Modern Chinese History

Term: Spring 2011
Class Time: Tuesday13: 30-16: 15
Classroom: TBC 434
Instructor: Xiurong Zhao, Ph.D.
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Course Description

We will start the "Modern History" of China with the Opium Wars of 1840 as this is a crucial period of change, and trace the historical development up to the present day. The lectures will address both chronological and thematic considerations so that it will be easier for students to follow. We will put the main emphasis on studying the 20th century. We will also include a case study, which will be the Cultural Revolution. The Cultural Revolution period (1966-1969/76) was a time of widespread social and political upheaval, during which chaos and economic disarray formed the underlying rhythm of national life. Understanding the CR will help us to understand China's open policy and market economy. We also will talk about the political reformation, democracy movement, economic development and social problems in the 20th century. The course is specifically designed for foreign students studying in TBC with the objective of enabling them to understand ongoing social, economic and political trends which have their roots in history.

We will basically have two hours of lectures each week, and then 45 minutes either for discussion or movies. (Excerpts from the three-part documentary "China: A century of Revolution" will be shown in the classroom.). When we have a seminar, you will be divided into several groups, and then you need to present your group's conclusions. All the topics that will be discussed in the classes are listed in this syllabus. Students are encouraged to become actively involved in class discussions and to present your own understandings on historical issues.

Course Outcomes:

Lectures, readings, written assignments and discussions are designed to help you develop the skills to:

- Think historically, read critically, and write and speak persuasively.
- Connect and integrate historical understandings of Modern China. Have a better understanding of present day China.
- Investigate and appreciate the complex, multi-causal origins of the events and outcomes of this period.
- Critically evaluate the validity of historical evidence from a variety of sources and come up with your own interpretations of source materials.
- Use primary and secondary sources to construct original, complex, and logical interpretations of the events and processes of this decade.

Course Requirements and Form of Assessment:

Students will be assigned about 100 pages of readings per week. Reading assignments are carefully chosen to match lectures, discussions, films, and field trips. Students are expected to have completed the assigned weekly readings before attending class, as lectures will require the background knowledge provided by the readings, and discussions will be based, in part, on the readings.

The instructor only accepts hard copies of papers, so please don't email her any papers. If you can't bring the hard copy of your paper to her before the deadline, she will not evaluate it.

Makeup exams will be given only in cases of documentable emergencies. In case of such an emergency, please notify her by email as soon as possible.

1. Class attendance and participation discussion in class 30%.
2. Mid-term paper 30 % (Due in Week Six – 4-5 pages). You can analyze any historical event or any ideological concept in the context of Chinese history and society, using both primary documents and secondary references.
3. Final Paper 40% (3,000 words or more). The topic will be chosen by the students and approved by the instructor. The paper should be no less than 7 pages, justified and one and a half spaced. The font size should be 12-point, and all citations should be footnoted. The reference books or essays should be no less than five. You may be failed if you make citations just from the internet. The paper should be an argument or a comparison not just narrating the process of a historical event. The kind of topics I would expect might be, for example, "What are the reasons for the Cultural Revolution?" rather than "The history of democracy movements in Modern China".

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Attendance Policy:

An excused absence requires a written medical explanation or a written, official form from a doctor or clinic. All other absences are considered to be unexcused. Unexcused absences will affect your grade (see below). Arriving more than 10 minutes late for any three classes will cumulatively count as one unexcused absence, while arriving 30 minutes late for any class will count as an unexcused absence.

Penalties for unexcused absences:

1 absence – class participation grade drops one full letter grade (example: A- to B-)
2 absences – class participation grade drops two full letter grades
3 absences – class participation grade drops three full letter grades
4 or more absences – class participation grade is a failing grade
Any absence, whether excused or not, will require catch-up reading

Academic Honesty Statement:

This course adheres to Loyola University Chicago/Beijing Center policies on Academic Honesty.
The student is advised to review the policies on this website:
http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

Required Texts:
1. Jonathan Spence, The Search for Modern China, 2nd ed. 1999.

2. John Pomfret, Chinese Lessons: Story of Five Classmates and the New China (Holt Paperbacks, 2007). This fascinating book recounts the personal stories of the instructor's numerous classmates during the period of past 50 years. Through these interesting and often dramatic stories we are able to understand all the great changes of people's life within these years.

Recommended Book/Movies :
1. Roderick MacFarquhar and Michael Schoenhals, Mao's Last Revolution. Cambridge, Massachusetts, The Belknap Press of Harvard University Press, 2006. (The instructor recommends that you buy this book, because there are many readings in it)
2. Two movies, namely *Farewell my concubine* and *To live*, are highly recommended as additional material to be viewed.

The readings listed for each week not covered in the required textbooks will be photocopied and available in a packet that can be purchased at TBC.

Class schedule
Week 1: Introduction

Questions:
1. What is the Tribute System? What role did it play in Pre-modern Chinese history?
2. How should we evaluate Confucius' influences on China?

