

**History 262**  
**Modern China**  
**Spring 2014**

R 1:15-4:00, Harris, Main Street East

Eric T. Schluessel

[eschlues@fas.harvard.edu](mailto:eschlues@fas.harvard.edu), [etsch@conncoll.edu](mailto:etsch@conncoll.edu)

Office hours:

- On-campus: R 4:00-5:00, Winthrop 311
- Skype: T 10-12

**Course Summary**

China's history from 1800 through the present is a story of bitter suffering and spectacular success. This course introduces the economic, social, cultural, and political dimensions of that history from a variety of perspectives, drawing on great debates about what happened and how we ought to interpret those events. For elite thinkers and political leaders, these two centuries have constituted a national search for "wealth and power" (富強 *fuqiang*) – and arguably, in 2014, China has returned to the position of strength and prosperity it held at the beginning of this story. For many others, the almost constant violence and turmoil experienced under the late Qing dynasty (1644-1911), the Republic (1912-1949), and People's Republic of China (1949-present) has presented much more immediate problems of basic survival and sustenance. Therefore, this course draws both on the dominant narrative of China's fall and rise and on other stories from the margins that challenge or subvert it.

**COURSE STRUCTURE**

This course is arranged chronologically, but each period under examination also covers a particular theme or question in Chinese history. We will often look beyond our few years of focus to continuities with other periods.

The first five weeks of the course cover the complicated decline of the Qing dynasty and the problems and questions that this experience posed for people living in China; the remaining nine weeks explore the working out of those problems and questions across the twentieth century.

**Evaluation**

Class participation 30%

In-class presentation 5%

Map and timeline quizzes 5%

Three reading responses (choose your own weeks to respond) 15%

Take-home midterm 20%

Take-home final 25%

**How This Course Works**

Each of our meetings is two hours and forty-five minutes (165 minutes) long. Because this course usually meets twice a week on two different topics, I will divide each meeting into two 80-minute halves, which are more or less distinct. It will be rather like having two meetings back-to-back.

Our meetings will be structured around a series of conversations and activities, some of which I have described below. I will do almost no lecturing in this course, except when it is strictly necessary for background prior to discussion. A typical 80-minute session begins with a series of open questions for us

to explore together, followed by a student presentation, and then more discussion in which we work out the two or more sides of a debate in Chinese history.

I have selected readings that should be challenging to think about, but written in an interesting and accessible way. The amount of reading has been kept within the usual weekly limits: about 100-130 pages when we only read scholarly work, and rather more (up to about 200 pages) when we have easy-to-read and engaging memoirs or fiction.

Three times over the course of the semester, you will have the opportunity to provide anonymous feedback about how the course is going. In the meantime, if you have trouble keeping up or just want to talk about the coursework, let me know over email or in person. I reserve the right to alter this syllabus in response to student feedback or the needs of the class.

### **Class Participation (30%)**

We have a great deal of material to cover, and we are sitting in the same room together for a long time. The key to good class participation is this: *listen and respond to each other*. That will keep things lively, interesting, and civil. Sticking to the letter and spirit of this golden rule will ensure you receive credit for participation. Good participation means good preparation. I expect you to come to class having done all of the readings and ready to discuss them. If I ask you a basic informational question, I expect a correct response. That means you must come to class knowing key figures, events, places, and dates.

### **In-class Presentation (5%)**

Every week, two students will present the readings listed under “Presentation.” You may work separately, dividing the readings, or as a pair.

When you present a reading, I want you to tell the class:

- What is the author’s argument?
- Does that argument hold up? Why or why not?
- What surprised you about the reading?
- Did this reading make you think of anything else we have looked at? Anything from another course you have taken?

### **Map and Timeline Quizzes (5% [or 1.25% each])**

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.

### **Reading Response Essays (15% [or 5% each])**

Every week, I will provide you with some discussion questions to guide your reading. Choose three weeks (at least one from weeks I-V and one from weeks VI-XIII) to respond to one of those questions in

writing. Your response should be about 700-1,000 words in length (this equals about 2-3 pages double-spaced in 11-point font).

Although the response essays are short, they should be structured as essays: have a short introduction and conclusion, and make at least two points supporting your thesis or debating a proposition from either side.

One of your response essays may be on the reading that you present in class.

