

translating China, *n.*

Pronunciation: /trɑːnsˈleɪtɪŋ ˈtʃaɪnə/

Forms: **translatemailing China** (carla.nappi@ubc.ca),

translateofficehouring China (Wednesdays 9-11 & by appointment, BuTo 1109)

Etymology: Not a formal UBC name, but found in Nappiese (2010) as an alternate name for History 560 (201), a graduate seminar led by Carla Nappi.

I.

1.

a. The seminar so called, meeting in the Spring 2011 term on Wednesdays from 2-4.30 pm in Buchanan Tower 1206.

2010 C. NAPPI Translating China is an introduction to major recent scholarship on early modern China, and to scholarly methods in the study of early modern Chinese history, by focusing on the exchange and transformation of ideas, words, objects, and people in Qing history.

b. A group exploration for specialists and China-newbies alike.

2010 C. NAPPI Interested students whose research focus is not based in Chinese history are welcome and encouraged to take the seminar as part of a broad graduate training in global and comparative history.

2. A series of weeks devoted to successive themes of Qing history, with associated readings¹

05.01 WEEK 01 *Introductions* An introduction to the course, to each other, and to Qing history

Readings due: None.

Methods: Intro to Wilkinson

12.01 WEEK 02 *Translating China* Setting the Stage: Qing China

If you have never studied Qing history, **start with:** Jonathan Spence, *The Search for Modern China*, Pt. 1: Conquest and Consolidation (1-136) and the brief preface to Pt.2. Those of you with more modern leanings may want to continue in the coming weeks by reading Pt. 2, Fragmentation and Reform.

Required reading: 1. Evelyn S. Rawski, "Reenvisioning the Qing: The Significance of the Qing Period in Chinese History," *Journal of Asian Studies* 55.4 (1996): 829-850, 2. Ping-ti Ho, "In Defense of Sinicization: A Rebuttal of Evelyn Rawski's 'Reenvisioning the Qing'," *Journal of Asian Studies* 57.1 (1998): 123-155, 3. Joanna Waley-Cohen, "The New Qing History," *Radical History Review* 88 (2004): 193-206

Methods: Textbooks

19.01 WEEK 03 *Translating Nature* The Jesuits in Ming and Qing China

Required reading: 1. Benjamin Elman, *On Their Own Terms: Science in China, 1550-1900*, Chapters 3-5, "Natural Studies and the Jesuits," and 2. Roger Hart, "Translating the Untranslatable"

Methods: Bibliographies and Meta-bibliographies

¹ The Management reserves the right to change this as necessary for maximum collective enjoyment and satisfaction.

- 26.01 WEEK 04 *Translating Death* Ritual across cultures in China
Required reading: Nicolas Standaert, *The Interweaving of Rituals*
Methods: *The Cambridge History of China*
- 02.02 WEEK 05 *Translating the Qing* Manchu history
Required reading: Mark Elliott, *The Manchu Way*
Methods: Non-Han languages and translation
- 09.02 WEEK 06 *Translating Empire* Empire and early modernity I
Required reading: Peter Perdue, *China Marches West*
Methods: Pre-pubs: Dissertations and Conferences
- 23.02 WEEK 07 *Translating The Early Modern World* Empire and early modernity II
Required reading: Choose either (a) “Asia and Europe in the World Economy,” *American Historical Review* 107.2 (2002): 419-480, or (b) Lynn A. Struve, ed., *The Qing Formation in World-Historical Time* (Introduction, Ch. 5, and Ch. 6)
Methods: Journals
- 02.03 WEEK 08 *Translating Images* The Qing in pictures
Required reading: James Cahill, *Pictures for Use and Pleasure*
Methods: Syllabi
- 09.03 WEEK 09 *Translating Objects* Material culture in premodern China
Required reading: Choose either (a) Jonathan Hay, *Sensuous Surfaces*, or (b) Anthony Barbieri-Low, *Artisans in Early Imperial China*
Methods: Objects and material culture
- 16.03 WEEK 10 *Translating Emperors* Rewriting the Qing in its own words
Required reading: Jonathan Spence, *Emperor of China*
Methods: Book reviews
- 23.03 WEEK 11 *Translating Ethnicity* The Qing at the borders

Required reading: 1. Crossley et. al. eds., *Empire at the Margins* (selections), and 2. Crossley, "Thinking About Ethnicity in Early Modern China," *Late Imperial China* 11:1 (June 1990), 1-34.

Methods: Blogs and online resources

30.03 WEEK 12 *No Class* Nappi at the AAS Annual Meeting

Required reading: The backs of your eyelids, during naptime

06.04 WEEK 13 *Translating Theory* China, language, and modernity

Required reading: Lydia Liu, *Translingual Practice*

Methods: Using theory

COMPOUNDS

translating China required readings *n.* The books available for purchase and on reserve, and the short readings available for download on WebCT.

