HOTSPOTS IN MODERN CHINESE HISTORY

Course Description:
This course aims to engage graduate students in an intense inquiry into seminal themes and issues in nineteenth and twentieth-century Chinese History. Students are asked to wrestle with the questions and approaches that have generated the most interest and controversy in the field of Modern Chinese History during recent years. Interpretation is essential to historical writing. No matter how important “the facts” may be, we cannot approach historical events in any time and place without due attention to the mediating effect produced by the mode of analysis and the style of writing being used by the historian – the one who is telling us “what happened.” In this course we will take up conflicting views about how to interpret key events, questions, and processes in modern Chinese History, as well as scholarly debates over which occurrences in nineteenth and twentieth century China should indeed be considered “key events.”

Learning Goals:
1. You will enhance your ability to read and write historiographically.
2. You will familiarize yourself with critiques of the China field as a whole.
3. You will weigh competing explanations of the “fall” of imperial China.
4. You will analyze different strands of China’s early twentieth-century struggle to forge a “new culture” and construct a modern nation state.
5. You will analyze the origins and impact of the Chinese Communist Revolution.
6. You will compare and contrast theories of causation concerning the Great Leap Famine and the Cultural Revolution.
7. You will explore new paradigms on gender in twentieth-century China.
8. You will evaluate recent scholarship on the impact of China’s rise in the twenty-first century world.
9. You will research, write, and present a final project that allows you to hone your ability to read and write historiography, integrate important scholarly debates into your M.A. thesis, or teach modern Asian or World history with attention to big debates in the China field.

Skill Objectives:
In addition to introducing graduate students interested in Asia to the historiography of modern China, this course introduces theories, methodologies, and questions that can be applied to any field of history. In the words of Sinologist Paul Cohen, it aims to help you embrace historiography in general by “discovering history in China.” This course also seeks to sharpen your skills in critical thinking and analytical writing by asking you to lead class discussions, prepare critical reviews, and research and write a final project related to your academic goals. Your active participation in class discussions and your writing style and organization are important factors in determining your success in this
course. Moreover, the ability to organize your thoughts and writing in order to make
thoughtful and convincing arguments about new information will serve you well for the
rest of your life – both in graduate school and in whatever career you choose to pursue.

Format:
This course is a graduate seminar, so the majority of each class session will be devoted
to discussion of the assigned readings. At the beginning of each class I will give a brief
summary of the most important points of the previous class. The discussion leader(s) for
that session will then offer a short analytical introduction of that week’s readings, and we
will begin our discussion. I will also show clips from Chinese films several times during
the semester. If you miss a class, it is your responsibility to catch up with the content
covered and the handouts and announcements given out.

Course Readings:
The following books are available for purchase at KB Books Aztec and, in most cases,
via Amazon.com. We will read all or most of those books. All other readings are either
posted on Blackboard (BB) or, in the case of journal articles, are available electronically
via JSTOR or the other online databases listed in the syllabus. I have placed one copy of
each book (except Mitter’s) listed below on reserve at the SDSU library.

1. Henrietta Harrison, China: Inventing the Nation (2001)
2. Paul Cohen, Discovering History in China: American Historical Writings on the
   Recent Chinese Past (the 1996 or 2010 edition, not the 1984 edition)
5. Frank Dikotter, Mao’s Great Famine: The History of China’s Most Devastating
7. Blackboard and journal readings: There are many other required readings that
   are either posted on Blackboard (BB), or that are available online via Love
   Library (Electronic Books, or journal articles accessible via JSTOR or ProQuest).

Please note: Academic integrity is expected of every student. Plagiarizing (submitting
someone else’s words or ideas as your own) in a paper or book review will result in a
failing grade for the course. Please see the SDSU General Catalogue for more
information.

