



Xiang Yang, "Carry Out Birth Planning for the Revolution," 1974
 In this picture: criticizing the old society, education, tai chi, welding,
 and happy dancing minorities. What do these all have in common?

**History 223: Modern Chinese
 History from 1800**
 MW 2:45-4:00
 Fanning Hall 417b

Eric T. Schluessel
 Office hours: W 4:30-5:30
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Description

Over the last two centuries, the people of China have experienced brutal hardships and spectacular successes. People today are clamoring to understand China or to explain it to others – to control the narrative behind the rise of one of the world’s most powerful countries. However, China’s history is not a simple story. This is a survey course of modern Chinese history, and students will learn the events, figures, and forces that have shaped it, from the height of the Qing dynasty at the end of the eighteenth century, through more than a century of struggle, and into the present day. At the same time, it is a course about the ideas that are important how people understand, think, and talk about China. In this course, we will develop critical skills for approaching theories and narratives about the Chinese past, present, and future. We will work together to make sense of 215 years of complicated events, from political movements to social changes and beyond. We will interrogate and evaluate differing arguments about the past that touch on basic questions about what it is to belong and how and why human beings cooperate and compete.

Schedule of Course Meetings, Topics, and Assignments

Date	Preparation
Part I: From Golden Age to Revolution, 1799-1911	
<i>Week 1</i>	<i>If This is "Modern," What is Traditional?: The Problem of China's Past</i>
3 Sep	1. Schoppa, ch. 1
<i>Week 2</i>	<i>Rural Society, Popular Religion, and Local Government</i>
8 Sep	1. Schoppa, ch. 2 2. "Introduction" from Shahar, Meir and Robert P. Weller, eds., <i>Unruly Gods: Divinity and Society in China</i> , Honolulu: University of Hawai'i Press, 1996, pp. 1-31. 3. Duara, Prasenjit. "Superscribing Symbols: the Myth of Guandi Chinese God of War" <i>Journal of Asian Studies</i> 47.4 (1988), pp. 778-795.
10 Sep	1. Huang Liuhong. <i>A Complete Book Concerning Happiness and Benevolence</i> . Trans. Djang Chu. Tucson: University of Arizona Press, 1984, pp. 53-59, 140-155, 251-279, 507-522.

Week 3	<i>China's Two Perilous Frontiers: Land and Water</i>
15 Sep	<ol style="list-style-type: none"> 1. In class: Map quiz: major regions and cities of the Qing 2. Schoppa, ch. 3 (pp. 45-63) 3. "Lin Tse-hsü's (Lin Zexu) Moral Advice to Queen Victoria, 1839" 4. Joyce Madancy, "Unearthing Popular Attitudes toward the Opium Trade and Opium Suppression" 5. Project: E-mail me your topic for the semester project.
17 Sep	<ol style="list-style-type: none"> 1. Gong Zizhen's essay on the Western Regions, pp. 655-681. 2. James Millward, <i>Eurasian Crossroads: a History of Xinjiang</i>, New York: Columbia University Press, 2007, pp. 124-139.
NB: On 17 Sep, I will leave campus at 4:00 and be away from e-mail until the following Sunday. Office hours TBA.	
Week 4	<i>The Social, Cultural, and Environmental Origins of Violence</i>
22 Sep	<ol style="list-style-type: none"> 1. Schoppa, ch. 4 2. Perry, Elizabeth J. <i>Rebels and Revolutionaries in North China, 1845-1945</i>. Stanford: Stanford University Press, 1980. ch.1 (pp. 1-19) ch. 3 (pp. 48-95) 3. Selections from a Uyghur history: Mullā Mūsa b. Mullā 'Īsa Sayrāmī, <i>Tārīh-i Hamīdī</i> (approx. 5 pages)
24 Sep	<ol style="list-style-type: none"> 1. Schoppa, ch. 5 2. Taiping documents, <i>SCT</i>, pp. 218-230. 3. Paul Cohen, <i>History in Three Keys</i>, chs. 2-3 (pp. 69-118) 4. Project: Consult with me during office hours about your project. How is it going? What have you gathered so far?
Week 5	<i>Late-Qing Reformers and Revolutionaries</i>
1 Oct	<ol style="list-style-type: none"> 1. In class: Timeline quiz: events from 1799 to the Xinhai Revolution 2. Schoppa, ch. 6 3. Feng Guifen, "On the Manufacture of Western Weapons"; "On the Adoption of Western Learning", <i>SCT</i>, Vol. 2, pp. 235-238. 4. Introduction to "Kang Youwei and the Reform Movement"; "The Need for Reforming Institutions", <i>SCT</i>, Vol. 2, pp. 260-266; 269-270. 5. Liang Qichao, "Renewing the People", "The Concept of the Nation", <i>SCT</i>, Vol. 2, pp. 288-291; 295-298. 6. Hu Hanmin, "2. Establishing of a Republic," <i>SCT</i>, Vol. 2, pp. 317-318. 7. Tongmenghui, "Revolutionary Proclamation", 1907, <i>SCT</i>, Vol. 2, pp. 189-191.
Part II: Madness and Modernisms, 1912-2014	
Week 6	<i>The Challenge of Building a New China</i>
6 Oct	<ol style="list-style-type: none"> 1. Lu Xun, "Introduction to <i>A Call to Arms</i>," "A Madman's Diary," and "The True Story of Ah Q." 2. Project: Hand in draft of the first section of the paper (about 5 pp.)
8 Oct	<ol style="list-style-type: none"> 1. Jiang Tingfu, "Revolution and Absolutism" and Hu Shi's response, "National Reconstruction and Absolutism" in <i>SCT</i>, Vol. 2, pp. 334-337. 2. "Ch'en Tu-Hsiu's 'Call to Youth', 1915", in <i>China's Response to the West</i>, pp. 240-246 3. Li Dazhao, "The Victory of Bolshevism", <i>SCT</i>, Vol. 2, pp. 404-406. 4. "Sun Yat-sen's Adoption of the Russian Party System" in <i>China's Response to the West</i>, pp. 264-267; "The Three People's Principles" in <i>SCT</i>, Vol. 2, pp. 320-330. 5. Project: Consultations during office hours
Week 7	<i>New China, New Cities</i>
13 Oct	<ol style="list-style-type: none"> 1. Schoppa, ch. 7