### **Take-home midterm (20%)**

Your midterm will be a take-home examination. I will distribute it in class and post it on the course website on **February 27**, and it is **due by March 3 at 5:00 PM**. Please return it to me through the dropbox on the course website.

The first half will include identifications (pick five from a list of ten). The second half is an essay 700-1,000 words in length responding to one of two prompts. The identifications are worth half of the midterm grade, and the essay the other half.

The midterm is to be completed outside of class in the space of two hours. You must do it all by yourself and not work with anyone else. However, you may draw on the course readings and your lecture notes.

### **Take-home final exam (25%)**

Your final exam will also be a take-home. I will distribute it in class and post it on the course website on **May 8**. It is due **May 14 by 5:00 PM**. It will resemble the midterm: you will choose five identifications from a list of ten, worth in total 40% of the final exam grade. You will write two short essays of 700-1,000 words responding to two questions out of a list of four.

The final is to be completed outside of class in the space of three hours. You must do it all by yourself and not work with anyone else. However, you may draw on the course readings and your lecture notes.

### **Required Text:**

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)

## **SCHEDULE OF MEETINGS, TOPICS, and READINGS**

### **January 23**

I. If This is “Modern,” What is Traditional?: The Problem of China’s Past

Reading (97 pp.):

- Schoppa, chs. 1-2 (pp. 1-44)

Presentation (Eric T. Schluessel): (These readings are optional for the first meeting. I will prepare and present them.)

- Evelyn S. Rawski, “Presidential Address: Reenvisioning the Qing: the Significance of the Qing Period in Chinese History” in *The Journal of Asian Studies* 55.4 (November 1996), pp. 829-850.
- Ho Ping-ti. “In Defense of Sinicization: a Rebuttal of Evelyn Rawski’s ‘Reenvisioning the Qing’” in *The Journal of Asian Studies* 57.1 (1998), pp. 123-155.

*Part I: From Golden Age to Revolution, 1799-1911*

**January 30**

II. Rural Society, Popular Religion, and Local Government

Reading (134 pp.)

- “Introduction” from Shahar, Meir and Robert P. Weller, eds., *Unruly Gods: Divinity and Society in China*, Honolulu: University of Hawai'i Press, 1996, pp. 1-31.
- Huang Liuhong. *A Complete Book Concerning Happiness and Benevolence*. Trans. Djang Chu. Tucson: University of Arizona Press, 1984, pp. 53-59, 140-155, 251-279, 507-522.

Presentation ( ):

- Duara, Prasenjit. “Superscribing Symbols: the Myth of Guandi Chinese God of War” *Journal of Asian Studies* 47.4 (1988), pp. 778-795.
- Faure, Davis. “The Lineage as a Cultural Invention: The Case of the Pearl River Delta” *Modern China* 15.1 (1989), pp. 4-36.

**February 6**

III. China's Two Perilous Frontiers: Land and Water

**Map Quiz 1**

Reading: (111 pp.)

- Schoppa, ch. 3 (pp. 45-63)
- “Lin Tse-hsü's (Lin Zexu) Moral Advice to Queen Victoria, 1839” in *STC*, pp. 202-205.
- Text of the Treaty of Nanjing, 1842
- Gong Zizhen's essay on the Western Regions, pp. 655-681.
- James Millward, *Eurasian Crossroads: a History of Xinjiang*, New York: Columbia University Press, 2007, pp. 124-139.

Presentation ( ):

- Joyce A. Madancy, “Unearthing popular attitudes toward the opium trade and opium suppression in late Qing and early Republican Fujian” in *Modern China* 27.4 (2001), pp. 436-483.
- Mary Backus Rankin, “Social and Political Change in 19th-Century China” in Merle Goldman (ed.), *Historical Perspectives on Contemporary East Asia*, pp. 42-84.

**February 13**

IV: The Social, Cultural, and Environmental Origins of Violence

Reading (169 pp.)