Requirements:
Attendance and Class Participation 15%
Bi-weekly Response Papers (5 total) 25%
Bi-weekly Discussion Question Sets (6 total) 10%
Discussion Leading & Critical Review 20% (Presentation 10%; Paper 10%)
Final Paper/Project 30% (Proposal 5%; Presentation 5%;
   Paper/Project 20%)
1. Attendance and Class Participation – 15%
- Attendance: Regular attendance is vital -- you cannot engage in class discussions if you are not present. We meet together only 14 times over the course of the semester, so you need to come to every class. If you have extenuating circumstances and absolutely must miss a class, please contact me beforehand. Missing more than one class for any reason will negatively affect your grade in this course. If you do miss a class, it is your responsibility to catch up with the content covered and announcements given.
- Active Participation: This course is a graduate seminar, so the majority of each class session will be devoted to discussion of the assigned readings for that week. Given this format, the success of the class depends largely on your effort and involvement. Everyone is responsible for making our discussions interesting and useful.
  Active participation means reading all the material before class and thinking about it, coming to class on time, bringing the assigned readings to class each week, taking notes during mini-lectures and student presentations, raising meaningful and informed comments and questions during class discussion, and listening to and building on your colleagues’ comments. I realize that some of you will find the prospect of expressing yourself in front of a group daunting at first, but I encourage you to view our discussion sessions as a safe place to develop your views and hone your ability to present an argument well both orally and in writing.
  I look forward to getting to know each of you this semester. I encourage you to drop by my office during office hours to discuss your research or questions you may have about the course.
- The “Chinese History 101” assignment due on 2/4 will make up the last part of your participation grade. For this assignment each of you will introduce and teach, in a ten-minute oral presentation, one chapter of Henrietta Harrison’s China: Inventing the Nation to our class. You will also prepare and distribute copies of a one-page handout on your assigned chapter. See details under Week 2 (Feb. 2).

2. Bi-Weekly Response Papers (5 papers total) -- 25% of grade:
Starting on Week 3 (2/9) for those of you in Group A, and on Week 4 (2/16) for those in Group B, every other week -- except for Week 10, Week 14, and the week you are in charge of leading the discussion -- you will write and submit a 3-4 page response paper based on the readings assigned that week. Writing these papers will enhance your ability to recognize and analyze historiographical debates. *(If you sign up to lead the discussion on a week when the rest of your group submitted responses papers, you will submit a critical review instead of a response paper that week, but you must submit a response paper the following week – on the following week’s readings. **In short, everyone must submit a total of 5 papers**)*.
- Your paper should be typed in 11 or 12-point font and double spaced.
- Always cite the specific sources and page numbers you discuss in your paper.
- **Your response paper should:**
  a. Identify the most important historical question(s) or methodological issue(s) that are being debated in this week’s readings.
  b. Briefly summarize the different sides of the argument being debated. **What is EACH author’s MAIN contribution or argument?**
  c. Briefly evaluate how the type of evidence used by a given scholar and/or his or her disciplinary background influences his/her understanding of the issue debated.
  d. Offer **your own critical response**. Explain which scholar’s argument, evidence, or methodology you found most or least convincing or enlightening, and why.
- Your response papers should NOT exceed 4 double-spaced typed pages.
3. Bi-weekly Discussion Question Sets (6 sets in all) -- 10% of grade:
Starting on Week 3 (2/9) for those of you in Group B, and on Week 4 (2/16) for those in Group A, every other week -- except for Week 14, -- you will prepare and submit a set of 5 questions -- 4 analytical discussion questions about the readings assigned that week, 1 essay question or activity designed for an undergraduate or high school course (on Asian or World history). Please spend time and effort on your questions. Learning how to formulating thoughtful, probing questions that get to the heart of a given reading is a skill that will be of great use to you whether you enter a PhD program, begin teaching on any level, enter law school, or embark on many other career choices. Good questions will also enliven our discussions and help everyone get more out of the readings.

- Your 5 questions must be typed and double-spaced.
- Whenever a given question refers to a specific argument/passage in the readings, please give the pertinent page number(s) so that people may refer to it.
- All of your questions should be clearly grounded in the assigned readings so that I can see that you have read and thought about them. (In other words, avoid vague questions not clearly related to one or more of the assigned readings).

Four Discussion questions:
- The goal of your 4 discussion questions is to generate discussion in our class, so prepare questions that you would genuinely like to engage in class.
- One of your 4 questions should focus on the main argument(s) put forth in one particular reading assigned that week.
- Two of your discussion question must ask your colleagues to compare and contrast or put in dialogue issues raised in two or more of the readings assigned that week.
- One discussion question must put the readings assigned that week in dialogue with readings assigned for a previous week.