Reading:
1. Spence, chapter 7 and 8, pp. 137-193.

Lecture outlines:
1. China: Geography, Topography and Ethnicity
2. Dynastic cycles and the Pre-modern history of China
3. China's perception of the World in the pre-modern era
4. The Confucian State

Week 2: Opium Wars and the Collapse of the Qing Dynasty

Questions:

1. Why did Japan go over to capitalism in the early modern period, while China didn't?
2. Why was the Qing Dynasty unable to resist the invasion of the West?
3. Why did the dynastic cycle of imperial society collapse in the Qing dynasty?

Reading:
1. Spence, chapter 10, pp. 216 – 243

Selective Readings:

1. Pamela Kyle Crossley, *A Translucent Mirror: History and Identity in Qing Imperial Ideology*, Berkeley: University of California Press, 1999.
2. Joseph W. Esherick, *The Origins of the Boxer Uprising*, Berkeley: University of California Press, 1987.
3. Paul A. Cohen, *History in Three Keys: The Boxers as Event, Experience, and Myth*, New York: Columbia University Press, 1997.

Lecture outlines:
1. The Manchu Conquest and the Qing Empire
2. The Two Opium Wars
   The First Anglo-British War
   The Second Anglo-Chinese War
3. Internal Adversaries
   The Taiping Rebellion (1851-64)
   The Boxer Movement
4. The Self-Strengthening Movement
5. The Hundred Days' Reform and the Aftermath
   Defeat by the Japanese
   The one-hundred days reform
   China's decline begins
6. The End of Qing Dynasty
7. Excerpt of The Opium War

Week 3: China in the Early Twentieth Century

Questions:
1. What were the effects of the May Fourth Movement on China?
2. How do you evaluate Sun Zhongshan?
3. Why did Marxism-Leninism become the main ideology in China?

Readings:
1. Spence, chapter 12, pp. 269-300.
2. Marie-Claire Bergère, *Sun Yat-Sen*, Chapter XI.
3. Schwarcz, V, *Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement.*

Lecture outlines:
1. Sun Zhongshan (1866-1925) (Sun Yatsen)
2. The beginning of the Republic of China
3. The New Culture Movement and May Fourth Movement
4. Expansion of Marxism and Leninism in China
5. Building A Party-State
6. Liberating women

Week 4: Defending Against the Japanese Invasion and the Victory of CCP

Questions:
1. What were the reasons that the Communists won and Nationalists lost?
2. Why did Chairman Mao try to subordinate intellectuals?
3. What were the achievements of the early PRC?

Readings:
1. Spence, chapter 18, pp. 484-514.
2. Iris Chang, *Nanjing Rape.*

Lecture outlines:
1. Defending Against the Japanese Invasion
2. The Communist Victory
3. The People's Republic of China1949-1966
   Imposing Control
   The Korean War

4. Collectivizing Agriculture
5. New China
6. China as a Multi-National State
7. Subordinating Intellectuals

Week 5: The Great Leap Forward

Questions:

1. What was the Great Leap Forward?
2. What were the policy and ideological origins of the Great Leap Forward?
3. What were the results of the GLF?
4. Compare the GLF with the Soviet's famine in 1920s/1930s.

Readings:

1. Spence, chapter 21 pp. 574-583.
2. Roderick MacFarquhar and John King Fairbank, *The Cambridge History of China: The People's Republic, Volume14, Part 1: The Emergence of Revolutionary China, 1949-1965*, New York: Cambridge University Press, 1987, pp.293-334.

Lecture Outlines:

1. The background of the Great Leap Forward
   - Social changes after the PRC
   - Economic Changes after the PRC
   - Reactions within the Communist Party about collectivization
   - The problems of the First Five-Year Economic Plan
2. Mao's utopian vision, and the theory of the Great Leap Forward
   - Utopian vision
   - Mao's belief in the power of human consciousness and will
   - Mao's faith in the peasantry and the countryside
   - Poor and blank
3. The Great Leap Forward
   - The People's Communes
   - Producing steel
   - Radical agricultural innovations and inflated production
4. Famine
5. The Consequences of the Great Leap Forward
   - Population losses
   - Worst impacts in rural areas
   - Grassroots responses to the famine
6. The end of the Great Leap Forward
7. Film excerpts: *The Mao Years* [1958-60] (37 min. 00:00- 37:00).

Week 6: China's foreign relations before the Cultural Revolution

Questions:

1. What was the international situation in China before the CR?
2. Why did the relationship between China and the Soviet Union deteriorate?
3. Why was Chairman Mao respected as a god?

Readings:

1. Spence, chapter 21 pp. 583-601.
2. Roderick MacFarquhar and Michael Schoenhals, *Mao's Last Revolution,* pp. 1-51.

3. Roderick MacFarquhar and John King Fairbank, *The Cambridge History of China: The People's Republic, Volume 14, Part 1: The Emergence of Revolutionary China, 1949-1965*, New York: Cambridge University Press, 1987, pp.259-289.

