



# HISTORY OF LATER IMPERIAL CHINA

ASIA 340/HIST 379

HOME

SCHEDULE

ASSESSMENT

COURSE TOOLS

SUPPORT

## ABOUT THIS COURSE

This course explores the history of China from the disintegration of the Tang empire at the turn of the tenth century to the eve of the country's modern transformation. Its goals are to help students develop the language and tools to understand the political, socio-economic, and cultural changes in later imperial China and to initiate them to the art and techniques of historical analysis. This course challenges the stereotype of a monolithic and static China and encourages students to develop a critical understanding of the internal and external forces integrating and dividing this geo-cultural unit.

## COURSE STRUCTURE

This course will include both synchronous and asynchronous learning components. The weekly synchronous sessions will meet via Zoom on Tuesdays from 16:30 to 18:20 (Pacific Time).

Students are expected to have reviewed and reflected on the assigned materials (including both the primary sources and secondary scholarship) prior to each week's synchronous session. Special emphasis will be placed on the reading and analysis of different kinds of primary documents.

The weekly synchronous sessions will function both as lectures and tutorials; we will review the key themes of the week and discuss the assigned materials, both as a class and in small break-out groups.

## LEARNING OBJECTIVES

By the end of the term, students should be able to:

- discuss in an informed manner the unity and diversity, changes and continuities, of Chinese society;
- gain a greater sense of confidence in analyzing and working with primary sources;
- identify and evaluate the strengths and weaknesses of historical claims.

### INSTRUCTOR INFORMATION

**Instructor:** [Dr. Leo K. Shin](#)

**Departments:** [History](#) and [Asian Studies](#)

**Contact:** [leo.shin@ubc.ca](mailto:leo.shin@ubc.ca)

**Office Hours:** Wed by appointment

### CLASS INFORMATION

**Term:** 2020 Winter (3 credits)

**Synchronous Session (Pacific Time):**

Tu 16:30–18:20

**Canvas:**

<https://canvas.ubc.ca/courses/57919>

**Course Blog:**

[blogs.ubc.ca/asia340hist379/](https://blogs.ubc.ca/asia340hist379/)

**Download 2020W Syllabus**

## ASSESSMENT OF LEARNING

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For more details on the individual components, see the [Assessment](#) section.

Quizzes	10%
Discussion Posts	15%
Attendance/Participation	10%
Short Reflection Essays	15%
Mid-term Checkup	10%
Book Review	20%
Take-home Examination	20%
Research Project (optional)	40%

## IMPORTANT DATES (PACIFIC TIME)

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Jan. 12	First session
Jan. 22	Last date to withdraw without the “W” standing
Feb. 15–19	Reading Week
Feb. 19	Bibliography due
Feb. 22–26	Mid-term checkup
Mar. 12	Last date to withdraw
Apr. 1	Book review due
Apr. 13	Last session
Apr. 27	Take-home exam/Research project due

## LEARNING MATERIALS

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All required readings are available online.

## LEARNING LOUNGE/OFFICE HOURS

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No doubt you will have questions. Outside of class time, there are three ways to get them answered.

First, a [Learning Lounge](#) has been set up under [Discussions](#) in [Canvas](#) for students to post—and answer each other’s—questions. The instructor will “drop in” at least once a week to see if there are outstanding questions. Respectful netiquette is expected and appreciated.

Second, you may contact the instructor (preferred to be addressed as Dr. Shin or Prof. Shin) via [Canvas](#) or by email. The usual response time is within 24 hours (except for weekends and holidays).

Third, office hours are on Wednesdays by appointment. Students are strongly encouraged to check in with the instructor, particularly early on during the term, to make sure all is on track.

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## ACADEMIC FREEDOM AND SAFETY

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During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.

**Students who are concerned about some of the risks mentioned are encouraged to consult the instructor as soon as possible.**

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## ACKNOWLEDGMENT

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UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

[Edit](#)



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ASIA 340/HIST 379

HOME

SCHEDULE

ASSESSMENT

COURSE TOOLS

SUPPORT

## ASSESSMENT

The dates/times mentioned below are all in **Pacific (Vancouver) Time**. Please note that the switch from Pacific Standard Time (GMT-8) to Pacific Daylight Saving Time (GMT-7) takes place on **Sunday, 14 March 2021**.