One “Pedagogy” question or activity:
- The goal of the “pedagogy” question or activity is to give you practice in how to select major themes, arguments, concepts, or terms introduced in scholarly readings and make use of them in designing or teaching an undergraduate or high school survey. In other words, this exercise challenges you to take the complex concepts introduced in scholarly readings and “translate” them into something you can bring to life (and assess) in an undergraduate or high school course.
- Be sure to specify whether your question is designed for an undergraduate or high school class.
- Your pedagogy question should be an essay question for an in-class essay or take-home paper assignment, or a short description of an in-class debate or activity you would design to bring a particular concept to life for your students.

4. Discussion-Leading and Related Critical Reviews: 20% of grade
Discussion Leading: 10%  Handout & Critical Review: 10%

a. Presentation/Discussion-Leading:
- Discussion is a vital part of this class. Starting on the 4th week of class (2/16), each week 1 of you will lead a discussion of the assigned readings by briefly reminding us of the contents, drawing out important points and issues, and raising questions and critiques.
  1. Introductory Presentation: Prepare a short (10-15 minute) presentation in which you introduce, analyze and evaluate readings assigned that week. Do NOT try to rehash everything a given author said in his or her work. Instead, identify the major issue or question debated in the assigned readings for this week, and demonstrate how different scholars approached that issue or question. Strive to show how the various
readings are in dialogue with one another, and to demonstrate how the readings assigned this week relate to one or more of the larger themes or questions raised in this course.

2. Handout and Discussion Leading: On the week that you lead the discussion, you will also prepare a one-page handout that includes:
   a. A one paragraph overview of the major question(s) or issue(s) the readings assigned that week are debating.
   b. A brief analysis of chief strengths and weaknesses of opposing perspectives. (Which argument or approach did you find most convincing? Least convincing? Why?)
   c. Five analytical discussion questions (no exam/pedagogy questions) concerning the assigned reading(s). Use those questions to begin the discussion. (These 5 questions do NOT count as one of the 6 required bi-weekly discussion-question sets. Therefore, if you end up leading the discussion on a week when the rest of your group (A or B) hands in bi-weekly discussion questions, you’ll need to either submit 2 sets of questions that week (your discussion-leading questions and your bi-weekly set), or wait and submit the missing set of bi-weekly questions the following week).

   *Please bring one copy of the handout for everyone in the class.

b. Critical Reviews: On the week you lead the discussion, you will also be responsible for preparing a 8-page critical review of the readings assigned that week. This paper will be similar in focus to the bi-weekly response papers, but considerably longer and more analytical. It will be useful for framing your discussion leading.
   - Your paper should be typed in 11 or 12-point font and double spaced.
   - Cite all of the sources discussed in your paper (including any outside sources you consult and readings from previous weeks), and cite specific page numbers whenever you provide a concrete example or discuss a specific passage. Use Chicago-style footnotes (not endnotes) for all citations.

  -Required components of a critical review:
    a. Identify and explain the most important historical question(s) or methodological issue(s) that are being debated in this week’s readings.
    b. Briefly introduce each scholar assigned this week, and evaluate how the type of evidence used by each scholar and/or his or her disciplinary background influences his/her understanding of the issue debated.
    *c. The Broad Picture: To write a critical review, you must become familiar not only with the specific readings you are reviewing, but with the larger field they represent. Summarize and evaluate (in more depth than in your short bi-weekly response papers) the different sides of the argument being debated. What is EACH author’s MAIN contribution to this week’s debate or discussion? On what main issues do they agree or disagree? Moreover, how do these readings relate to readings assigned in previous weeks? Put the questions, approach, and arguments introduced in one or more of this week’s readings in dialogue with those presented in one or two of the works assigned in previous weeks.
    *d. Critical Evaluation: Offer your own critical response. Explain which scholar’s argument, evidence, or methodology you found most or least convincing or enlightening, and which you found least convincing or enligthening, and why. Be specific. Give concrete examples to prove your points. (This part of the paper is crucial, so be sure to allow sufficient time and space for it).
5. Final Paper/Project (15 pages) -- 30% of total grade
(Proposal 5% - due 4/6; Presentation 5% - due 5/4; Paper/Project 20% - due 5/11)

There are 3 separate options for final projects, depending on where you are in your graduate program and what path you intend to pursue after earning your M.A. in History. All three will result in a final essay approximately 15 pages in length.

