

History 274
Fall Term, 2006
Bates College

China in Revolution

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	<u>Class:</u>	MWF 9:30 – 10:25 a.m.

Purpose of the course:

Building on the foundation provided by History 171, although that course is not a prerequisite, this course provides a much more detailed look at the political and social history of modern China. It concentrates on the revolutionary crisis of the early twentieth century, the political movements that grew out of it, and the development of the People's Republic, including its recent evolution towards a market economy.

Structure of the course:

The course is based on the close reading and discussion of a series of major works, chosen to provide a variety of approaches to the course topic. Students will study personal accounts, theoretical analysis, synthetic narrative, interview data, and so on.

There is a vestigial "midterm exam" at the end of the third week, in order to nudge class members who have not taken History 171 to pick up some necessary background, and in order to remind everyone else of the social structure of late traditional China.

Grading

* Attendance & Participation

These two are quite distinct, though often misunderstood by students, and even confused with each other.

“Attendance” means that you arrive on time, remain awake, at least *seem* to be focused on what’s officially occurring in the classroom, and don’t drift in and out of the room attending to personal business. Coming late, dozing, chatting with your neighbor, allowing your cell phone or PDA to go off in class, wandering out of the room, etc., can move you into the “did not attend” category, even if you left some of your DNA in the room that day.

“Participation” means that you took advantage of at least some of your opportunities to advance the classroom discussion of the assigned reading material. This can be quite simple and short, so long as it is done in good faith and reflects an actual encounter with the assignment. Merely glorying in the sound of your own voice, unmediated by any honest encounter with the course work, does not qualify, unless you are extremely clever indeed.

* Short Reaction Papers

You will have plenty of opportunities to write very short papers in this course, responding to the assigned readings. They will be graded by triage: check-plus, check, check-minus, corresponding to “you did a good job,” “you did an okay job,” and “you fell short of what I expected.”

The rules governing these assignments are strict:

(1) They will be wordprocessed (one page [clearly more than ½ a page, but not more than a full page], either 1-1/2 line or double spaced, either 12 or 14 point type in a normal font, with one-inch margins, on white paper).

(2) They will be turned in as paper copies, not submitted electronically. (No E-mailed papers will be counted, unless you have advance permission.)

(3) On the day they are due, I will bring a big envelope, already containing any early submissions, and accept papers at the beginning of class. If your paper isn’t in that envelope by the time class gets underway, you have no guarantee of receiving any credit for it.

Precisely what final balance will be struck, for grading purposes, between the midterm exam, attendance, participation, short papers and final exam, grows out of your individual and collective level of commitment to the course, so there is no way I can assign strict percentages in advance. Ignoring any one of them will have significant consequences.

Class Schedule (part I)

Week One:

Wed 06 Sep C1 Orientation
 * *note non-sequential chapter assignments for the first day's readings:*
 Fri 08 Sep C2 Family, Fields and Ancestors, Chapters 1 & 4

Week Two:

Mon 11 Sep C3 Family, Fields and Ancestors, Chapters 2 & 3
 Wed 13 Sep C4 Family, Fields and Ancestors, Chapters 5 – 7
 Fri 15 Sep C5 Family, Fields and Ancestors, Chapters 8 – 10 & Conclusion

Week Three:

Mon 18 Sep C6 Family, Fields and Ancestors, *** QUIZ ***
Wed 20 Sep C7 Schwarcz, Enlightenment, Preface, Introduction & Chapter One
 (pp. xi-xiii, 1-54)
Paper #1: Characterizing the May Fourth generation
 Fri 22 Sep C8 Schwarcz, Enlightenment, Chapter Two (pp. 55-93)

Week Four:

[I have to be at Oberlin College for the beginning of this week, as part of an external review committee for its History Department. You should take the opportunity provided by the lack of classes on Monday and Wednesday to read beyond the pages assigned for Friday, because the next reading assignment is particularly long.]

