China in Revolution

Purpose of the course:

Building on the foundation provided by Asian Studies/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 contemporary evolution towards “a market economy with socialist characteristics”.

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, scholarly analysis, synthetic narrative, interview data, and so on.

There is a vestigial "midterm exam" in the third week over the first book read, in order to nudge class members who have not taken Asian Studies/History 171 to pick up some necessary background, and in order to remind those who have taken ASHI 171 of the complex legacies 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 electronic best friend to disrupt the 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.

Do not set up your computer or utilize other electronic devices in this classroom – you are supposed to be interacting with the rest of us, not with cyberspace. We aren’t necessarily as interesting, but we are where the course is taking place, and we have our own unique properties.

* Short Reaction Papers
You will have opportunities to write short papers in this course, responding to the assigned readings. See page 6 for more information on their format, but keep in mind that the rules governing these assignments are strict:

(1) They will be wordprocessed and one to two pages in length [clearly not less than a page, but not expected to run beyond two pages], 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.) I don’t want to hear, “I had printer trouble [that is, I waited beyond the last possible moment to print my paper], so I sent it to you as an attachment…do you really want a hardcopy?” Yes, I really want a hardcopy, and your paper is now late, regardless of the timestamp on your E-mail!

(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. You should let me know if you won’t be submitting your paper on time. 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 fairly assign exact percentages in advance. Ignoring any one of them will have significant consequences. There are additional ways to engage with the course material – monitoring the New York Times, or the Economist, or any of a host of other media, for articles bearing on the class. Bring in a clean copy, or E-mail me the URL, and the whole class gains.

Office Hours
These are subject to endless adjustment, as other responsibilities/crises/confusions surface during the semester, so I encourage people to make an appointment for some mutually convenient time either in person or by leaving me a voicemail message. I am department chair this year, making my schedule crazier. My E-mail account tends to get swamped with outside communications, so it is not the most efficient way to find me. There is also a box on my office door (in which tiny scraps of paper immediately vanish from sight—use a standard sheet of paper). I am in and out of my office all week long, with my class schedule this semester blocking out the early morning hours (until 10:00 a.m. MWF, and until 11:00 a.m. TuTh).

Late afternoons (especially on Mondays) tend to get lost in committee meetings. The easiest way to be sure of finding me is to call ahead. Your best chance to find me without an appointment is from 1:30 p.m. I spend a good deal of time in my office, but I often have my Chocolate Labrador Retriever, Molly, with me – if you are a person who is uncomfortable with animals, please let me know, so that I can be sure not to put you in a difficult situation. (She is aging, medium in size, friendly in disposition, and can be banished to a latched crate in the far corner of the office, but I understand that none of this matters at all to someone with a deep-seated fear of dogs. You have a right to meet with me in the total absence of Molly, but you’ll have to let me know ahead of time so that I can make alternative arrangements for her.)
Class Schedule (part I)

Week One:
- Wed 03 Sep  C1  Orientation
  * note non-sequential chapter assignments for the first reading:
- Fri 05 Sep  C2  Family, Fields and Ancestors, Chapters 1 & 4

Week Two:
- Mon 08 Sep  C3  Family, Fields and Ancestors, Chapters 2 & 3  MAP QUIZ
- Wed 10 Sep  C4  Family, Fields and Ancestors, Chapters 5 – 7
- Fri 12 Sep  C5  Family, Fields and Ancestors, Chapters 8 – 10 & Conclusion

Week Three:
- Mon 15 Sep  C6  Family, Fields and Ancestors, *** QUIZ ***
  Short Paper #1 assignment handed out.
- Wed 17 Sep  C7  Schwarcz, Enlightenment, Preface, Introduction & Chapter One
  (pp. xi-xiii, 1-54)
  Short Paper #1 [May 4th generations] DUE.
- Fri 19 Sep  C8  Schwarcz, Enlightenment, Chapter Two (pp. 55-93)

Week Four:
- Mon 22 Sep  C9  Schwarcz, Enlightenment, Chapter Three (pp. 94-144)
- Wed 24 Sep  C10 Schwarcz, Enlightenment, Chapter Four (pp. 145-194)
- Fri 26 Sep  C11 Schwarcz, Enlightenment, Chapter Five (pp. 195-239)

Week Five:
- Mon 29 Sep  C12 Schwarcz, Enlightenment, Chap. Six & Conclusion (pp. 240-302)
  Short Paper #2 assignment handed out
- Wed 01 Oct  C13 Lary, China’s Republic, Introduction & Chapter 1
- Fri 03 Oct  C14 Lary, China’s Republic, Chapters 2 & 3