- **You are all required to meet with me individually during office hours to discuss your project BEFORE your proposal is due on 4/6 (before spring break).**
- You will give a 10-minute presentation of your project on 5/4.
- **Your final paper/project is due in my office by 4:00pm on Monday, May 11th. Please staple your accepted proposal to the back of it.**
- See the detailed guidelines for each option posted on blackboard.

PLAN A - HISTORIOGRAPHICAL ESSAY:

This option is for all first semester/year history graduate students, M.A. students who have not written a successful historiographical essay before, are not quite sure what writing one entails, or simply feel that they need more practice reading and writing historiographically, and all students who are considering taking their comprehensive exams with me in the field of modern Chinese history.

**All first-year history M.A. students must do plan A.**

This option gives you an opportunity to read the most important secondary literature in an area of interest to you, perhaps for future exam or thesis preparation. The primary aim of this assignment is to acquaint you with the main arguments and issues concerning one particular topic in modern Chinese history. In consultation with me, you should choose a topic that is focused enough to allow you to form some insights on it within one semester, but that is broad enough to provide good readings that amount to about 5 or 6 books or 8 to 10 journal articles. **It is absolutely fine to write your historiographical essay on one of the “hotspots” introduced in History 650, as long as you find and draw upon several readings not assigned for H-650 as well as those read in class. It is also fine to choose a topic not touched upon at all in H-650, as long as it is clearly related to modern Chinese history.**

You might find it helpful to think of this project as a chance to define a sub-field of Chinese history for yourself and size it up. What direction is the field you chose heading in according to recent scholarship on that topic? What are the main issues and controversies in that field? How have scholarly views on your topic changed over time? A good bibliographical essay should save the next person time, trouble, and confusion by leading them clearly and directly to the key writings and issues in one area of research. It might, for example, explain how a field of study has developed over the past several decades, which writings have been most vital or most contested, which works have been superseded by later works, etc.

PLAN B – THESIS OPTION:

This option is for second or third year graduate students who have already written at least one successful historiographical essay in the History M.A. program, are confident of their ability to read and write historiographically, and are currently working on a thesis that is in some way related to modern Chinese history.

This option requires you to broaden and enrich, as well as strengthen the theoretical base of, your M.A. thesis by drawing on specific readings, debates, and scholarly approaches introduced in History 650. To fulfill requirements, you must integrate specific readings and approaches from a minimum of **three** different History 650 “hotspots” into your thesis.
- You may decide to submit an entire chapter of your thesis in which you make use of readings and scholarly approaches from H-650 to connect your primary source analysis to the wider China field.

- Alternatively, you may submit a 15 page paper in which you demonstrate how you will use readings and approaches from 3 different “hotspots” in several different parts of your thesis. Here you would not submit one full chapter, but instead several short sections of the thesis – with careful explanations of how each part fits into the full thesis – that draw on or enter into scholarly debates introduced in H-650. For instance, you might find that the works assigned on Chinese nationalism prove useful for one particular section of your thesis, while those on “critiques of the field” or on gender relations in China enrich entirely different sections. Your fifteen page paper for H-650 would lay all of that out, paragraph by paragraph. Your goal here is to weave together your own primary source analysis and questions, approaches, and ideas important to the China field as a whole. If you do not think you can fruitfully draw on readings or scholarly approaches from 3 different H-650 hotspots to strengthen your thesis, please choose a different option.

**PLAN C – TEACHABLE UNIT OPTION:**

This option is for second or third year graduate students who have already written at least one successful historiographical essay in the History M.A. program, are confident of their ability to read and write historiographically, and who either already teach history at the high school or community college level or aim to do so after earning their M.A. degree.