Fri 29 Sep C9 Schwarcz, Enlightenment, Chapter Three (pp. 94-144)

Week Five:

Mon 02 Oct C10 Schwarcz, Enlightenment, Chapters Four & Five (pp. 145-239)
Paper #2: The Political Culture of Nationalist China Before WWII
 Wed 04 Oct C11 Schwarcz, Enlightenment, Chap. Six & Conclusion (pp. 240-302)
 Fri 06 Oct C12 Nationalist Era, Chapter One

Week Six:

Mon 09 Oct C13 Nationalist Era, Chapter Three
Paper #3: The Political Culture of Nationalist China During WWII
 Wed 11 Oct C14 Nationalist Era, Chapter Five
 Fri 13 Oct C15 Seybolt, Throwing the Emperor..., Preface & Introduction

Week Seven:

Mon 16 Oct C16 Seybolt, Throwing the Emperor..., Chapters 1-2

(Recess * 18 – 20 October)

Class Schedule (part II)

Week Eight:

- Mon 23 Oct C17 Seybolt, Throwing the Emperor..., Chapters 3-5
Wed 25 Oct C18 Seybolt, Throwing the Emperor..., Chapters 6-7
Paper #4: The Meaning of Maoism
 Fri 27 Oct *Maine School Management Association annual meeting*

Week Nine:

- Mon 30 Oct C19 Seybolt, Throwing the Emperor..., Chapters 8-10
Wed 01 Nov C20 Glosser, Li Fengjin [complete]
Paper #5: Photocopy a frame of the comic book, and supply your own dialogue intended to shed light on some completely unrelated aspect of the course that interests you. DO NOT summarize Li Fengjin!
 Fri 03 Nov C21 Gilley, Model Rebels, Prologue & Chapter One

Week Ten:

- Mon 06 Nov C22 Gilley, Model Rebels, Chapter Two
 Wed 08 Nov C23 Gilley, Model Rebels, Chapter Three
Fri 10 Nov C24 Gilley, Model Rebels, Chapter Four
Paper #6: Maoist Capitalism?

Week Eleven:

- Mon 13 Nov C25 Gilley, Model Rebels, Chapter 5 & Afterword
 Wed 15 Nov C26 Gittings, Changing Face of China, Chapters 1-2 & Ye, China Candid, pp. ix-xxiv & 1-12
 Fri 17 Nov C27 Gittings, Changing Face of China, Chapters 3-4 & Ye, China Candid, Chapters 1-3

(Thanksgiving Recess * 18 – 26 November)

Week Twelve:

- Mon 27 Nov C28 Gittings, Changing Face of China, Chapters 5-6 & Ye, China Candid, Chapters 4-6
 Wed 29 Nov C29 Gittings, Changing Face of China, Chapter 7-8 & Ye, China Candid, Chapters 7-11
 Fri 01 Dec C30 Gittings, Changing Face of China, Chapter 9-10 & Ye, China Candid, Chapters 12-15

Week Thirteen:

- Mon 04 Dec C31 Gittings, Changing Face of China, Chapter 11-12 & Ye, China Candid, Chapters 16-20
 Wed 06 Dec C32 Gittings, Changing Face of China, Chapter 13 & Ye, China Candid, Chapters 21-23
 Fri 08 Dec C33 Gittings, Changing Face of China, Chapter 14 & Ye, China Candid, Chapters 24-26

Final Examination: Wednesday 13 December at 8:00 a.m.

