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 construct a modern nation state in the midst of warfare and social upheaval.
5. You will analyze the origins and character 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 evaluate the gendered impact of the Chinese Revolution.
8. You will identify and analyze key areas of tension between China and the United States 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 what you missed.

**Course Readings:**
The following books are available for purchase at Aztec Bookstore 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 most of the books listed below on reserve at the SDSU library.

8. 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 any assignment will result in a failing grade for the course. Please see the SDSU General Catalogue for more information.

**Requirements:**

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<td>Bi-weekly Response Papers (5 total)</td>
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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 1/26 will make up the last part of your participation grade. For this assignment each of you will introduce and teach, in an 8-10 minute powerpoint presentation that includes maps or images, one chapter of Henrietta Harrison’s China: Inventing the Nation to our class. See details under Week 2 (1/26).

2. Bi-Weekly Response Papers (5 papers total) -- 25% of grade:
Starting on Week 3 (2/2) for those of you in Group A, and on Week 4 (2/9) for those in Group B, every other week 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 topic or argument in question. What is EACH author’s MAIN contribution or argument? (When only one author is assigned, delve into his/her questions and contributions in more detail).
  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 (2/2) for those of you in Group B, and on Week 4 (2/9) for those in Group A, every other week you will prepare and submit a set of 5 questions -- 4 analytical discussion questions about the readings assigned that week, and 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).

Instructions for the 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.
- On weeks when more than one author is assigned, two of your discussion questions must ask your colleagues to compare and contrast or put in dialogue issues raised in two or more of the readings assigned that week.
- Each week, one discussion question must put the readings assigned that week in dialogue with readings assigned for a previous week.

Instructions for the “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 Review: 20% of grade
Discussion Leading/Handout: 10%  Critical Review:  10%

a. Presentation/Discussion-Leading:
- Discussion is a vital part of this class. Starting on the 4th week of class (2/9), each week one 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, for weeks with multiple authors, 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. For weeks with only one author, identify the big questions the different sections of his/her book address, and put his/her work in dialogue with readings from prior weeks.

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. For weeks with multiple authors: A brief analysis of chief strengths and weaknesses of opposing perspectives. (Which argument or approach did you find most convincing? Least convincing? Why?)
   -- For weeks with one author: An analysis of the chief strengths and weaknesses of the assigned work.
   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 examined 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 debate in question. What is EACH author’s MAIN contribution to this week’s debate or discussion? On what main issues do they agree or disagree? (For weeks when only one author is assigned, discuss the key contribution of several different sections/chapters of his/her book). Moreover, how do this week’s 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 enlightening, 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 5/8)*

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 spring break (and before your proposal is due on 4/6).
- 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 8th.

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 year history M.A. students, for 2nd or 3rd year history M.A. students who want more practice reading and writing historiographically, and for 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 plan 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 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. CONT

- 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: Thursday, January 19 – 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 1/26.

**Week 2: Jan. 26 – The Lay of the Land:**
- Why understanding modern Chinese history is important for current Sino-U.S. Relations. Nina Hachigian, *Debating China: The U.S. – China Relationship in Ten Conversations*, Chapter 1 & first section of chapter 3 (pp. 1-20; 43-51). (Discuss for first 40 minutes of class).
- Teaching ourselves modern Chinese History: Henrietta Harrison, *China: Inventing the Nation* (2001). Read carefully chapters 1-5 and the chapter you will teach. Skim the rest of the book. Seek to get a general overview of key events, persons, and themes in modern Chinese history. (5:00-6:40pm).
- “Chinese History 101” Activity: During the second 1 hour and 40 minutes of class, each of you will introduce and “teach” one chapter of Harrison’s book to the class via a short powerpoint presentation. 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 **no more than 8-10 minutes in length**. I will cut you off after 10 minutes, so please practice ahead of time to get your presentation to the right length. You CANNOT cover everything in your chapter in 10 minutes, so please don’t try to do so. Instead, prepare a concise, lively, well-organized presentation that will help your classmates remember key persons, events, and themes in modern Chinese history. A successful powerpoint presentation will include all of the following:
  a. A brief summary of Harrison’s major points in your chapter. (Use her sub-headings for help).
  b. Identification of key people, dates, events, groups, institutions, and terms introduced in “your” chapter. Highlight a few of these in your oral presentation, but do not try to discuss them all.
  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). This helps to familiarize the class with big names in the China field.
  e. Visual aids, such as maps highlighting places discussed in your chapter, or photos/images of key people and events introduced.
Week 3: Feb. 2 – Critiques of the Field
1. BLACKBOARD (BB) - Edward Said, Orientalism (1979), Introduction, pp. 1-28; pp. 321-328. How does Said define “Orientalism,” why does he think it is so problematic, and what strategies does he suggest for avoiding Orientalism when studying other cultures or peoples?
2. Paul Cohen, Discovering History in China: American Historical Writing on the Recent Chinese Past (2010 edition rather than 1984 version). Read in this order: 1. Original preface (1984); 2. Preface to the Second Paperback Edition (1996); 3. Introduction to 2010 issue; 4. Original introduction (starts on p. 1); 5. Chapter you will represent; 6. Chapter 4 (China Centered); 7. Skim the rest. Read closely all the prefaces and introductions, Chapter 4, and the chapter you will represent in next week’s debate; skim the other chapters. (Prefaces/Introductions: How have Cohen’s concerns (and the China field itself) changed from 1963, the year he published his first book, to 1974 when he published his second book, to 1984 when he first published Discovering History in China, to 1996 when it was re-issued, to 2010, when he wrote a new introduction? -- Original Introduction and chapters 1-4: What are the main characteristics of EACH of the four approaches Cohen introduces in chapter 1-4? What critiques does Cohen make of the first 3 approaches he introduces? What is the “China-centered” approach, and what are some of its keys strengths and weaknesses?)
- Group A response papers 1 due; Group B discussion questions 1 due.