	2. Strand, David, <i>Rickshaw Beijing: City People and Politics in the 1920s</i> , chs. 1-3 (pp. 1-64).
15 Oct	1. Hanchao Lu, <i>Beyond the Neon Lights: Everyday Shanghai in the Early Twentieth Century</i> , Berkeley: University of California Press, 1999, ch. 5 (pp. 189-242). 2. Project: Touch base as a class
Week 8	<i>Constructing the New Nation</i>
20 Oct	1. Schoppa, ch. 8 2. Henrietta Harrison, <i>The Making of the Republican Citizen: Political Ceremonies and Symbols in China, 1911-1929</i> , Oxford: Oxford University Press, 2000, ch. 2 (pp. 49-92).
22 Oct	1. Dorothy Ko, <i>Cinderella's Sisters: a Revisionist History of Footbinding</i> , Berkeley, University of California Press, 2005, introduction and ch. 1 (pp. 1-37). 2. Jordan Sand, "A Short History of MSG"
Week 9	<i>The New Woman</i>
27 Oct	1. Schoppa, ch. 9 2. Goodman, Bryna, "The New Woman Commits Suicide: the Press, Cultural Memory, and the New Republic" in <i>Journal of Asian Studies</i> 64.1 (2005) 67-101.
29 Oct	1. Schoppa, ch. 10 2. Selections from Lean, Eugenia, <i>Public Passions: the Trial of Shi Jianqiao and the Rise of Popular Sympathy in Republican China</i> . Berkeley: University of California Press, 2007. ch. 1 (pp. 21-48) ch. 4 (pp. 106-140)
Week 10	<i>The Nanjing Decade and the Long March</i>
3 Nov	1. Schoppa, ch. 11 2. Mao Zedong, "Report on an Investigation of the Peasant Movement in Hunan" 3. Edgar Snow, <i>Red Star Over China</i> , Chapters 1-3 (pp. 1-108) 4. Project: Turn in draft of the second half of the paper (5 pp.), along with revised draft of the first half (5 pp.)
5 Nov	1. Schoppa, ch. 12 2. Selections from Wakeman, <i>Policing Shanghai</i> .
Week 11	<i>The Sino-Japanese War</i>
10 Nov	1. Schoppa, ch. 13-14 2. Ruth Rogaski, "Vampires in Plagueland: the Multiple Meanings of <i>Weisheng</i> in Manchuria" in Angela Ki Che Leung and Charlotte Furth, eds., <i>Health and Hygiene in Chinese East Asia: Policies and Publics in the Long Twentieth Century</i> , (Durham: Duke University Press, 2010), pp. 132-159. 3. Project: Touch base as a class.
12 Nov	1. Schoppa, ch. 15 2. Mao Zedong, "On Art and Literature" in <i>SCT</i> , pp. 441-444. 3. William Hinton, <i>Fanshen</i> , pp. 3-95 4. Project: Consultations during office hours
Week 12	<i>Maoism, the Great Leap Forward, and the Cultural Revolution</i>
17 Nov	1. In class: Map quiz: cities and provinces of China since 1949 2. Schoppa, ch. 16 3. Sigrid Schmalzer, <i>The People's Peking Man</i> , introduction (pp. 1-16), ch. 4 (pp. 113-136)
19 Nov	1. Schoppa, ch. 17 2. Peng Dehuai, "Letters of Opinion" to Mao Zedong on the Great Leap Forward, July 1959, <i>SCT</i> , Vol. 2, pp. 469-471. 3. Propaganda posters (course website)

