Course Description:

China has undergone epic changes over the course of the late nineteenth and twentieth centuries. In the span of less than two hundred years, it has witnessed colonial incursions by multiple Western powers, the demise of an imperial system, a period of widespread political and social fragmentation, a debilitating war against Japan, a Communist revolution which dwarfed in size that of twentieth-century Russia, and a tumultuous period of Communist rule which has itself fluctuated between periods of chaos and unprecedented economic growth. This course charts these major historical transformations, and will be of interest to anyone trying to understand contemporary Chinese politics, international relations, society, ethnicity, gender, and economy.

Required Books/Readings:


Additional required readings are posted on the course Blackboard site

Course Objectives:

1. Have an understanding of the key struggles and structural transformations of China over the past two hundred years.
2. Identify the fundamental challenges faced by the imperial state and the revolutionary governments and outline the various responses to those challenges.
3. Gain an understanding of the social and economic concerns in modern China.
4. Be familiar with the key concepts and approaches scholars use to understand and analyze Chinese history and be able to evaluate scholarship critically in their respective contexts.
5. Develop research skills to identify historical questions, find and evaluate relevant evidence, and present research in a coherent and convincing way.

Course Requirement:

1) Pre-lecture Readings: Students are expected to complete all assigned readings before class.

2) Attendance and participation: Attendance is imperative. Students are expected to attend every class and participate actively in class discussions. Unexcused absences will have a negative impact on the class participation section of your grade, as will non-class related activities.
conducted in class. Each unexcused absence leads to one grade point marked down. An excused absence will be granted if explanation AND official documentation of a valid reason to miss class (such as official letters or emails about job interview, Doctor’s note for illness, records of religious observance or family emergency) is provided as soon as possible. You are allowed two excused absences with documentation. One grade point will be marked down for each subsequent absence. Tardiness or early departure of two to three times will be counted as one unexcused absence. Active participation in class discussions and in-class group work is required. Different participation points are assigned to class performances of different levels of participation.

**Grading:**

You are required to perform the following tasks:
1) Attendance, participation, and in-class work: 10%
2) Present once in class during week 2–14: 9% + 1% extra credit
3) Essay Examinations: 20% (2 points x 10)
4) Mid-term Examination: 10%
5) Final Presentation in week fifteen: 10%
6) Final Research Project: 40%
(See notes on essay examination and research project at the end of the syllabus)

Final grading scale: A- to A: 90-100; B- to B+: 80-89; C- to C+: 70-79; D- to D+: 60-69; F: Below 60

**Schedule:**

**Unit 1: The Beginning of Modern China**

**Week One (Jan. 25): Introduction**

Discussion Question:
* What is Modern China?

1/25 – Sign up for in-class presentation

**Week Two (Feb. 1): The West and the Crisis**

Reading: * Spence: ch7 & 8 (145 – 91)

Discussion Question:
* What are the major concerns of China and Britain in the second half of the 18th century?
Unit 2: From Empire to Republic

**Week Three (Feb 8): End of the Dynasty and the Founding of ROC**

Reading: * Spence: ch 11& 12 (243-289)  

Discussion Question:  
* What is the idea of Chinese nationalism behind the birth of Chinese nation-state? What are the foreign models for a Chinese republic?

**Week Four (Feb 15): The Radical Critique of Society**

Reading:  
  * Spence, ch13 (290-312)  
  * Christina Gilmartin. Engendering the Chinese Revolution: Radical Women, Communist Politics, and Mass Movements in the 1920s, pp. 1-43

Discussion Question:  
* How do people from different generations deal with changes?

**Week Five (Feb 22): The Guomindang in Power**

Reading:  
* Spence, Ch 14 (313-374)

Discussion Question:  
* What was the position of KMT (Nationalist) Government toward the issue of multi-ethnicity of China and its territorial integrity?

**Week Six (March 1): The Rise of the Chinese Communist Party and the Yan’an Way**

Reading:  
  * Spence, Ch 16 (375-409)  
  * Mid-Term Review sheet to be distributed in class

**Week Seven (March 8): Mid-term Examination**

March 13-17 Spring Break  
**Week Eight (March 15): No Class**
Unit: The Catastrophes of Mid-Century China: 1937-1976

Week Nine (March 22): Resistance and National Salvation: The War with Japan
Reading: * Spence, ch 17 (411-458)

Week Ten (March 29): Civil War and the Revolution of 1949
Reading: * Spence, ch 18 (459-488)

Week Eleven (April 5): To Mobilize and Transform: The Consolidation of Communist Power on the Mainland
Reading: * Spence, Ch 19& 20 (489-543)
   * Thomas S. Mullaney, “The Role of Social Scientists in China’s Ethnic Classification Project.” *Asian Ethnicity*

Discussion Questions:
* How unique is Chinese political culture? We will assess the impact of Chairman Mao Zedong’s ideology, policy, and political campaign in the making of Chinese political culture from the late Republican era to the early People’s Republic of China period.

