

## History 487/587: China: The Ming and Qing Dynasties

Spring 2022

CRN 33103/33115

MW 10:00 - 11:20 pm

301 CON

in-person instruction

Prof. Ina Asim

Office: 317 McKenzie Hall

Phone: 346-6161

Email: [inaasim@uoregon.edu](mailto:inaasim@uoregon.edu)

Office Hours: Tu 2:00 pm - 3:30 pm via zoom

UNIVERSITY, DEPARTMENT, AND COURSE POLICIES:

LEARNING ACCOMMODATION and BASIC NEEDS

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or [uoac@uoregon.edu](mailto:uoac@uoregon.edu).

Life at college can be complicated. Students may feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor it is not my intention to know the details of what might be bothering you, but simply to let you know that help is available: University Health Services help students cope with difficult emotions and life stressors. You will find information related to address COVID-19 issues on the university website: [https://coronavirus.uoregon.edu/covid-19-regulationsLinks to an external site](https://coronavirus.uoregon.edu/covid-19-regulationsLinks_to_an_external_site). (last updated 03/24/22).

If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the specially trained Peer Wellness Advocates of the Duck Nest. The DuckNest has a physical location in the EMU on the ground floor, but due to social distancing has made programs available for streaming and on-demand. Please check their site - they add programming weekly! You can find out more at [health.uoregon.edu/ducknest](http://health.uoregon.edu/ducknest).

**University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical**

services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support:  
<https://blogs.uoregon.edu/basicneeds/food/>

### **ACADEMIC INTEGRITY**

Presenting someone else's work as your own is considered plagiarism. Cases of **plagiarism** will be referred to the **Office of Student Conduct** (<https://dos.uoregon.edu/conduct>). Please read the policies for plagiarism at the University of

Oregon: <http://libweb.uoregon.edu/guides/plagiarism/students/Links> to an external site.

### **GRADE POLICIES OF THE HISTORY DEPARTMENT:**

A+: Work of unusual distinction. Rarely awarded.

A: Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument. Well executed and reasonably free of errors.

B: Work that satisfies main criteria of the assignment and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria reasonably well.

D: Work that demonstrates a poor grasp of the material and/or is executed with little regard for college standards, but which exhibits some engagement with the material.

F: Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregards for the assigned question.

### **COURSE POLICIES:**

Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic

and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one's own tendencies (e.g. Do I contribute too much? Too little?).

All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. The UO will value differences and communicate disagreements with respect. The UO may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

Help Everyone Learn: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. We need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

#### COMMUNICATION , COURSE ACCESS & EMAIL POLICY:

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

### Course Requirements for Undergraduate Students

- Reading of assigned materials; regular attendance and active participation in lectures (10%)
- 2 Quizzes: May 02 and May 25: each 25%, total 50%
- Two reaction papers on a text; video; podcast from the time frame covered by this course: 1368-1912. Due April 25 and June 1. Materials are posted in the Canvas module "Reaction Paper Resources". (20 %)
- A short presentation (not longer than 5 minutes!!) which will inform the other class participants about a topic covered by reading materials listed in the bibliography. This exercise will train you to collect **important**

information, structure it logically, and deliver it concisely.

In Assignment 1 (due on April 13, 5:00pm) you will upload a Word document (.docx; .txt, NO .pdf) including the following information:

1. Your name
2. Your presentation topic
3. A short paragraph explaining why you chose this topic;
4. The sources you plan to use your your presentation

Assignments sent incomplete or in other formats will be returned and receive a point reduction!

The presentations will be coordinated in groups of related topics. Cooperation between class participants for the presentation is recommended. Individual contributions within group presentations must be clearly distinguished.

Every presenter will send me their presentation TWO DAYS before the presentation date. I will edit the presentation and post it on our CANVAS site in its final, edited form.

I will also send the edited presentation to you, so that you can see which changes I may have made in the editing process. Presentations sent in late cannot be considered!

**Assignment 1, presentation content, form, and delivery: 20 %)**

#### **Required Readings for all:**

**The following texts are available for purchase at the DuckStore:**

**1. Timothy Brook, *The Confusions of Pleasure. Commerce and Culture in Ming China*. Berkeley: University of California Press 1998.**

**Available as eBook through the Library website.**

**2. William T. Rowe, *China's Last Empire*. Cambridge, MA: Belknap Press 2009.**

**Made available through the Canvas website.**

#### Course Requirements for Graduate Students

- Participation, and short report on reading in week 8.
- Each graduate student will prepare a four- page long, double-spaced, book review of each of three books assigned to her or him. Reviews are due on the dates given in the course outline.