### READING QUIZZES (10%)

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Weekly quizzes (x 8) to be completed on [Canvas](#) by the end (23:59) of **Mondays**. The multiple-choice quizzes (**the first one is due on January 25 for the readings listed under Week 3**) are not meant to be onerous but are intended to encourage students to review the assigned materials before our weekly meetings. Late submissions are not accepted but you are allowed to miss a week.

### DISCUSSION POSTS (15%)

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One post (150–200 words) per week (x 8). To be submitted through [Canvas](#) by the end (23:59) of **Mondays** in anticipation of the weekly synchronous sessions. For each post, please:

- provide at the top **two** quotations (each as short as a sentence or as long as a passage) from the **weekly primary source(s)** that seem to be especially pertinent to the focus question of the week (these will not count towards your word limit);
- explain how the quotations (to be selected from the full range of the primary sources assigned), together or separately, may be used to answer the focus question of the week.

**The key to this short exercise is to pay attention to who the speakers of the quotations were and to what extent the speakers' views were representative.**

**Your first post is due on January 25 for the primary sources listed under Week 3.** Whenever possible, please provide page references for the quotations selected—e.g., (“Memorial to the Emperor Renzong,” p. 614), (Yuan Cai, p. 180). Late submissions will not be accepted, but again you are allowed to miss a week. Students are encouraged to read—and, if so desire, respond to—each other's posts before attending the weekly synchronous sessions.

### ATTENDANCE/PARTICIPATION (10%)

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Students are expected to attend all synchronous sessions and participate in class discussion. Marks will be deducted for unexcused absences.

EXCELLENT	GOOD	FAIR	POOR
Did all the required readings, attended every session, raised and discussed issues; fully engaged with the class.	Did most of the readings, came to nearly every session, raised and discussed issues most of the time; engaged with the class.	Did some of the readings, came to most of the sessions, remained interested but hardly ever spoke.	I came, I heard, but I didn't really participate in the proceedings.

## SHORT REFLECTION ESSAYS (15%)

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Students are asked to select **two** units (Week 3 through Week 12) for which they would like to submit short reflection essays. These short essays (about 600 words each) are due by the end of the **Friday following the synchronous session for the topic in question**. For example, the deadline for submission for a reflection essay for Week 4 ("A Turn Inward") is Friday, February 5.

For each short essay, you should:

- Reflect on the **context** as well as **limitation** of the primary source(s) in question (for this purpose, please review "[How to Read a Document](#)");
- Consider the **utility** of the primary source(s): please identify and discuss **three quotations/examples** from the primary source(s) and explain how they may be used to answer the focus question of the week;
- Take into consideration the **secondary source** of the week and provide **an example** of how the primary source(s) may be used to confirm or challenge a particular argument or claim found in the secondary source;
- Whenever possible, provide in-text citations for all quotations and examples cited or discussed.

Please submit your reflection essays through [Turnitin](#) (late policy: 4 points/day late). Students who receive a poor mark for their first attempt will have a chance to have the mark reweighed if the work improves.

## MID-TERM CHECKUP (10%)

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Individual meeting (~20 mins.) to be scheduled for the Week of February 22.

## BOOK REVIEW (20%)

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About 1,500 words. Due by the end of **April 1** (through [Turnitin](#); late policy: 4 points/day late). Write a joint book review of **two** scholarly books on a topic relevant to this course.

- *Step 1*: Identify five keywords based on a topic of your own interest (for example, "China," "Ming dynasty," "porcelain," "technology," "trade"). Search the following catalogs for secondary scholarship using a combination of your keywords. Identify **five** of the most authoritative books and locate them. Create a bibliography using one of the [standard citation formats](#). A draft bibliography (with full citation information), along with the list of keywords used, should be submitted through [Turnitin](#) by **February 19**.

- [UBC Library](#)
  - [Google Scholar](#)
  - [Bibliography of Asian Studies](#)
  - [WorldCat](#)
- *Step 2:* Select two books from your list (one of which could be written in a language other than English) and submit a joint review by **April 1**. More instructions to follow.

## TAKE-HOME EXAMINATION (20%)

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Due by the end of **April 27** (late policy: 4 points/day late). Essay topic, to be provided, will take into account the full breadth of materials covered in the course. Details to follow.