Week Twelve (April 12): The Great Leap Forward and the Cultural Revolution
Reading: * Spence, Ch 21& 22 (544-586)

Discussion Questions:
* How was art used for political ends during the Cultural Revolution? What were the messages the propaganda posters attempted to convey? How were people affected differently by the Cultural Revolution? What were young peoples’ experiences during the Cultural Revolution?

Unit: Reform, Re-opening and the Quest for Greatness, 1979-present

Week Thirteen (April 19): Changing Face of Geopolitics and Chinese Reforms
Reading: * Spence, Ch 23&24 (587-646)

Week Fourteen (April 26): China in the 1990s
Reading: * Spence, Ch27 (705-728)

Discussion Questions:
* How have the economic changes since 1979 changed people’s lives? Think about the different impact on different social groups.

**Week Fifteen (May 3): The People’s Republic Turns Sixty: The Future of China**

**Special topics include:**
- Energy and Environment (energy and environmental crisis in contemporary China)
- China Rising (China in Africa)
- 2008 Olympic Games and the Chinese Dream

**Reading:**

**Final Research Project:** TBA

**Notes on exams, contribution grade, and research project:**

**Exams (20%)**
Exams will be short answer in format. Exams will cover all lecture and reading material assigned, even those readings not directly discussed in class. The final will be cumulative. Make-up exams will be allowed only if (1) I have been notified in advance of an adequate, university excused, absence before the time of the test or (2) in case of illness, I am given a note by a doctor (written on that doctor’s letterhead) indicating the nature of the illness. A make-up exam must be taken before the next scheduled exam. If these conditions are not met, a zero will be recorded as the student’s grade for the missed exam.

**Contribution Grade (10%)**
This portion of the student’s grade is based upon the student’s contribution to the learning environment and process in the classroom. Showing up to class each day and being attentive starts the student at 50% of the Contribution grade. Comments, questions, and responses to professor inquiries over the course of the semester are worth additional points. The statement made, here, is that “just showing up” is not going to cut it. Any student found disruptive to the classroom environment and asked to leave will sacrifice all of his or her contribution points.
*Graduate Student Addendum to Syllabus*

The quality of work from graduate students should be, by definition, superior in most instances to undergraduate work. The **term project will require 8 annotated bibliographies**. As such, subsequent portions of the paper will likely be lengthier than described on the template.

Graduate students
- are always welcome to meet with me to discuss the course material at greater length.
- should exhibit a greater ability to summarize and synthesize information.
- are expected to read all articles posted on Blackboard; required and suggested.
- are expected to contribute to class discussion on a regular basis.

On examinations, graduate students will also be held to a higher standard with regard to the precision of answers. In other words, partial credit will be limited.

**Research Project (40%).**

Students will select a topic of inquiry from the topics and personalities covered on the syllabus. This topic can be “tweaked” with the approval of Professor. Students will 1) provide a brief introduction; 2) review 5 scholarly sources from peer-reviewed journals; 3) provide a synthesis/critique of the reviewed pieces; and 4) offer a brief conclusion.

_**Computer crashes, returned emails, and other technology gremlins:**_
A late paper, due to technology glitches, will still be considered late. A paper is penalized one letter grade for being late, and not accepted for any points after five calendar days late. Therefore, please consider the following standard recommendations.

Periodically back up your work on an external drive device, floppy disc, or CD. If you do not have CD burning capabilities and/or a disc drive, then email yourself copies of the paper periodically. Point being, make sure your paper exists somewhere in addition to on your hard drive. Do not email your paper as a way to meet the deadline. Hard copies must be submitted on the day due. You will be asked to email a copy and your professor will discuss this.

**Late Papers:** Should a paper not be submitted by the due date and time, one letter grade will be deducted. The student then has five calendar days to submit the paper. If the paper is not submitted within this time, the paper will not be accepted and a zero will be recorded for the grade.