In your reviews you should demonstrate a command of the content of the book and the sources the author relies on. Explain the objective of the main thesis developed in the book and the methodology applied by the author. Consult as many professional reviews in relevant periodicals for Asian Studies (*Harvard Journal of Asiatic Studies*, *Journal of Asian Studies*, *T'oung Pao* etc.) as possible but cite and acknowledge wherever you refer to them. Reading reviews by other authors will help you to place the book in its historical context and guides you to express your own observations.

When preparing the review you can follow the general outline pattern given below. Add other important information that will enhance the understanding of the reader of your review whenever further aspects of the book need to be covered.

1. Bibliographical data
2. Summary of content / summary of author's argument
3. Sources and methodology
4. Most valuable contribution to the topic
5. Most important shortcomings and questions that are left unanswered
6. Your suggestions (for comparisons with other works by the same author/ other authors; further reading; improvements for future editions; regarding the audience of the book etc.)

One additional reading required for graduate students. You can choose between

1. eBook: Craig Clunas, Screen of kings: royal art and power in Ming China. London: Reaktion Books Ltd; 2013.

or

2. eBook: Evelyn Sakakida Rawski, The last emperors: a social history of Qing imperial institutions. Berkeley: University of California Press; 1998.

or

3. eBook: James Millward (ed.)... [et al.], New Qing imperial history the making of inner Asian empire at Qing Chengde. London; New York: Routledge, 2004.

Spring term possibilities to improve writing skills:

Please check out the website of the Tutoring and Academic Engagement Center - A Division of Undergraduate Education and Student Success: <https://researchguides.uoregon.edu/student-success/study-writing>Links to an external site. and the

[Online Writing Lab](#)Links to an external site.

---

## Course Outline

### Week 1

03/28 M 1. Introduction: Bibliography of Ming & Qing Dynasty -related literature available in Knight Library in preparation of your presentation; introduction to "Resources for Reaction Papers"

03/30 W 2. Introduction: Northern Neighbors of China, Map of the Ming

---

## **Week 2**

04/04 M 3. The Founding of the Ming

Reading: Brook, 1-56

04/06 W 4. 'The ideal world' of the Early Ming.

Reading: Brook, 57-101

---

## **Week 3**

04/12 M 5. The State-run Economy: Price Control and Labor Service

Reading: Brook, 102-152

04/13 W 6. International Trade and Public Culture

Reading: Brook, 153-190

**Assignment of presentation topic and literature due in class!**

---

## **Week 4**

04/18 M 7. Religion and Scholarly Life in an Age of Commerce

Reading: Brook, 191-237

04/20 W 8. Production for Consumption - The Role of Daughters, Wives, and Courtesans

Reading: Brook, 238-262

---

## **Week 5**

04/25 M 9. Ming Artisans and Artists / The Fall of the Ming & Spices and Silver

**Reaction Paper 1 Due!**

04/27 W 10. Museum Visit to the JSMA's Chinese Collection

---

## **Week 6**

05/02 M 11. **QUIZ 1 (covers lectures, readings of weeks 1-5)**

05/04 W 12. The Manchu Takeover & Administration of the Qing State

Reading: Rowe, 1-43

---

## **Week 7**

05/09 M 13. Institutions & Expansion  
Reading: Rowe, 43-89.

Short presentations: Presenters 1-5

05/11 W 14. The Social Fabric of Society  
Reading: Rowe, 90-121.

Short presentations: Presenters 6-10

---

## **Week 8**

05/16 M 15. Commerce  
Reading: Rowe, 122-148.

Short presentations: Presenters 11-15

05/18 W 16. Qing Scholarship

Short presentations: Presenters 16-20

---

## **Week 9**

05/23 M 17. The Confrontation with the West & The Decline of the Qing  
Reading: Rowe, 149-175

Short presentations: Presenters 21-26

05/25 W 18. QUIZ 2  
Reading: graduate students' reports;

---

## **Week 10**

05/30 M 19. Memorial Day; no class

06/01 W 20. Concluding summary

**Reaction Paper 2 Due!**

---

## **Week 11 Finals Week**