Reading List

Lloyd E. Eastman, [HN733 .E25 1988](#)
Family, Fields, and Ancestors

Vera Schwarcz, [DS775.2 .S38 1986](#)
The Chinese Enlightenment

Lloyd E. Eastman, Jerome Ch'en,
 Suzanne Pepper, & Lyman P. Van Slyke,
The Nationalist Era in China, 1927--1949 **OUT OF PRINT / ON RESERVE**

The same material is on reserve in two forms -- here is the matchup:

<u>Nationalist Era in China</u>	=	<u>Cambridge History of China, v. 13, pt. 2</u>
Ch. 1 (1927-1937)	=	Ch. 3
Ch. 3 (1937-1945)	=	Ch. 11
Ch. 5 (1945-1949)	=	Ch. 13

[DS774 .N38 1990](#)

[DS735 .C3145](#)

Peter J. Seybolt, [CT1828.W318 S49 1996](#)
Throwing the Emperor from His Horse:
Portrait of a Village Leader in China, 1923--1995

Bruce Gilley, [HC428.T23 G54 2001](#)
Model Rebels: The Rise and Fall of China's Richest Village

Susan Glosser, ed. and trans,
Li Fengjin: How the New Marriage Law Helped Chinese Women Stand Up

John Gittings, [DS777.55 .G53 2005](#)
The Changing Face of China: From Mao to Market

Sang Ye, [HN733.5 .Y415 2006](#)
China Candid: The People on the People's Republic

Additional Information

Classes missed, work done late: If you are sick (i.e., have gone to the Health Center), the Health Center will notify the Dean of Students Office, which will tell me to make allowances for your illness. It is the Dean's office notification to me that makes your illness official, while protecting your privacy.

Likewise, if you are suffering some personal emergency (the death of a family member is the traditional example), it is not appropriate for me to evaluate its impact on you. Go talk to the Dean of Students Office, which will notify me officially as to the allowances that should be made.

If you are neither sick nor distraught, but merely in a situation where your academic obligations are not being met on time, it is a matter between the two of us, rather than an issue for the Dean of Students. Come and talk to me, sooner rather than later, and let's work something out. Don't just ignore the situation until the end of the semester, and then hope for a grade of "Incomplete," because I am not authorized to grant one, and the Dean's office will not be impressed when you appear at the last minute with some sad story.

Special personal circumstances: You may be in one or more of a large number of special circumstances that the college recognizes officially. For example, you may be on the **ski team**, and condemned to miss Friday classes for the first half of Winter Term. You may be committed to **field trips** that cause you to miss other classes. It may be that the college has received appropriate certification that you are **dyslexic**, or have **ADD**, or are otherwise disadvantaged by some common method of evaluation. I have to be officially notified of any such situation by the appropriate office of the college, and you need to discuss it with me, in order for me to take it into account. Such official notification is not equivalent to a gift to you of the academic credit involved. Rather, it is merely an instruction to me to be open to your desire to fulfill your responsibilities in some other fashion. Discuss any such circumstance with me well in advance of it becoming an issue. If, for example, you wait until the day before an exam to tell me that you need to have it administered at some other time, or in some other fashion, than previously scheduled, there may be no good resolution.

Academic dishonesty: As an enrolled Bates student, you are responsible for being aware of the contents of the "Statement on Plagiarism and A Guide to Source Acknowledgments." This is an extremely serious matter. Intellectual honesty is crucial to the entire endeavor of higher education, never mind its importance to the larger society. If you are unsure as to how these concerns apply to some particular assignment, check with me ahead of time!

Template for Short PapersHistory 274
Fall, 2006FirstName LastName
Date due

Book Title
assignment: pp. XXX-XXX

TOPIC: _____

Text of short paper, ranging from a long paragraph to a full page. Any reference to a book assigned in the course should be in parenthetical author-page style, for example (Schwarcz 284). (Note that you must distinguish between the two books by Eastman by including a short reference to the appropriate title – either Family or Nationalist Era.)

Do not run over onto another page, even by a word or two. I would much rather have you revise the content in light of the available space. (The one page only rule does not apply to any endnotes or bibliography you regard as necessary, which should have their own page.)

Establish the topic of the paper in the first sentence. One-page papers generally work best if divided into three logical paragraphs -- (a) introduction, (b) development, (c) conclusion. This rule is sometimes sarcastically described as the doctrine of "Tell the readers what you're going to tell them, tell them, tell them that you've told them." Such a form can become a mechanical exercise, but if you're going to abandon it, be sure that you know what you are replacing it with.