	4. Gail Hershatter, "The Gender of Memory: Rural Chinese Women and the 1950s" in <i>Signs: Journal of Women in Culture and Society</i> 28:1 (2002), 43-70.
23 Nov	<i>NB: No class meeting on 23 November.</i> 1. Schoppa, ch. 18 2. Project: Turn in draft of the whole paper (10-12 pp.)
<i>Week 13</i>	<i>Cultural Revolution (continued) and Reform and Opening Up</i>
1 Dec	1. Schoppa, ch. 19 2. Scenes from "The Red Detachment of Women" 3. A memoir of the Cultural Revolution: selections from <i>Red Color News Soldier</i>
3 Dec	1. Project: Consultations during office hours 2. Watch Carma Hinton's documentary "Gate of Heavenly Peace" (approx. 3 hours long, on reserve in Shain Library) 3. Yan Yunxiang, "McDonald's in Beijing" in <i>Golden Arches East</i> , pp. 39-76.
<i>Week 14</i>	<i>Ethnicity and Nationalism: Contemporary Debates</i>
8 Dec	1. In class: Timeline quiz: events from the Xinhai Revolution to Tian'anmen in 1989 2. Schoppa, ch. 20 3. Peter Hessler, <i>Oracle Bones</i> , pp. 9-31. 4. Project: Present the paper to your peers in class
10 Dec	1. Schoppa, ch. 21 and epilogue 2. Stalin, "Marxism and the National Question," sections 1-3 and 7 (about 14 pp.) http://www.marxists.org/reference/archive/stalin/works/1913/03.htm 3. Sautman, Barry. "Myths of Descent, Racial Nationalism and Ethnic Minorities in the People's Republic of China" in Dikötter, Frank, ed., <i>The Construction of Racial Identities in China and Japan</i> . London: C. Hurst & Company, 1997, pp. 75-95. 4. James Millward, "Introduction: Does the 2009 Urumchi Violence Mark a Turning Point?"
12 Dec	Project due at 5:00 PM

Books and Readings

There is one required textbook for this course:

Keith Schoppa, *Revolution and Its Past: Identities and Change in Modern Chinese History*, 3rd edition, Prentice Hall, 2010. Available at the campus bookstore or for \$70 new/\$38 used online.

All other readings will be distributed electronically. However, I encourage you to pick up a copy of:

Wm. Theodore de Bary and Richard Lufrano, comps., *Sources of Chinese Tradition, Volume Two: from 1600 through the Twentieth Century*, 2nd edition, New York: Columbia University Press, 2000. (SCT below)

Activities and Evaluation

Response Essays 20%

You will submit four response essays (750-1,000 words each) over the course of the semester. These must be based on the readings for a given class meeting and turned in at least one hour before class begins that day.

You should not summarize the reading in your response essay. A good essay consists of a response to an idea in the reading that you found confusing, compelling, or disagreeable. You should ask questions of the reading and argue with or against it. For this reason, while the response essay does not need to have the classic “essay” format, you do have to clearly express and structure your ideas. This will help prepare both you and me to participate in class discussion.

Submit your response essay for either the Monday or the Wednesday class of your assigned week. It must be on the readings for that day, but it may reflect on the other readings for the week, as well.

Group A will submit papers during weeks: 2, 5, 8, 11

Group B: 3, 6, 9, 12

Group C: 4, 7, 10, 13

Of course, you may submit a response essay during an earlier week instead, if you find another topic more interesting or want to get ahead on your work.

Semester Project 35%

You will write a 10-to-12-page paper over the course of the semester. The paper is a history of modern China told by focusing on a certain thing or theme. You will choose your topic early on, so that you can begin to take notes for the paper. I will work with you to develop the paper through a series of partial drafts over the course of the semester. (See the schedule below for due dates and requirements.) By the time the paper is due, I will already have seen several drafts and discussed them with you. The drafts will not be graded, but you will receive feedback on them.

The paper is not a research paper – you are not required to use outside sources for it. Instead, you should draw on the course readings and critically evaluate their arguments. Your thesis and argument are your own, but if you have not chosen a topic by the deadline, I will assign one to you.

Some possible themes for the project (which are also major themes for the course!) include: confinement, village life, the body, narrative, death, memory, spirits, food, social structure, authority, demographics, science and superstition, imperialism, and hygiene.

The paper is due on Friday, 12 December at 5:00 PM.

Quizzes 10%

We will have occasional quizzes. (See schedule below.)

I teach this course as a series of arguments about history. In order to engage fruitfully in an argument, you have to know its basic points of reference. This includes, for a history class, knowing 1. where things are and 2. when things happened.

Your first map quiz will test your knowledge of the geography of Qing China in the nineteenth century, while the second one will do the same for the People's Republic of China.

The first timeline quiz will ask you to identify key events 1799-1911 and when they happened. The second covers 1912-2014.

Attendance and Participation 35%

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.

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.

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 Late Work

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.

I cannot accept a response essay for a grade after the class has already met.

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, 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 or lillian.liebenthal@conncoll.edu.