

Asian Studies / History 274
Fall Term, 2011
Bates College

China in Revolution

Mr. Grafflin Office location: Pettengill 117
 Office phone: (207) 786-6073
 [Usually the fastest way to reach me.]

E-mail: dgraaffli@bates.edu
 [This is not necessarily a speedy way to reach me.]

Course E-mail: fashi274a@lists.bates.edu
 (goes to everyone registered, and to me)

Class: MWF 8:25—9:20 a.m.
 Hedge 108

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 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 History 171 to pick up some necessary background, and in order to remind everyone else 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 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.

Do not set up your computer in this classroom – you are supposed to be interacting with the rest of us, not with cyberspace. Of course, we aren’t as interesting, but we are where the course is taking place.

* 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 page in length [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. You should always 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. 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, or 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 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 07 Sep C1 Orientation

** note non-sequential chapter assignments for the first reading:*Fri 09 Sep C2 Family, Fields and Ancestors, Chapters 1 & 4

Week Two:

Mon 12 Sep C3 Family, Fields and Ancestors, Chapters 2 & 3 **MAP QUIZ**Wed 14 Sep C4 Family, Fields and Ancestors, Chapters 5 – 7Fri 16 Sep C5 Family, Fields and Ancestors, Chapters 8 – 10 & Conclusion

Week Three:

Mon 19 Sep C6 Family, Fields and Ancestors, *** **QUIZ** *****Short Paper #1 assignment handed out.**Wed 21 Sep C7 Schwarcz, Enlightenment, Preface, Introduction & Chapter One
(pp. xi-xiii, 1-54)**Short Paper #1 [May 4th generations] DUE.**Fri 23 Sep C8 Schwarcz, Enlightenment, Chapter Two (pp. 55-93)

Week Four:

Mon 26 Sep C9 Schwarcz, Enlightenment, Chapter Three (pp. 94-144)Wed 28 Sep C10 Schwarcz, Enlightenment, Chapter Four (pp. 145-194)Fri 30 Sep C11 Schwarcz, Enlightenment, Chapter Five (pp. 195-239)

Week Five:

Mon 03 Oct C12 Schwarcz, Enlightenment, Chap. Six & Conclusion (pp. 240-302)**Short Paper #2 assignment handed out**Wed 05 Oct C13 Lary, China's Republic, Introduction & Chapter 1Fri 07 Oct C14 Lary, China's Republic, Chapters 2 & 3

Week Six:

Mon 10 Oct C15 Lary, China's Republic, Chapters 4 & 5**Short Paper #2 [Republican alternative] DUE.**Wed 12 Oct C16 Dikötter, Age of Openness, Chapters 1 & 2Fri 14 Oct C17 Dikötter, Age of Openness, Chapter 3

Week Seven:

Mon 17 Oct **NO CLASS**

(Recess * 19 -- 21 October)

Class Schedule (part II)**Week Eight:**

Mon 24 Oct	C18	Dikötter, <u>Age of Openness</u> , Chapter 4 Short Paper #3 assignment handed out.
Wed 26 Oct	C19	Dikötter, <u>Age of Openness</u> , Chapters 5 & 6
Fri 28 Oct	C20	Seybolt, <u>Throwing the Emperor...</u> , Preface & Introduction Short Paper #3 [Rethinking the Republic] DUE.

Week Nine:

Mon 31 Oct	C21	Seybolt, <u>Throwing the Emperor...</u> , Chapters 1-2
Wed 02 Nov	C22	Seybolt, <u>Throwing the Emperor...</u> , Chapters 3-5 Short Paper #4 assignment handed out.
Fri 04 Nov	C23	Seybolt, <u>Throwing the Emperor...</u> , Chapters 6-7

Week Ten:

Mon 07 Nov	C24	Seybolt, <u>Throwing the Emperor...</u> , Chapters 8-10
Wed 09 Nov	C25	Gittings, <u>Changing Face of China</u> , Chapters 1-2 & Ye, <u>China Candid</u> , pp. ix-xxiv & 1-12 Short Paper #4 [View from the Countryside] DUE.
Fri 11 Nov	C26	Gittings, <u>Changing Face of China</u> , Chapters 3-4 & Ye, <u>China Candid</u> , Chapters 1-3

Week Eleven:

Mon 14 Nov	C27	Gittings, <u>Changing Face of China</u> , Chapters 5-6 & Ye, <u>China Candid</u> , Chapters 4-6
Wed 16 Nov	C28	Gittings, <u>Changing Face of China</u> , Chapter 7-8 & Ye, <u>China Candid</u> , Chapters 7-11
Fri 18 Nov	C29	Gittings, <u>Changing Face of China</u> , Chapter 9-10 & Ye, <u>China Candid</u> , Chapters 12-15

(Thanksgiving Recess * 23 – 27 November)

Week Twelve:

Mon 28 Nov	C30	Gittings, <u>Changing Face of China</u> , Chapter 11-12 & Ye, <u>China Candid</u> , Chapters 16-20
Wed 30 Nov	C31	Gittings, <u>Changing Face of China</u> , Chapter 13 & Ye, <u>China Candid</u> , Chapters 21-23
Fri 02 Dec	C32	Gittings, <u>Changing Face of China</u> , Chapter 14 & Ye, <u>China Candid</u> , Chapters 24-26

Week Thirteen:

Mon 05 Dec	C33	Lary, <u>China's Republic</u> , Chapter 6 & Conclusion
Wed 07 Dec	C34	Headlines – Part I
Fri 09 Dec	C35	Headlines – Part II

Final Examination: Thursday 15 December at 8:00 a.m.

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](#)

Sang Ye,
China Candid: The People on the People's Republic

[HN733.5 .Y415 2006](#)

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. 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. 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.

insert photograph of Molly with Sui Jianguo's "Mao Jacket"

Template for Short Papers

ASHI 274
Fall, 2011

FirstName LastName
Date due on syllabus

P# -- : *[Appropriate Title]*

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). Websites require a complete URL and date accessed.

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 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 (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>