Lecture Outlines:
1. The Influence of Ideology on foreign relations
2. Sino-American Relations
3. Relations between China and the Soviet Union
   The honeymoon period in Sino-Soviet relations
   Split of China and Soviet Union
4. Mao's obsession with Revisionism
5. The Cult of Mao
6. Documentary: excerpt from *The Mao Years* (40min. 37:00-1:17:00)

Week 7: The Cultural Revolution I

Questions:
1. What drove the Red Guards to attack their teachers and elders? How do you evaluate the Red Guards? Were they criminals, or victims, or both?
2. Why did Mao start the CR by mobilizing the Chinese students into Red Guards, and then end it by using the workers to control the students?
3. Why did the call for rebellion against the existing political order come from Mao who had built it?

Readings:
1. Spence, chapter 21, pp. 602-682.
2. Feng Jicai *Ten years of Madness – Oral Histories of China's Cultural Revolution "I've Become a Different Person" pp. 61-81*.
3. Chinese Lessons (the stories of Little Guan and Book Idiot Zhou)

Lecture outlines:

1. The prelude to the CR
2. The Red Guards
3. The Worker Rebels
4. Revolutionary Committees
5. Severe confusion
6. Documentary: The Mao's Year (33 min. 1:17:00-end)

Week 8: The Cultural Revolution II

Questions:

1. Why were all Chinese so madly swept up by the Cultural Revolution?
2. Was the CR a mass movement?
3. What were its objectives and how did Mao actually lead the mass movement?
4. Did the mass movement take the course that its initiator planned? If not, how should we understand the actual history of the CR?
5. How do you evaluate Mao Zedong? Was he a revolutionist, an idealist, an evil dictator, or a mix of two or more?
6. When Mao launched the Cultural Revolution, was he pursuing an unrealistic dream and spiritual idea, or did he just want to control state power?

Readings:

1. *Mao's Last Revolution*, pp. 155-220.
2. Liang Heng, Judith Shapiro, *Son of the Revolution*, Glasgow: Fontana Collins, 1983, pp. 61-100.

Lecture Outlines:

1. The Rise and Fall of the Shanghai Commune
2. Power Seizures, the Army, and the Ultra-Left
3. The Wuhan incident
4. The end of the chaos

Week 9: The end of the CR and Mao's Legacies

Questions:

1. What were Mao's legacies to China?
2. Why could Deng Xiaoping come back to the political stage?
3. What were the impacts of the CR on the politics and economy of China?
4. What were the impacts of the CR on traditional Chinese culture, especially education, and social life?

Readings:

Spence, Chapter 23, pp. 653-682.
China Remembers, "To Get Rich is Glorious", pp. 233-240;
"The End of the Iron Rice-Bowl", pp. 271-278.

Lecture Outlines:

1. The Fall of Lin Biao
2. The Lin Biao Incident
3. Criticize Lin and Criticize Confucius

4. The Revival of Deng Xiaoping
5. Death of Zhou and the Tiananmen Incident
6. The April Fifth Movement and Deng's third downfall
7. Death of Mao Zedong and Fall of the Gang of Four
8. Aftermath of the CR
9. Assess of Mao's Legacy

Week 10: Deng's Reform and Democracy Movements

Questions:

1. How do you evaluate China's Open-door policy?
2. How do you evaluate the one-child policy?
3. What were the reasons for Democracy Movements?
4. Why students' Democracy Movements failed?
5. Will there be a democratic government in China in the 21st century? Why or why not?

Readings:

1. Wei Jingsheng "The fifth modernization".
2. Chinese Lessons (the story of Daybreak Song).

Lecture Outlines:

1. The Economic Reform and Open-door Policy of China
2. One child policy and the control of the population
3. Fifth Modernization 1978
4. Democracy movement in 1986
5. Democracy Movement in 1989
    Economic Development and social problems
    Heshang (River Elegy)
    Democracy movement

Week 11: Field Trip

Tiananmen Square and Mao's Mausoleum

Week 12: China after 1989

Questions:

1. Is China still a socialist country? Do socialism and democracy go hand in hand?
2. What is the expectation for relations between mainland and Taiwan?
3. What are the main social problems in China in the 21st century?

Readings:
1. Spence, chapter 24-25, pp. 683-740.
2. China Remembers, “Yangtze! Yangtze!”, pp. 216-222.

Lecture Outlines:

1. Economic development - continued
2. The “Southern Tour”
3. Jiang Zeming and the Privatization of State enterprises
   Laid-off workers and social division
4. The recovery of Hong Kong
5. Relations with Taiwan
6. Market economy and autocratic politics (Compare with India)
7. Social Problems in China now

Week 13: Term paper due and final class
1. Sum up what we have learned through the whole semester
2. Discussion on what China can learn from its modern history to ensure a better future.
3. Discussion on what China can contribute to the world culturally and economically.