This option requires you to use readings, ideas, and approaches from History 650 to prepare a one-week unit on modern Chinese history (1800-2010) that you can use when teaching either an introductory Asian History or modern World History course at a community college OR a 10th grade modern world history course in a California public school. Your unit will be divided into three 75 minute class sessions. I suggest a 45 minute lecture and a 30 minute activity for each class. Be sure to find and assign appropriate primary source readings that complement your lectures and activities. It is up to you what topics you want to cover in those three class sessions, but be sure that your three sessions build upon each other and fit together coherently. If you are or plan to become a high school teacher, be sure to take a look at the History-Social Science Content Standards for California schools (10th grade) to see what California requires teachers to cover regarding China. Please do **not** limit yourself to what is covered in the standards, though.

Each of your three class sessions must be informed in significant, concrete ways by ideas, debates, and readings introduced in History 650. You should draw on a minimum of three different H-650 “hotspots” in your unit. I’m aware that you would not assign works by scholars such as Kenneth Pomeranz or Gail Hershatter for a 10th grade or survey-level world history course (you might never even mention their names as you lecture). However, you can and **should** help students engage with some of the big ideas and debates raised by serious China scholars. An effective teacher will take complex arguments and frameworks from scholarly works and introduce them to beginning students in clear and creative ways. That is your goal here. How can you use the graduate-level readings introduced in History 650 to frame modern Chinese history in interesting ways that allow you to go beyond textbooks and standards and engage students in meaningful discussions and debates, even when you only have 3 sessions on China?

Plan C final papers must include the following components:

1. **Unit Overview:** target audience; intro. to unit/objectives/key topics; approach (3 pages).
2. **Three Lesson Plans:** overview of content and frame of each lecture; explanation of H-650 readings and discussions drawn on for each lesson; description of hands-on activity for each lesson (4 pages each; 12 pages total).
3. **Bibliography** listing ALL sources used in your unit (H-650 readings, primary source readings, visual images, videos, internet sites, maps, games, youtube video clips, etc.)
COURSE OUTLINE:

“DISCOVERING HISTORY IN CHINA:” INTRODUCING THE FIELD

Week 1: Monday, January 26th – Introduction to the Course
- The Weight of the Past in Modern Chinese History
- Approaching Chinese History through Film
- Discuss the “Chinese History 101” assignment for 2/2.

Week 2: Feb. 2 – The Lay of the Land: Teaching Ourselves Modern Chinese History
1. Henrietta Harrison, China: Inventing the Nation (2001), ALL.
   “Chinese History 101” Activity: During this class session, each of you will introduce and
   “teach” one chapter of Harrison’s book to the class. The goal here is to use Harrison’s text to
   familiarize ourselves with key events, persons, terms, and questions in modern Chinese History
   before we dive into scholarly debates about such topics. The presentation of your chapter should
   be roughly 10 minutes in length. To help your classmates, you should prepare 12 copies of a
   one-page handout that includes the following information:
   a. A list of key people, dates, events, groups, institutions, and terms introduced in “your” chapter.
      Highlight a few of these in your oral presentation.
   b. A brief summary of Harrison’s major points in that chapter.
   c. A 1-sentence summary of any historiographical debates she alerts readers to in that chapter (for
      example the overview of the “sinicization” debate provided on page 35).
   d. A short list of the names and key ideas of important Sinologists Harrison introduces in your
      chapter (for example, Levenson or Fairbank).

Week 3: Feb. 9 – Critiques of the Field
2. Paul Cohen, Discovering History in China: American Historical Writing on the Recent
   on BB) and new Preface to 1996 edition.
   - Group A response papers 1 due; Group B discussion questions 1 due.

Week 4: Feb. 16 – The Opium War(s) as Historiographical Case Study: “Impact-
Response,” “China Centered,” and Beyond
1. BB - Suu-yu Teng and John K. Fairbank, China’s Response to the West (1954),
   Introduction (pp. 1-6), and pp. 17-30. (Impact-Response)
2. BB - James Polachek, The Inner Opium War (1992), Introduction and Chapter 3 (pp. 1-16, 101-135). (China Centered)
3. BB - Carl Trocki, Opium, Empire and the Global Political Economy (1999), Introduction,
   Chapters 1 and 5 (pp. xi-xiv, 1-12, 88-108). (World History/global Economy)
4. BB: James Hevia, English Lessons: The Pedagogy of Imperialism in Nineteenth
   Century China (2003), Introduction and chapters 2 and 3 (pp.1 -73). (Post-Colonial
   Studies).
   *NOTE: Lin Tse-hsu and Lin Zexu are the same key Qing official (Wade-Giles versus Pinyin
   Romanization).
   - Group B response papers 1 due; Group A discussion questions 1 due
DEBATING THE “FALL” OF IMPERIAL CHINA AND THE RISE OF EUROPE