## RESEARCH PROJECT (40%; OPTIONAL)

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(in lieu of book review and take-home examination)

About 3,250 words. Due by the end of **April 27** (late policy: 4 points/day late). Topic to be decided in consultation with the instructor. **Students interested in this option must submit a proposal by February 5.**

[Edit](#)



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ASIA 340/HIST 379

HOME

SCHEDULE

ASSESSMENT

COURSE TOOLS

SUPPORT

## SCHEDULE

Students are expected to have completed all required readings (and viewings) for the week **before** attending the weekly synchronous sessions. Unless otherwise noted, all required readings are available online. Items marked with an asterisk (\*) are the “primary sources.”

### WEEK 1 (JAN. 12): THE IDEA OF CHINA

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- R. Kent Guy, “[Song to Qing: Late Imperial or Early Modern?](#)” in *A Companion to Chinese History*, ed. Michael Szonyi (Hoboken, NJ, 2017), 143–153.

### WEEK 2 (JAN. 19): CHINA AND INNER ASIA

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- Valerie Hansen, “[The Northern Dynasties: Non-Chinese Rule in North China \(907–1215\)](#),” *The Open Empire: A History of China to 1800*, 2nd ed. (New York and London, 2015), 275–307.
- \*[“The Tanguts and Their Relations with the Han Chinese”](#) and [“Longing to Recover the North,”](#) in *Chinese Civilization: A Sourcebook*, ed. Patricia Buckley Ebrey, 2nd ed. (New York, 1993), 139–141, 169–171.

**Focus:** How did “Chinese” and “non-Chinese” perceive one another?

### WEEK 3 (JAN. 26): REFORMS IN SONG CHINA

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- Patricia Buckley Ebrey, *Cambridge Illustrated History of China*, 2nd (Cambridge, 2010), 136–149.
- John E. Wills, Jr., “[Su Dongbo](#),” *Mountain of Fame: Portraits in Chinese History* (Princeton, 2012), 149–167.
- \*[“Memorial to the Emperor Renzong”](#) and [“A Petition to Do Away with the Most Harmful of the New Laws,”](#) in *Sources of Chinese Tradition: From Earliest Times to 1600*, 2nd ed., vol. 1, comp. Wm. Theodore de Bary and Irene Bloom (New York, 1999), 612–616, 625–626;
- \*[“Wang Anshi, Sima Guang, and Emperor Shenzong,”](#) in *Chinese Civilization*, 151–154.

**Focus:** What was fundamentally at stake in the debates over reforms in 11th-century China?

### WEEK 4 (FEB. 2): A TURN INWARD

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- Ebrey, *Cambridge Illustrated History of China*, 149–161.

- \*YUAN Cai [Yüan Ts'ai] (1140–90), “Author’s Preface” and excerpts from “Getting along with Relatives,” in *Family and Property in Sung China: Yuan Ts'ai’s Precepts for Social Life*, trans. Patricia Buckley Ebrey (Princeton, 1984), 177–212.

**Focus:** What were some of the major concerns of the literati in the southern Song period?

## WEEK 5 (FEB. 9): CHINA UNDER MONGOL RULE

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- Hansen, “The Mongols (ca. 1200–1368),” *Open Empire*, 309–343.
- \*GUAN Hanqing (ca. 1220–1307), “Rescuing One of the Girls,” in *An Anthology of Chinese Literature: Beginnings to 1911*, ed. and trans. Stephen Owen (New York, 1996), 744–770.

**Focus:** In what ways is Guan Hanqing’s play reflective of the Yuan period?

*Feb. 15–19: Reading Week (bibliography due on Feb. 19)*

## WEEK 6 (FEB. 23): MID-TERM CHECKUP

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No assigned materials/synchronous session this week. Students will sign up for individual meetings with the instructor.

## WEEK 7 (MAR. 2): THE LIMIT OF AUTOCRACY

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- Ebrey, *Cambridge Illustrated History of China*, 190–201.
- \*Selections from “Ming Foundations of Late Imperial China,” in *Sources of Chinese Tradition*, 779–786, 788–793.

**Focus:** What was Zhu Yuanzhang’s vision for Ming-dynasty China?

## WEEK 8 (MAR. 9): CURRENTS OF CHANGE

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- Ebrey, *Cambridge Illustrated History of China*, 201–209.
- Wills, “Wang Yangming,” 201–215.
- \*Selections from “Ledgers of Merits and Demerits,” in *Sources of Chinese Tradition*.