**Plagiarism**
Plagiarism is a representation of another person's work as your own (for example, directly quoting from another source without using quotation marks). See the University of St. Thomas' Regulation on “Scholastic Dishonesty” for discussion and range of available penalties. Plagiarism will be punished to the maximum extent possible. If a student is found to have committed an act of scholastic dishonesty, I will recommend the most severe penalty.
Formatting

12 point, Times New Roman font
Re-set all margins to 1 inch
Insert page numbers on each page
No extra spacing between sections
No quotes exceeding three lines of text
Works cited page (Chicago style)

Reviewed articles MUST be drawn from:

- Scholarly journals available through JSTOR (accessed through UST webpage) and/or Project Muse available from a campus computer at http://muse.jhu.edu/
- Most recent hard copy articles of those stored electronically are permissible.
- Reviewed articles must be at least 10 pages in length.

Computer Use during Class
Students will not be allowed the use of personal computers during class. Inattentiveness due to web surfing and IM’ing, the “tap-tap-tapping” that disturbs the person next to you, and the various technical glitches that call for scrambling for batteries and re-boots are unnecessary distractions from a contemplative and collective learning environment.

ADA Statement
Any student with a disability requiring accommodations in this course must contact Counseling and Disability Services in Crooker Center. This office can be reached at (713) 525-6953 or 3162. The professor is unable to unilaterally grant ADA consideration to students.

Paper Format

I) 1-2 page introduction to the topic
   A. What is the topic to be covered?
   B. Why have you decided to write about this topic?
   C. What preconceptions/knowledge do you already have about this topic and what do you hope to learn?

II) Review and write annotated bibliographies for 5 journal articles and/or book chapters published in a peer-reviewed journal from the approved sources or a university press. Each annotated bibliography should be about one, double-spaced page.

   Each annotated bibliography should cover one author at a time and largely be written in your own words.

   A) Author’s driving research question and hypotheses.
   B) Author’s basic theoretical reasoning for the relationship.
   C) Author’s definition of variables and how each is measured.
D) Author’s methodology and data.
E) Author’s primary findings.

Sample of annotated bibliography:


This article discusses the aftermath of a conflict and its affect on the next generation, their collective memory. It also focuses on the need to make use of the collective memory of the post-conflict generation in order that history won’t repeat itself and conflict arises again. Hoffman uses the South Truth and Reconciliation Committee as an example to prove that the “world of violence cannot be righted but it can be rectified (source).”

The author explains that systematic violence which is meant to humiliate such as torture is the worse kind that affects collective memory and the way it is interpreted could affect the resurgence or reduction of conflict. As the post-generation is the hinge between the past and future and much depends on how it turns from one to another. Therefore the method of transmission of these memories is important in order to “remember without hating”. When the author talks about post generation she defines it as the children of both the victims and the perpetrators, who through collective memory and guilt could re-start the conflict in a reverse manner where the children of the victim would turn on the children of the perpetrator.

The author concludes that the only way that remembering without hurting could occur is if there is dialogue between the children of the victim and perpetrator so that memory would be truly collective in the sense that each would hear the others memories as well would understand and identify with the other.

III) **Provide a synthesis and critique of the five reviewed articles.** This should identify areas of consensus and debate drawn from the reviewed articles in order to provide summary points about the “state of the literature.” This section should be approximately 3-4 pages in length.

1) Are scholars asking essentially the same question or not? Discuss.
2) Are scholars defining key concepts the same way or are their large differences?
3) Does everyone use the same kinds of data and measures? Discuss.
4) Does everyone use a different method or not? Discuss.
5) Does everyone come up with similar or different findings? Discuss.

IV) **Provide a 2 page conclusion in which you:**
A) Summarize the state of the literature
B) Summarize what you learned about the topic from your review

In a summary section to the bibliography, please identify the degree to which there is debate and/or consensus within the five essays reviewed. In a nutshell, does everyone seem to pretty much be on the same page or are they all working from different perspectives?
Online Resources on China (not exhaustive)

RenMin ZhiBao (People’s Daily) http://english.peopledaily.com.cn/
China Post (Taiwan) mainland China news http://www.chinapost.com.tw/
Links to Chinese government sites www.nationsonline.org/oneworld/china.htm
Asia Society China news and educational resources www.asiasociety.org
Asia Times online: General Asia news and China http://atimes.com/
Extensive reading list from Princeton http://www.princeton.edu/~lynn/chinabib.pdf
Victoria & Albert Museum China reading list arranged by topic http://amethyst.vam.ac.uk/collections/asia/asia_resources/booklists/china/index.html
World Bank data on China www.worldbank.org
China’s government and rights www.freedomhouse.org
Taipei Times news from Taiwan www.taipeitimes.com
Columbia University teacher resources: http://afe.easia.columbia.edu/