Week 5: Feb. 23 – What Caused the “Fall” of Imperial China? (OR Why was it Europe instead of China that industrialized early?) Take 1: China-centered answers
3. BB – Robert Marks, China: Its Environment and History (2012), Chapter 6, pp. 223-263 (skim pp. 259-262). (How did environmental crisis contribute to the decline of Qing China after 1800?)
- Group A response papers 2; Group B discussion questions 2

Week 6: March 2 – China on the World Stage: Revisionist Critiques and New Answers to Old Questions
- Take 2: Answers from a World History/Global Economy perspective
(Read in this order):
1. JSTOR -- The American Historical Review, 107.2 (April 2002), Forum: Asia and Europe in the World Economy, Introduction by Patrick Manning, pp. 419-422. (Read Manning’s introduction carefully – it provides a useful framework for the Frank-Landes debate and the contributions of key scholars in the “California School” (Frank, Pomeranz, and Wong).
2. BB - David Landes, The Wealth and Poverty of Nations: Why Some are So Rich and Some are so Poor (1998), Introduction, Ch. 14, Ch. 21 (pp. xvii-xxi, 200-212, 335-349). (How does Landes explain Europe’s rise and China’s “retreat”?)
3. BB – Andre Gunder Frank, Reorient: Global Economy in the Asian Age (1998), pp. 258-320. (What are the key lines of argument in Frank’s markedly different, “California School” take on why the West won – “temporarily”?)
4. JSTOR -- The American Historical Review, 107.2 (April 2002), Forum: Asia and Europe in the World Economy. - Kenneth Pomeranz, pp. 425-446. (What is Pomeranz’s thesis? How does his explanation differ from Elvin’s and Huang’s? From Frank’s?)
- Group B response papers 2; Group A discussion questions 2

INTO THE TWENTIETH-CENTURY: THE STRUGGLE TO BUILD A NEW CHINA, 1911-1949

Week 7: March 9 – Loving China; Attacking Chinese Tradition: The May Fourth Movement and Its Legacy
2. BB - Vera Schwarcz, The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement of 1919 (1986), Introduction, Chapter 1, Conclusion (pp. 1-38, 283-302. (How does Schwarcz depict the 5/4 Movement and its key proponents?) CONT.

4. BB - Dorothy Ko, Cinderella’s Sisters: A Revisionist History of Footbinding (2005), pp. 1-5, 9-14, 38-40, 50-68. (In what concrete ways do Ko’s findings problematize the May Fourth/Chinese Enlightenment discourse about footbinding?)

Group A response papers 3; Group B discussion questions 3

Week 8: March 16 – Nationalist China at War: Chiang Kai-Shek, the Guomindang, and the Second World War

1. BB - Lloyd Eastman, Seeds of Destruction: Nationalist China in War and Revolution, 1937-1949 (1984), pp. 203-226. (How does Eastman characterize Chiang Kai-Shek and the Nationalist state? How important are the Japanese invasion, the Communists, the lack of adequate U.S. support, and internal weaknesses within the Nationalist regime in his assessment of the primary factors behind the Nationalist defeat?)

2. Rana Mitter, Forgotten Ally: China’s World War II (2013), Prologue, pp. 1-14, and Part II through end of book (pp. 79-379, but skip chapter 14 on the Henan Famine). (Begin by reading Mitter’s Prologue and Epilogue carefully. What does Mitter believe is gained via a fuller understanding of China’s role in World War II? As you read Parts II-IV of the book, identify concrete examples that you think best uphold Mitter’s opening arguments about the importance of understanding the course and legacy of WWII in China, and prepare to discuss those examples in class. (Be sure to have the specific page numbers for your examples on hand). Finally, compare Mitter’s work to Eastman’s. How do their depictions of Chiang and the wartime Nationalist state differ? How much weight does Mitter give to factors such as the Japanese invasion or China’s difficult wartime relationship with the U.S.?)