**Focus:** How had China transformed over the course of the 16th- and early-17th centuries?

## WEEK 9 (MAR. 16): THE “EARLY MODERN” WORLD

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- Ebrey, *Cambridge Illustrated History of China*, 209–219.
- Timothy Brook, “The Missionary and His Convert,” *Great State: China and the World* (New York, 2020), 201–232.
- \*Matteo Ricci, *The True Meaning of the Lord of Heaven* (Taipei, 1985) (selections).

**Focus:** How were Christian teachings received by the Chinese literati? Were they well-received?

## WEEK 10 (MAR. 23): GREAT ENTERPRISE

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- Ebrey, *Cambridge Illustrated History of China* 220–228.
- (\*)Jonathan D. Spence, *Emperor of China: Self-Portrait of K'ang-hsi* (New York, 1974), selections.

**Focus:** What were the challenges faced by the Manchu rulers?

## WEEK 11 (MAR. 30): THE “HIGH QING”

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- Wills, “[The Qianlong Emperor](#),” 231–258.
- \*SHEN Fu (1763–1810), *Six Records of a Life Adrift*, xiii–xv, 1–32, 55–81.

**Focus:** What were the sources of Shen Fu’s joy and sorrow?

*Book review due on April 1*

## WEEK 12 (APR. 6): EMPIRE AT CROSSROADS

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- Ebrey, *Cambridge Illustrated History of China*, 228–236.
- Selections from “China in the Eighteenth-Century World,” in *The Search for Modern China: A Documentary Collection*, ed. Janet Y. Chen and others, 3rd ed. (New York and London: W. W. Norton, 2014).

**Focus:** What were some of the challenges faced by Qing-dynasty China at the turn of the 19th century?

## WEEK 13 (APR. 13): RE-ORIENTATION

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- Readings to be confirmed

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[HOME](#)[SCHEDULE](#)[ASSESSMENT](#)[COURSE TOOLS](#)[SUPPORT](#)

## COURSE TOOLS

Here are the online platforms and tools we will be using for this course. For more information and support for any of the UBC-supported tools, please visit [Keep Learning](https://keeplearning.ubc.ca) (keeplearning.ubc.ca).

### PRIVACY AND ACCESSIBILITY MATTERS

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#### Privacy

Be mindful that many of the online tools we will be using will capture data about your learning activities (user names, locations, duration of login, etc.). Please note that, unless otherwise instructed, for this course, the use of camera and microphone is encouraged but optional. **Students may also opt to use a consistent (and publicly-pronounceable) alias for many or all of the learning activities.** For this and other accommodations, please contact the instructor as soon as possible.

#### Accessibility

While efforts have been made to ensure all learning materials and activities are accessible to all students, please contact the instructor if you have any concerns or questions.

### CANVAS

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Our [Canvas course site](https://canvas.ubc.ca/courses/57919) (canvas.ubc.ca/courses/57919) is where you will find all the course-related information. It is where you will complete your [reading quizzes](#) as well as submit your [discussion posts](#). For support, please visit: [keeplearning.ubc.ca/technologies/#canvas](https://keeplearning.ubc.ca/technologies/#canvas).

#### Course Blog

Our [Course Blog](https://blogs.ubc.ca/asia340hist379/) (blogs.ubc.ca/asia340hist379/) is where the **most pertinent information** for this course (schedule, requirements, instructions for assignments, etc.) can be found. When in doubt, check the information there.

#### Zoom

We will be using Zoom for our synchronous sessions. I am mindful of some of the reservations about this platform, but Zoom has now been integrated by UBC into Canvas. Even if you have been using Zoom, please check out the support page for information about privacy matters: [keeplearning.ubc.ca/technologies/#zoom](https://keeplearning.ubc.ca/technologies/#zoom).