- Schoppa, chs. 4-5 (pp. 64-102)
- Taiping documents, *SCT*, pp. 218-230.
  - Selections from a Uyghur history: Mullā Mūsa b. Mullā 'Īsa Sayrāmī, *Tārīḥ-i Ḥamīdī* (approx. 5 pages)

Presentation ( ):

- Perry, Elizabeth J. *Rebels and Revolutionaries in North China, 1845-1945*. Stanford: Stanford University Press, 1980. ch.1 (pp. 1-19) ch. 3 (pp. 48-95)
- Paul Cohen, *History in Three Keys*, chs. 2-3 (pp. 69-118)

**February 20**

V: Reformist Thought and Revolution

**Timeline Quiz 1**

Reading (143 pp.):

- Schoppa, ch. 6 (pp. 103-121)
- Feng Guifen, “On the Manufacture of Western Weapons”; “On the Adoption of Western Learning”, *SCT*, Vol. 2, pp. 235-238.

- Introduction to “Kang Youwei and the Reform Movement”; “The Need for Reforming Institutions”, *SCT*, Vol. 2, pp. 260-266; 269-270.
- Liang Qichao, “Renewing the People”, “The Concept of the Nation”, *SCT*, Vol. 2, pp. 288-291; 295-298.
- Hu Hanmin, “2. Establishing of a Republic,” *SCT*, Vol. 2, pp. 317-318.
- Tongmenghui, “Revolutionary Proclamation”, 1907, *SCT*, Vol. 2, pp. 189-191.
- Jiang Tingfu, “Revolution and Absolutism” and Hu Shi’s response, “National Reconstruction and Absolutism” in *SCT*, Vol. 2, pp. 334-337.
- “Ch’ en Tu-Hsiu’s ‘Call to Youth’, 1915”, in *China’s Response to the West*, pp.240-246
- Li Dazhao, "The Victory of Bolshevism", *SCT*, Vol. 2, pp. 404-406.
- “Sun Yat-sen’s Adoption of the Russian Party System” in *China’s Response to the West*, pp. 264-267; “The Three People’s Principles” in *SCT*, Vol. 2, pp. 320-330.

Presentation ( ):

- Lu Xun, “Introduction to *A Call to Arms*” and “The True Story of Ah Q.” (pp. i-vi, 66-113)

## *Part II: Madness and Modernisms, 1912-2014*

### **February 27**

VI: New China, New Cities

Reading (130 pp.)

- Schoppa, ch. 7 (pp. 122-139)

Presentation (Jay):

- Strand, David, *Rickshaw Beijing: City People and Politics in the 1920s*, chs. 1-3 (pp. 1-64).
- Hanchao Lu, *Beyond the Neon Lights: Everyday Shanghai in the Early Twentieth Century*, Berkeley: University of California Press, 1999, ch. 5 (pp. 189-242).

### **Take-home midterm due March 3 by 5:00 PM.**

### **March 6**

VII: Constructing the New Nation

Reading (103 pp.):

- Schoppa, ch. 8 (pp. 140-159)
- Jordan Sand, "A Short a History of MSG" (12 pp.)

Presentation (Ji’er, Jared):

- Henrietta Harrison, *The Making of the Republican Citizen: Political Ceremonies and Symbols in China, 1911-1929*, Oxford: Oxford University Press, 2000, ch. 2 (pp. 49-92).
- Dorothy Ko, *Cinderella’s Sisters: a Revisionist History of Footbinding*, Berkeley, University of California Press, 2005, ch. 1 (pp. 9-37).

### **March 27**

VIII: New Woman

Reading (129 pp.):

- Schoppa, chs. 9-10 (pp. 160-177, 178-195)

Presentation (Charlotte, Mia):

- Goodman, Bryna, “The New Woman Commits Suicide: the Press, Cultural Memory, and the New Republic” in *Journal of Asian Studies* 64.1 (2005) 67-101.
- Selections from Lean, Eugenia, *Public Passions: the Trial of Shi Jianqiao and the Rise of Popular Sympathy in Republican China*. Berkeley: University of California Press, 2007. ch. 1 (pp. 21-48) ch. 4 (pp. 106-140)

### April 3

#### IX: The Nanjing Decade and the Long March

##### Reading (156 pp.):

- Schoppa, chs. 11-12 (pp. 197-236)
- Mao Zedong, "Report on an Investigation of the Peasant Movement in Hunan" (online); "On the Correct Handling of Contradictions Among the People" in *SCT*, Vol. 2, pp. 459-464.
- Chiang Kai-shek (Jiang Jieshi), "China's Destiny" in *SCT*, pp. 344-347.

##### Presentation (Sophia, Matt):

- Edgar Snow, *Red Star Over China*, Chapters 1-3 (pp. 1-108).