Wordprocessed papers are now the minimum acceptable standard. The technology makes possible a number of options that you should take full advantage of. Spellchecking should eliminate common typographical errors, but remember that most software has no sense of context, and that names will escape correction. Microsoft WORD, for example, a sophisticated piece of software, cannot correct any of the errors in:

Thus pauper reviles the bear fax abbot Mow Seadung
to a more reasonable:

This paper reveals the bare facts about Mao Zedong.

There is no substitute for human proofreading. Many software packages also support specific citation styles. No one method can deal with all the challenges posed by scholarly documentation, but I recommend that you familiarize yourself with the citation guides on the library's webpage (getting a copy of the latest edition of your favorite from the bookstore is not a bad idea). Various pathologies that wordprocessing makes possible should be shunned: printers whose output is so light that the text is unreadable (if your paper won't photocopy clearly on a mediocre copier, it is too pale), font sizes that are too small or **foolishly large** and font styles that are **silly looking** or **hard to read**. Such rules aren't quibbles, and observing them is a basic courtesy.

China-centered Map of Asia



China proper, the area that has for centuries had a dense population of ethnic Chinese, can be divided into three major regions:

I. North China. The most conspicuous feature of this region is the Yellow River, or Huang He (formerly spelled Huang Ho). It follows a wide, looping path through the arid hills of the Northwest, and finally crosses the densely populated North China Plain (largely created by the silt it has laid down) to reach the sea. It is not navigable, and it is very difficult to control; it lays down so much silt that the bed of the river tends to rise with the passage of time, and the water must be kept in its course by high dikes on either side. Eventually, the bed of the river may rise until it is considerably higher than the surrounding countryside. When the dikes break and the river flows down onto the lands around it, the task of putting it back in its elevated channel is difficult, sometimes impossible. Thousands die in the resulting floods. Three times in the past 200 years the river has changed its course very drastically, with the point at which it flows into the sea being altered by hundreds of miles.

The area along the Yellow river is the original home of Chinese civilization. The soil is relatively rich, but harsh winters and sparse rainfall limit agricultural production.

II. Central China. The dominant feature is the Yangzi River, which is navigable far into the interior. The provinces along the Yangzi and its tributaries form the most populous region of China.

III. South China has no single unifying feature; it is cut up by a number of small mountain ranges. However, despite the uneven terrain, its generous rainfall and mild climate have made possible a productive agriculture that supports a large population.

In addition, there are peripheral areas which have not been inhabited by many ethnic Chinese for most of history, but which have been controlled by the Chinese government when that government was strong. The main ones are:

IV. Manchuria, to the northeast of North China. This was a fringe area for the Chinese Empire for most of its history, but a flood of Chinese settlers during the past hundred years has made it essentially Chinese today. The principal unifying feature in modern times has been not natural but manmade: the South Manchurian Railway, running north from the port of Dalian (Dairen) through the major cities of Manchuria. This region has been one of the main centers of Chinese industry.

V. Mongolia to the north of China has always been too arid to support a dense population. It was under the control of the Chinese government for a considerable time, but early in the twentieth century Outer Mongolia became a separate country, the Mongolian People's Republic, under strong Russian influence. Inner Mongolia has remained part of China.

VI. Xinjiang (Sinkiang), the northern part of what appears on the map as far-western China, is mostly mountain or desert, with a few areas of fertile oases. The indigenous population, quite sparse, is largely Muslim. (The government has compelled settlement by Han Chinese.)

VII. Tibet, the southern part of what appears on the map as far-western China, is mountainous and inaccessible; the population is very sparse. Of all the regions listed, this is the one where Chinese influence has traditionally been the weakest.

-- from <http://www.clemson.edu/caah/history/FacultyPages/EdMoise/sylchi05.html>