**Please note, for privacy reasons, the core elements of our synchronous sessions will not be recorded and that participants are asked not to make any audio/video recordings of our sessions.**

## TURNITIN

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Students are asked to submit the following assignments through Turnitin:

- [Short Reflection Essays](#)
- [Book Review](#)
- [Take-home Examination](#)

Please follow the steps below:

1. Visit the [Turnitin page](https://lthub.ubc.ca/guides/turnitin/) (lthub.ubc.ca/guides/turnitin/) of the Learning Technology Hub for background information and for **instructions regarding privacy matters**.
2. If you would like to create a new account, select “**Get Started**” and follow the instructions to [create a user profile](#).
  - Note that since the server of Turnitin is not located in Canada, students may opt to use an alias when they sign up for an account.
3. [Log in](#)
4. Select “**enroll in a class**” and provide the following information:
  - class/section ID: 27836457
  - enrollment password: asia340
5. Select “**20W-ASIA 340**” from the list.
6. Select “submit” (next to the appropriate assignment):
  - A. Choose “file upload” (preferred) or “cut & paste” (**for privacy reasons, please delete your name and any identification information from the original document before uploading**);
  - B. Provide the required information;
  - C. Upload your file *or* copy and paste your document (including endnotes and bibliography, if applicable);
  - D. Select “submit” and **\*\*\*\*wait for confirmation\*\*\*\***.

## Further Information

- Students are encouraged to familiarize themselves with the Turnitin service as soon as possible.
- Students are responsible for the safekeeping of their own work and may be asked to resubmit their assignments to the instructor.
- Students who are new to Turnitin and who would like to get a sense of how the service works may submit a draft assignment under “Trial submission.”
- Students who are unable to access Turnitin may submit their assignments to the instructor as e-mail attachments (which will then be forwarded to Turnitin). Please contact the instructor in advance.



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ASIA 340/HIST 379

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ASSESSMENT

COURSE TOOLS

SUPPORT

## SUPPORT

### LEARNING ONLINE IN THE TIME OF PANDEMIC

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We recognize that learning online in the time of pandemic poses many challenges. Do visit the [Keep Learning](https://keeplearning.ubc.ca/) website ([keeplearning.ubc.ca/](https://keeplearning.ubc.ca/)) for resources and support. You may find the [Self-Care](https://keeplearning.ubc.ca/self-care/) section ([keeplearning.ubc.ca/self-care/](https://keeplearning.ubc.ca/self-care/)) especially helpful.

### UNIVERSITY POLICIES

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UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the [UBC Senate website](https://senate.ubc.ca/policies-resources-support-student-success) ([senate.ubc.ca/policies-resources-support-student-success](https://senate.ubc.ca/policies-resources-support-student-success)).

### ACADEMIC INTEGRITY

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As a member of this class, you are expected to fully take part in its learning activities and to complete all course requirements. In coming into your own as an independent and responsible member of the academic community, you are encouraged to seek advice, clarification, and guidance from your instructor. You are welcome to chart your own path of learning, but in doing so you must ensure that you do not submit others' work as your own. To avoid unintended consequences, **please check with the instructor before you collaborate with a classmate or engage a tutor or helper.**

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings in their work. If you are found to have misrepresented your work (such as using others' words or ideas without proper attributions), to have submitted others' work as your own, or to have handed in an assignment that had already been submitted for credit in another course, penalties may follow.

If you are unable to meet a deadline or have questions about an assignment, please feel free to seek advice from the instructor.

For clarification and support, please visit the very useful UBC website on [Academic Integrity](https://learningcommons.ubc.ca/academic-integrity/) (learningcommons.ubc.ca/academic-integrity/).

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## STUDENTS WITH DISABILITIES AND ACADEMIC ACCOMMODATIONS

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UBC is committed to creating an accessible learning environment. Students who seek academic accommodations are required to register with the [Centre for Accessibility](https://students.ubc.ca/about-student-services/centre-for-accessibility) (students.ubc.ca/about-student-services/centre-for-accessibility) and are strongly encouraged to notify the instructor as early as possible.

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## ILLNESS AND ABSENCE

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If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please reach out to [Arts Academic Advising](https://arts.ubc.ca/student-support/academic-support/academic-advising/) (arts.ubc.ca/student-support/academic-support/academic-advising/) or the Advising Office of your home Faculty for support. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

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## OTHER RESOURCES

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- [How to Read a Document](#)
- [History Writing Centre](#)
- [Centre for Writing and Scholarly Communication](#)
- [How to Cite](#)
- [Chicago Style \(Quick Guide\)](#)
- [How to Cite Asian-Language Sources](#)
- [Notes on Romanization](#) (Library of Congress)

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