DEBATING THE “FALL” OF IMPERIAL CHINA AND THE RISE OF EUROPE

Week 4: Feb. 9 – 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, 230-256, 263. Pay close attention to the introduction and conclusion to this chapter, and to Marks’ use of Jane Kate Leonard’s and Lillian Li’s work on the Yellow River/Grand Canal/North China Plain. (In what particular ways did environmental crisis contribute to the decline of Qing China after 1800?)
- Group B response papers 1 due; Group A discussion questions 1 due

Week 5: Feb. 16 – 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” approach? According to Frank, how did the West rise (pp. 276-297)? Moreover, what are the hallmarks of the “Global Economic Demographic” explanation he offers for Asia’s decline and Europe’s rise (pp. 297-320)?


- Group A response papers 2; Group B discussion questions 2 (Pietz?)

**Week 6: Feb. 23 – The Opium War in History and Memory**

1. Julia Lovell, *The Opium War: Drugs, Dreams, and the Making of Modern China* (2011/2015), pp. 1-166 and 209-243 (Introduction and analysis of the origins and course of the war itself); pp. 267-291 (construction of the Opium War myth in the West); skim pp. 167-208 if time allows). To what extent and in what particular ways is Lovell’s book a “China-Centered” approach to the origins and course of the Opium War? Alternatively, to what extent and in what specific ways does Lovell move beyond the China-Centered approach to draw on influences from Cultural History, Post-Colonial Studies, and World History? Lovell raises and addresses many “big picture” questions in her study. Which of her questions (and responses) interested you most?

- 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 2 – Conflicted Chinese Nationalism: Origins and Legacy of The May Fourth Movement**


Week 7 CONTINUED BELOW
4. BB - Dorothy Ko, *Cinderella’s Sisters: A Revisionist History of Footbinding* (2005), pp. 1-5, 9-14, 38-40, 50-68. (Footbinding Case Study: 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 9 – 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 16 – Why did the Communists win, and how radical a disjuncture did their victory represent?**

Please read in the order listed below:

1. BB -- Kathleen Hartford and Steven Goldstein, “Perspectives on the Chinese Communist Revolution,” in *Twentieth Century China: New Approaches* (2003), pp. 138-168. (Read this piece carefully for a model historiographical overview of changing scholarly answers to the question of why the Communists won the struggle to define a new China).

2. BB -- Paul Cohen’s “Reflections on a Watershed Date: The 1949 Divide in Chinese History,” in *Twentieth Century China: New Approaches* (2003), pp. 27-36. (How radical a disjuncture was the 1949 Communist Revolution?)


**Group A response papers 4; Group B discussion questions 5**

1. BB -- Kathryn Edgerton-Tarpley, “The Great Leap Famine in Historical Perspective,” section of essay for the Oxford Research Encyclopedia of Asian History (forthcoming 2017). (What continuities between the Great Leap Famine and major famines in Qing and/or Republican-era China did you find most interesting or surprising? Discontinuities?)


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

Group B response papers 4; Group A discussion questions 5

SPRING BREAK (March 27th—March 31st)


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

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

Week 12: April 13 – Gender and Revolution: How revolutionary was the Chinese Communist Revolution for Women, and in what ways was the revolution gendered?

1. Gail Hershatter, The Gender of Memory: Rural Women and China’s Collective Past (2011), Introduction, chapters 1-5, 7, 9, and 10 (pp. 1-153, 182-209, 236-288. (What are the key questions raised by Hershatter, and how does she answer them? Based on her book, what do you think were the most important (positive and negative) changes the Chinese Revolution brought for rural women of different ages? Which chapter/topic was most interesting or surprising to you, and why?

Group A response papers 5; Group B discussion questions 6
Week 13: April 20 – Key Issues in 21st-Century Sino-U.S. Relations
1. Nina Hachigian, editor. Debating China: The U.S. – China Relationship in Ten Conversations (2014). Introduction, Chapters 2-6, 8-9, and conclusion (pp. xi-xiv, 21-130, 152-197, 221-225). Each of you will be assigned one of the Chinese scholars in these debates and one of the American scholars in the debates to represent in class. (Based on these letters, what are the key issues complicating Sino-U.S. relations in the 21st century? In what ways does China’s history since 1800 shape Chinese takes on current affairs? What suggestions are offered as to how the U.S. and China can forge a healthy relationship as the 21st century progresses?)

Group B response papers 5; Group A discussion questions 6

Week 14: April 27 – Research and writing day for final papers. I will hold office hours from 4-6pm on 4/27 for those of you who would like to discuss your papers/projects.

Week 15: 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 8th.