### April 10

#### X: The Sino-Japanese War

##### Reading

- Schoppa, chs. 13-14 (pp. 237-277)
- Selections from *The Good Man of Nanking: the Diaries of John Rabe*, foreword (pp. vii-xvii), chs. 3-4 (pp. 51-87).

##### Presentation (Michael, Katelyn):

- Henrietta Harrison, *The Man Awakened From Dreams: One Man's Life in a North China Village, 1857-1942*, Stanford: Stanford University Press, 2005. Preface (pp. 1-8) and Epilogue (pp. 159-170).
- Ruth Rogaski, "Vampires in Plagueland: the Multiple Meanings of *Weisheng* in Manchuria" in Angela Ki Che Leung and Charlotte Furth, eds., *Health and Hygiene in Chinese East Asia: Policies and Publics in the Long Twentieth Century*, (Durham: Duke University Press, 2010), pp. 132-159.

### April 17

#### XI: Maoism, Science, and Superstition

##### Reading:

- Schoppa, ch. 15-16 (pp. 278-319)
- Mao Zedong, "On Art and Literature" in *SCT*, pp. 441-444.
- *Fanshen*, pp. 3-95

##### Presentation: (Rick)

- Sigrid Schmalzer, *The People's Peking Man*, introduction (pp. 1-16), ch. 4 (pp. 113-136)

### April 24

#### XII: The Great Leap Forward and the Cultural Revolution

##### Map Quiz 2

##### Reading (118 pp.)

- Schoppa, chs. 17-18 (pp. 320-358)
- Peng Dehuai, "Letters of Opinion" to Mao Zedong on the Great Leap Forward, July 1959, *SCT*, Vol. 2, pp. 469-471.
- Propaganda posters (course website)
- "Memorandum for the President" and "Memorandum of conversation between Nixon and Mao" in *Foreign Relations of the United States, 1969-1976*, Vol. XVII, China, 1969-1972, pp. 672-684.  
<http://history.state.gov/historicaldocuments/frus1969-76v17>

##### Presentation (Ben):

- Gail Hershatter, "The Gender of Memory: Rural Chinese Women and the 1950s" in *Signs: Journal of Women in Culture and Society* 28:1 (2002), 43-70.
- Goldstein, Melvyn C. et al. *On the Cultural Revolution in Tibet: the Nyemo Incident of 1969*. Berkeley: University of California Press, 2009, pp. 1-10, 68-85, 97-121.

## May 1

### XIII: Reform and Opening Up

#### Timeline Quiz 2

Reading (107 pp.)

- Schoppa, chs. 19-20 (pp. 359-401)
- *Documentary Collection*, Chapter 26.3 “Open Declaration of a Hunger Strike, May 1989”; 26.4 “Li Peng’s Announcement of Martial Law, May 20, 1989”; 26.5 “Deng’s Explanation of the Crackdown” (pp. 493-506).

Presentation (Sam):

- Yan Yunxiang, “McDonald’s in Beijing” in *Golden Arches East: McDonald’s in East Asia*, pp. 39-76.
- David Y. H. Wu, “McDonald’s in Taipei: Hamburgers, Betel Nuts, and National Identity” in *Golden Arches East: McDonald’s in East Asia*, pp. 110-135.

## May 8

### XIV: Ethnicity and Nationalism: Contemporary Debates

Reading (103 pp. + primary source)

- Schoppa, ch. 21 (pp. 402-421)
- 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>
- Tu Weiming, “Cultural China: the Periphery as the Center”, in *Daedalus*, Vol. 120, No. 2 (Spring 1991): pp.1-32.
- Selections from Uyghur public intellectual writing: Eset Sulayman, *Teklimakangha dümlengen roh* (“The Spirit Buried Beneath the Teklimakan”) (introduction)

Presentation (Rob):

- Sautman, Barry. “Myths of Descent, Racial Nationalism and Ethnic Minorities in the People’s Republic of China” in Dikötter, Frank, ed., *The Construction of Racial Identities in China and Japan*. London: C. Hurst & Company, 1997, pp. 75-95.
- Ma Rong, “A New Perspective in Guiding Ethnic Relations in the Twenty-First Century: ‘De-politicization’ of Ethnicity in China” in *Asian Ethnicity* 8:3 (October 2007), pp. 199-217.

**Take-home final due May 14 by 12:00 PM.**