four classes will result in a drop in your grade. You must attend at least 70% of the classes to qualify to pass this class.

Participation, which will be earned by both oral and written responses to documents, also relies on regular attendance.

**Electronic Device Policy**

Our classroom will be a partially-free electronic device environment.

During the lecture portion of the class, electronic devices are not permitted to be used.

(This refers to electronic notebooks, i-pads, i-phones and other such devices).

\*\*\* Exception will be made during those group/class-discussion periods when electronic copies of a text (from coursedon, for example) have been assigned.

**COURSE POLICIES AND INFORMATION**

**University Policies and Academic Support**

See [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

**Academic Honesty – Plagiarism**

Do not plagiarize.

Plagiarism is generally considered to be borrowing the work of others in any shape or form and claiming that it is yours.

For example, copying and pasting a paragraph from Wikipedia in your paper without citation is plagiarism. (Even if you alter several words in it). If you put it into quotation marks, then it isn't plagiarism. (It then becomes poor use of a quotation, but that affects your grade differently than plagiarism).

Our school has a discussion of this in the handbook:

<http://www.westga.edu/~handbook/index.php?page=honorcode>.

### **Disabilities Act/ Accessibility for the course**

\*\*\*\*Please consult the following link for more detail regarding accessibility for this course, including contact information for those with accessibility needs:

UWG Accessibility Services (phone: 678-839-6428)

### **Student Conduct**

Our course is conducted at the University of West Georgia and should follow all rules of conduct that the College adheres to. In addition to these governing rules, I would like to stress that the class space and class discussion are a shared space and thus must take into account that we do not all share the same sensibilities and outlooks. Using good judgment and proper language in our discussions is essential. That we should be challenged in our opinions and ideas is part of the classroom experience, but we should balance that in the manner in which we make these challenges.

What forms of etiquette are good to follow when in class. (Perhaps outside as well, but that's not part of our parameters).

- Arrive on time and leave when class ends... if you need to leave early, mention this to the instructor or the GRA.
- Treat everybody with courtesy
- Do not sleep in class. (Coffee, coffee, chocolate chip cookies, repeat)
- Do not do socially unacceptable things in class (If you need a list, talk to your parents or guidance counselor, but these do include things like not spitting, washing regularly)

The University Writing Center (UWC) TLC 1201 678-839-6513 [writing@westga.edu](mailto:writing@westga.edu) Go to their link: [www.westga.edu/writing](http://www.westga.edu/writing). Contact them ahead of time (not last minute! And probably not a walk-in!) so that you can come in with your paper (don't forget!) to discuss some of the issues you are having. By the way, they are not an editing service – they are there to help you get how to write, not to correct for you...

You may also consult **Center for Academic Success** which provides services, programs and opportunities to help all undergraduate students succeed academically. For more info contact them at 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu)

## Hist 4385 - Late Imperial China: Schedule

Week	Dates	Topic	Readings	Due Dates
1	Aug 10	Introduction to the course		
		<b>Song Dynasty (960-1278)</b>		
2	Aug 15	Establishing the Song Dynasty	<i>Record of the Listener</i> [CD]	
	Aug 17	Neo-Confucianism and the Classical Tradition	<i>The Analects</i> (Gardner, xiii-xxx; 13-49)	<b>RP#1</b>
3	Aug 22	Neo-Confucianism and the Classical Tradition II	<i>Great Learning, Mencius</i> (Gardner, 3-10; 53-106)	<b>RP#2</b>
	Aug 24	Buddhism and China	<i>The Platform Sutra</i> (Ivanhoe, 1-26)	
4	Aug 29	The Song Economy and Aesthetics	Lu Xiangshan, (Ivanhoe, 44-75 [skim], 76-92.) Su Shi essays [CD] "Along the Riverbank" [CD]	<b>RP#3</b>
	Aug 31	The Chinese and their Northern Neighbours	Ma Zhiyuan, "A Lone Goose in Autumn over the Palaces of Han" (West & Idema, 155-194)	
5	Sept 5	<b>No Class - labour day</b>		
		<b>Yuan Dynasty (1260/1279-1368)</b>		
	Sept 7	The Collapse of the Song and the rise of the Mongols	From Chs 1-3, 8, 11 <i>Secret History of the Mongols</i> [CD, 39-108, 181-200; 241-248; 251-252]	<b>RP#4</b>
6	Sept 12	Mongol Rule	Marco Polo, <i>Travels</i> , 143-221; 290-320 [CD]	<b>SP#1</b>
	Sept 14	Life of the Commoners	"The Injustice to Dou E", "The Record of the Chalk Circle" (West & Idema, 1-36; 237-282)	<b>RP#5</b>
7	Sept 19	Returning to the world of literati	Gardner, 107-130; "Dazed Behind the Green River Lattice..." and "Rain on the Wutong Tree" (West & Idema 105-154; 195-236)	<b>RP#6</b>
		<b>Ming Dynasty (1368-1644)</b>		
	Sept 21	Zhu Yuanzhang, Zhu Di and the	Zhu Yuanzhang biography [pts 1-	