Week Six:
- Mon 06 Oct  C15 Lary, China’s Republic, Chapters 4 & 5
  Short Paper #2 [Republican alternative] DUE.
- Wed 08 Oct  C16 Dikötter, Age of Openness, Chapters 1 & 2
- Fri 10 Oct  C17 Dikötter, Age of Openness, Chapter 3

Week Seven:
- Mon 13 Oct  NO CLASS

(Recess * 15 -- 17 October)
Class Schedule (part II)

Week Eight:
- Mon 20 Oct  C18  Dikötter, *Age of Openness*, Chapter 4
  **Short Paper #3 assignment handed out.**
- Fri 24 Oct  C20  Seybolt, *Throwing the Emperor…*, Preface & Introduction
  **Short Paper #3 [Rethinking the Republic] DUE.**

Week Nine:
- Mon 27 Oct  C21  Seybolt, *Throwing the Emperor…*, Chapters 1-2
- Wed 29 Oct  C22  Seybolt, *Throwing the Emperor…*, Chapters 3-5
  **Short Paper #4 assignment handed out.**
- Fri 31 Oct  C23  Seybolt, *Throwing the Emperor…*, Chapters 6-7

Week Ten:
- Mon 03 Nov  C24  Seybolt, *Throwing the Emperor…*, Chapters 8-10
  & Callahan, *China Dreams*, Introduction, pp. 1-16
  **Short Paper #4 [View from the Countryside] DUE.**
- Fri 07 Nov  C26  Gittings, *Changing Face of China*, Chapters 3-4
  & Callahan, *China Dreams*, Chapter 1, pp. 17-43

Week Eleven:
- Mon 10 Nov  C27  Gittings, *Changing Face of China*, Chapters 5-6
  & Callahan, *China Dreams*, Chapter 2, pp. 44-65
  & Callahan, *China Dreams*, Chapter 3, pp. 66-97
- Fri 14 Nov  C29  Gittings, *Changing Face of China*, Chapters 9-10
  & Callahan, *China Dreams*, Chapter 4, pp. 98-123

Week Twelve:
- Mon 17 Nov  C30  Gittings, *Changing Face of China*, Chapters 11-12
  & Callahan, *China Dreams*, Chapter 5, pp. 124-143
  & Callahan, *China Dreams*, Chapter 6, pp. 144-162
- Fri 21 Nov  C32  Gittings, *Changing Face of China*, Chapter 14
  & Callahan, *China Dreams*, Scenario, pp. 163-175

(Thanksgiving Recess * 24 – 28 November)

Week Thirteen:
- Mon 01 Dec  C33  Lary, *China’s Republic*, Chapter 6 & Conclusion
- Wed 03 Dec  C34  Headlines – Part I
- Fri 05 Dec  C35  Headlines – Part II

**Final Examination:**  Thursday 11 December, 8:00—10:00 a.m. in Pettigrew 300.
Reading List

Lloyd E. Eastman,
Family, Fields, and Ancestors
HN733.E25 1988

Vera Schwarcz,
The Chinese Enlightenment
DS775.2.S38 1986

Diana Lary,
China’s Republic
DS774.L29 2007

Frank Dikötter,
The Age of Openness: China before Mao
DS774.D55 2008

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

John Gittings,
The Changing Face of China: From Mao to Market
DS777.55.G53 2005

William A. Callahan,
China Dreams: 20 Visions of the Future
DS779.47.C25 2013
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 AD[H]D, 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.

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. The Americans with Disabilities Act requires institutions and their employees to make “reasonable accommodation,” that is, adjustments that are “necessary, effective and related” to the task at hand, and do not impose “undue hardship.” This can take some doing, so don’t wait until the last moment to raise any concerns of this sort that you might have. (And requests for unreasonable accommodation receive no encouragement from the ADA.)

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! The key idea is that you do your own work, don’t claim credit for the work of others, and carefully identify the specific contributions that the work of others has made to your own effort.
**Template for Short Papers**

<table>
<thead>
<tr>
<th>ASHI 274</th>
<th>FirstName LastName</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 2014</td>
<td>Date due on syllabus</td>
</tr>
</tbody>
</table>

P# -- : [Appropriate Title]

In the text of your paper, any reference to a book assigned in the course should be in parenthetical author-page style, for example (Schwarcz 284). Websites require a complete URL ([http://www.whateverwhatever](http://www.whateverwhatever)) and date accessed.

The page limit 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. Short papers generally work best if divided into three logical blocks -- (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.

Historians can usually take advantage of the organizational power of chronological order.

Wordprocessed papers are the minimum acceptable standard. The technology makes possible a number of options that you should take full advantage of. Spellchecking should eliminate some 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 (The History department recommends the latest edition of Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. You should own it.) 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