Group B response papers 3; Group A discussion questions 3

Evaluating the Chinese Revolution

Week 9: March 23 – Why did the Communists win, and how radical a disjuncture did their victory represent?

Please read in the order listed below:


2. BB – Kathryn Edgerton-Tarpley, “Saving the Nation, Starving the People? The Henan Famine of 1942-43,” pp. 1-41, chapter forthcoming in 1943: China at the Crossroads, edited by Joseph Esherick and Matthew Combs, Cornell East Asia Series. (What does a provincial-level study of the situation in famine-stricken Henan add to the discussion? To what extent did both the Nationalists and the Communists draw on a common repertoire of famine-relief strategies inherited from imperial China, and to what extent did each party reject traditional strategies and champion new rhetoric and relief methods?)


Group A response papers 4; Group B discussion questions 5

SPRING BREAK (March 30th – April 3rd)


*Proposals for final papers/projects due at the beginning of class

2. BB - Felix Wemheuer, Famine Politics in Maoist China and the Soviet Union (2014), Chapters 3-4, and conclusion (pp. 77-153, 240-259). (What is Wemheuer’s thesis about how and why the Great Leap disaster unfolded? How does his analysis compare to Dikotter’s? How do the two scholars differ on what ended the famine, and what lessons were learned from it?)

- Group A and B discussion questions due; no response papers due this week.


1. BB - Chen Jo-hsi, “Chairman Mao is a Rotten Egg” in The Execution of Mayor Yin and Other Stories (1978), pp. 37-66. (Experiencing the Cultural Revolution via literature).
4. BB -- Joseph Esherick, Paul Pickowicz, and Andrew Walder, editors, The Chinese Cultural Revolution as History (2006), Introduction, pp. 1-28; Dahpon David Ho’s “To Protect and Preserve: Resisting the Destroy the Four Olds Campaign, 1966-67,” pp. 64-95. (What shortcomings of the social science works that represented the “first wave” of scholarship on the Cultural Revolution do the editors identify? What recent trends in Chinese studies do they believe have laid the foundation for new scholarship on the CR? What do the editors mean by approaching/studying the Cultural Revolution as history, and what key gaps in the existing scholarship on the CR do they believe this volume addresses? What particular contributions does Ho’s essay offer, or what gaps does it fill?)

Group B response papers 4; Group A discussion questions 5

NEW SUCCESSES AND STRUGGLES: THE REFORM ERA AND BEYOND

Week 12: April 20 – Gender and Revolution: How revolutionary was the 20th century for Chinese women, and in what ways was the revolution gendered?


READINGS CONTINUED BELOW

3. ProQuest – Gail Hershatter, “Disquiet in the House of Gender,” *The Journal of Asian Studies* Vol. 71, No. 4 (November 2012): 873-894. (What forms of “disquiet” does Hershatter hope to introduce to gendered scholarship of the Chinese Revolution? How do the three examples drawn from her field research in rural Shaanxi both expand our understanding of the Chinese Revolution beyond the political, and address the question of how state policies such as the Marriage Law of 1950, Mao-era rural collectivization, and the Reform-era One Child policy, meant that women often experienced a Chinese revolution distinct from that of men?)

4. BB: Paul Bailey, *Women and Gender in Twentieth-Century China* (2012), chapter 8, pp. 128-146. (Which of the gains and pitfalls experienced by women in China’s reform era were most surprising or interesting to you?)

**Group A response papers 5; Group B discussion questions 6**

**Week 13: April 27 – China as a Twenty-first Century Superpower? Problems and Prospects**


2. Susan Shirk, *China: Fragile Superpower* (2007), all. (Read chapters 1-5 and chapter 9 carefully; skim chapters 6-8).

(How would Jacques and Shirk respond to each other’s arguments? On what issues do they agree? Which claims made by either would be most likely to be challenged by the other?)

**Group B response papers 5; Group A discussion questions 6**

**Week 14: May 4 – Project Presentations**

- Each of you will give a 10 minute presentation of your final project.

- Your final projects are due in my office by 4:00pm on Monday, May 11th.