1988 J. SPENCE *Emperor of China: Self-Portrait of K'ang-Hsi* translating China, a required book.

1995 L. LIU *Translingual Practice: Literature, National Culture, and Translated Modernity – China, 1900-1937* translating China, a required book.

2000 E. WILKINSON *Chinese History: A Manual, Revised and Enlarged* translating China, a required book that we will use throughout the term.

2001 M. ELLIOTT *The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China* translating China, a required book.

2005 P. PERDUE *China Marches West: The Qing Conquest of Central Eurasia* translating China, a required book, republished in 2010.

2010 J. CAHILL *Pictures for Use and Pleasure: Vernacular Painting in High Qing China* translating China, a required book.

translating China grading and requirements *n.* What you need to do this term to do well

- 1 **READING AND THINKING** *All the time* All students are responsible for reading the assigned texts thoughtfully and critically before each session of the seminar. Come to class ready to talk about the work. I expect to see you all, each week. More than one absence over the term will start to impact your grade. You each have one, and my job is to help you inform, refine, and project it this term. Over the course of the semester, you will be developing your own research agendas – thus, it is critical for you to start thinking (from Day One) about how to bring your **own work** into the discussion. Come see me any time to talk about ways to develop your research in directions inspired by our class discussions.

- 2 **WEEKLY THINKPIECES** *Posted to WebCT each week* Post, by Tuesday at 9 AM, one fantastic thing stemming from your reading that you're prepared to talk about in class, if pressed. This can take any number of forms: a question, a paragraph, a sentence, one very very very carefully chosen word. As the term progresses, I will refine this weekly assignment as necessary. The point of these is for me to see something of what each of you is thinking about the readings each week, before we come together as a group to talk about it.

- 3 **ACTING AS SEMINAR GRAND POOBAB** *One Week During the Term*
You will take turns leading a session of the seminar by presenting an overview of the reading, including a discussion of major themes and critiques of the work, and presenting questions for discussion. In

preparation for leading seminar, you will be asked to write a 5ish page (typed, double-spaced) response essay and provide a brief bibliography of any supplementary sources you have consulted for that week's reading. (This might include book reviews during weeks when we're reading a book or book chapters.) Please also come to seminar armed with basic biographical information on the author or authors of the week: Who are they? Where do they currently work? Where (and with whom, and in what field) did they get their PhD? Where do they typically like to go out for a nice dinner? Your 5ish page response essay should: 1. Provide a brief overview of the major themes in the week's book or other reading. 2. Critique some aspect of the book based on your own reading and whatever supplementary material (reviews, etc) you consulted. You can also use your critique to place the reading in historiographical perspective. See me if you're not sure where to look for major reviews. 3. Present questions for discussion that reflect your careful reading of the book. We will be posting response essays and most other course material (including weekly readings) on our WebCT site for the course. Please post your response essay no later than **Tuesday at 9 AM of each week** so that we all have 24 hours to read and carefully consider your deep thoughts.

- 4 READING THE WEEK'S RESPONSE ESSAY *Every Week* **Everyone** should read the weekly response essays carefully **before** the seminar meeting Wednesday afternoon. During the seminar the week's leader will (briefly and for no more than 10 minutes!!!) open the discussion, and will be expected to occasionally jump in and lead us all down The Path of Right Thinking when we go astray.
- 5 FINAL ESSAY *Due by 5 pm April 15* Format flexible. We'll talk about this later.

translating China course WebCT/Vista site *n.* Our virtual classroom for the semester.

Step 1 GO TO WEBCT BOARD <http://www.elearning.ubc.ca/lms/login-to-vista/> log in with your CWL.

Step 2 GO TO COURSE BOARD *Click on Tab for "HIST 560 - 201 – Readings in Chinese History (to 1911) – 2010W - Nappi"* The "Course Menu" on the left side of the page lists all of the course components, including the discussion board, course readings, and other handouts.

Step 3 POSTING TO WEBCT BOARD 1. Click "Discussions" 2. Click on the topic for the week ("Week 2," etc.) 3. To post a new thread, e.g. to post your response paper for weeks in which you're leading discussion, Click the bar for "Create Message" and follow the directions. You can also post attachments. And so on, and so on. Lather, rinse, repeat.

translating China by the numbers *n.* How you will be assessed this term.

40% PARTICIPATION Regular and vocal participation in seminar and participation as Seminar Grand Poobah.

20% WEEKLY RESPONSES Includes your 5ish pp response essay. These will not be individually graded but I will read all of them each week.

40% FINAL ESSAY Final 20ish- pp critical essay relating the themes of the course to some aspect of your work. Quality, not quantity, is primary here. The format is flexible. More on this later in the term. ****Due by 5 pm on April 15. Late essays will not be accepted.****