		Ming	2]; Zhu Yuanzhang documents; Empress Xu's Biography [CD]	
8	Sept 26	Zhu Youdun and early Ming theatre	"A Leopard Monk..." & "Black Whirlwind Li..." (West & Idema, 314-388)	RP#7
	Sept 28	Daoism and the Mid-Ming	<i>Classic of the Harmony... Treatise of the Exalted One...</i> [CD]	SP#2
9	Oct 4	Journey I - Monkey's Story	Yu, 1-127	RP#8
	Oct 6	<b>No Class - Fall Break</b>		
10	Oct 11	Journey II - Gathering the Gang	Yu, 128-142; 178-202; 217-288	
	Oct 13	Journey III - Completing the Mission	Yu, 321-400; 449-495	RP#9
11	Oct 18	Wang Yangming	Wang Yangming (Ivanhoe, 116-177)	RP#10
	Oct 20	The Wanli Reign	Huang, 1-41	
12	Oct 25	The Wanli Reign II	Huang 42-188	RP#11
	Oct 27	The failure of Confucianism	Huang 189-234	
13	Oct 31	The Ming Collapse	Biographies of Eunuchs Gu Yanwu's "Disquisitions..." Huang Zongxi selections [CD]	RP#12
		<b>Qing Dynasty (1644-1911)</b>		
	Nov 2	The Manchu Conquest	Yangzhou Massacre [CD]	
14	Nov 7	Glory of High Qing: Kangxi, Yongzheng	Qing Sacred Edict [CD] Pu Songling stories [CD]	SP#3
	Nov 9	Glory of High Qing II: Qianlong	Qianlong Edicts [CD]; Excerpts: Ts'ao Hsueh-ch'in's <i>Dream of Red Towers</i> [CD]	
15	Nov 14	The Literati Adrift	Sanders, 1-52	RP#13
	Nov 16	The Literati Adrift II	Sanders, 53-135	
	Nov 21	<b>No Class - Thanksgiving</b>		
	Nov 23	<b>No Class - Thanksgiving</b>		
16	Nov 28	<b>Study Week</b>		
	Dec 5	<b>Exam scheduled 2-4 pm</b>		

## Response Pieces

Response pieces must be two pages in length, double-spaced or one full page single-spaced. (You may write up to two full pages single-spaced if you need to).

What to do:

- Briefly summarize your article – author, title, original source and brief description of content (If there is a whole lot of plot, boil it down to maximum a paragraph)
- Highlight what you consider important or interesting points in the document.
- Give evidence when you do make a point.
- Try and be concise.

What not to do:

- Keep identification information (name, class, etc.) very discreet and limited in space.
- Keep font and spacing within standards (i.e. 12 pt font; single; 1.5; double spaced).
- Go way off topic.

Below 13 documents are given. You can replace/miss up to three documents.

#	Date	Document Name and source
1.	Aug 17	Choose any 3-5 selections from <i>The Analects</i> [Gardner, 13-49]
2.	Aug 22	Choose any passage from <i>Mencius</i> [Gardner, 53-103]
3.	Aug 29	Lu Xiangshan letter to Zhu Xi #1 [Ivanhoe, 55-61] OR “Explaining the Analects” [Ivanhoe, 81-85].
4.	Sept 7	Chapter 11, Sections 250-1 from the <i>Secret History of the Mongols</i> [CD, 241-248]
5.	Sept 14	Any act from <i>A Record of the Chalk Circle</i> [West & Idema, 237-282]
6.	Sept 19	Chapter One from <i>Maintaining Perfect Balance</i> [Gardner, 110-113].
7.	Sept 26	Any act from “A Leopard Monk” [West & Idema, 314-355]
8.	Oct 4	Chapter Five from <i>The Monkey and the Monk</i> , [Yu, 67-81]
9.	Oct 13	Chapter Twenty-three from <i>The Monkey and the Monk</i> , [Yu, 355-369]
10.	Oct 18	Wang Yangming’s “Reply to a Inquiries Made by a Friend” [Ivanhoe, 123-127]
11.	Oct 25	Ch. 5 “Hai Jui, the Eccentric Model Official” Huang, 1587, 130-155.
12.	Oct 31	Gu Yanwu’s “Disquisitions...” Pt. 1 [CD, 63-64] OR Huang Zongxi “On the Prince” [CD, 6-8]
13.	Nov 14	Any section from “Record Two: Charms of Idleness” Sanders, 33-52.

## Summarized Pieces

The summarized pieces are slightly longer responses (4-5 pages. Must get to the 5<sup>th</sup> page!) where you put together your ideas on the texts from the time period under examination. Include a cover page and bibliography with this page.

In each piece, you must put together an argument based on your sources. You are not required to do further research on your paper, but you must show that you have read the sources closely and carefully.

You are required to use at least three of the sources that were assigned per section. Using more than three will not have a negative impact on your grade!

Song Dynasty:	Sept 12
Yuan Dynasty:	Sept 28
Ming Dynasty:	Nov 7