

HH2009 China in Revolution and Reform

Seminars: Tuesday (0930–1230hrs)

Venue: S4-SR6

Course instructor: Wang Chenyi

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Course Overview

This course provides an overview of China's two-hundred-year historical developments from the late Qing to the 1990s. It examines the internal and external factors that transformed China from the Qing dynasty to a "capitalist republic" in 1912, then to a "socialist republic" in 1949. A major theme from the late Qing to the modern era is the tension between reforms and revolutions. The Chinese people, especially their political elites, have been more than once split between reforms and revolutions. The consequences of their divisions and factional struggles are great upheavals, civil wars and the wars against the invasion of outside powers, and in particular the brutal infighting.

The course outline is organized both chronologically and thematically. Because of the time restraints, some historical events will be examined in greater detail than the others. But this is not to say the other events are insignificant. Students with the interest in the events not covered extensively by the seminars are strongly encouraged to broaden their readings and deepening their understanding in the writing of the book reviews and research papers.

Overall, students participating in this course should demonstrate a general knowledge of the major events that transformed the old China and shaped today's China. Students should develop an ability to critically analyze the contemporary Chinese issues from a historical perspective. Students should also demonstrate the capacity to form research questions, draw on appropriate empirical evidence and explain their arguments via presentations, book reviews and research papers.

Assessments and requirements

Students will be assessed in the following manner:

Class participation	10%
Group presentation	15%
1,000–1,500–word book review	20%
2,000–2,500–word research paper writing	30%
4 in-class tests in Weeks 4, 7, 10 and 13	25%

Seminars and class participation

This course is an undergraduate seminar. The weekly seminars will be divided into lectures and discussions. While the lectures would be delivered by the instructor, his job is to facilitate rather than dominate the discussions. Students are expected to attend the seminar prepared to articulate their opinions about the topic under study each week. Students should critically analyze the required readings, highlight the strengths and persuasiveness of the arguments, and offer their opinions on the subject under scrutiny. To this end, it is essential that students complete the assigned readings and understand the major arguments advanced by the authors before coming to the seminars. Students should also note that they are required to attend all the seminars. Participation and attendance in class will be scored and graded.

Writing a 1,000–1,500–word book review

At the beginning of the semester, the students will be divided into groups consisting three or four members. Each group will be assigned a book (please find the recommended book list in the appendix). The deadline for submitted the book review is **11:00 pm March 12, 2018**. While every student is required to write and submit a 1,000–1,500–word book review independently, students of the same group will prepare and give the presentations collectively.

When write the book review, you might consider the following questions.

Who is the author and what is his or her background?

What is the theme of this book?

What research questions have this book raised?

What are the key arguments? Are the arguments persuasive or not? Does the argument have larger explanatory power? In other words, could his argument have explanatory power or shed light on the other events?

Does this book offer any insightful perspective on the contemporary issues related to China?

Finally, any stories you find intriguing and would like to share with the class?

Group presentation

The group presentation is based on the book reviews. Students of the same group will complete and give the presentation together. Preparing the group presentations is also a chance to compare notes and discuss with the other group members. Group presentations will start on March 13 and proceed in chronological order with the topics your assigned reading deals with. For example, students deliver the presentations regarding the late Qing history will usually come in the first weeks.

Grading system for group research and presentation

The group's and individual's presentation will be graded according to following criteria:

Organization of presentation (20%)

- Is there a strong introduction containing a clear statement of purpose?
- Are there statements defining the parameters of the presentation?
- are the arguments properly structured and arranged?

Analysis (30%)

- Ability to answer the 'so what?' question
- Coherent central argument
- Ability to synthesise material
- Command of the literature
- Ability to marshal the evidence to prove a point

Use of sources (20%)

- Does the students engage a wide variety of sources?
- Does the students use sources with critical thinking?

Group synergy (15%)

- Test of group cooperation and the ability to work together with each other.
- The individual presentation coming together to form a coherent one presentation.

Style and creativity of presentation (15%)

Is there something extra that make the group outstanding? Fun or wow factor?

Research paper writing

Word limits: 2,000–2,500 word, excluding notes, bibliography, and other things

Paper due on **11:00 pm on April 16** (After the deadline, you can still submit through the NTU Learn link, but there will be a penalty).

Plagiarism in writing research papers

It is important that all unacknowledged material in your essay is your own work. The University has strict rules relating to plagiarism that may result in disciplinary procedures. Remember that copying or using any part of another student's essay or written work also falls within the definition of plagiarism.

Exact texts cited from other's works and placed in your paper must be put within quotation marks. Otherwise, paraphrase. The sources of both quotations and paraphrasing have to be properly noted. On how to cite properly, please see the section on 'style' below.

How to paraphrase: 'Paraphrase 1' below will be deemed as plagiarism; 'Paraphrase 2' is an example of proper paraphrasing.¹

Original text

Wilson took personal responsibility for the conduct of the important diplomacy of the United States chiefly because he believed that it was wise, right, and necessary for him to do so. Believing as he did that the people had temporarily vested their sovereignty in foreign affairs in him, he could not delegate responsibility in this field to any individual. His scholarly training and self-disciplined habits of work made him so much more efficient than his advisers that he must have thought that the most economical way of doing important diplomatic business was for him to do it himself. Experience in dealing with subordinates who sometimes tried to defeat his purposes also led him to conclude that it was the safest method, for he, and not his subordinates, bore the responsibility to the American people and to history for the consequences of his policies.

Paraphrase 1 (Plagiarism)

Wilson took personal responsibility for conducting diplomacy because he believed it was right for him to do so. Believing that the people had vested their sovereignty in foreign affairs in him, he could not delegate this responsibility. His scholarly training and self-discipline made him more efficient than his advisers. He thought that the most economical way of doing important diplomatic business was to do it himself. Experience in dealing with subordinates who

¹ See Jules Benjamin, *A Student's guide to History* (New York, 1987).

sometimes tried to defeat his purposes led him to conclude that it was the safest method because he bore responsibility to the American people for the consequences.

Paraphrase 2 (Not plagiarism)

Wilson felt personally responsible for major diplomacy, because he believed that the voters had entrusted him with such matters. He was more capable than his advisers in this area. He, and not his advisers, was responsible to the people.

Penalties for late submission

There will be penalties for late submission of 5% per day unless there are approved medical or other certificated reasons explaining the delay. Please ensure that the instructor is aware of these circumstances as soon as possible. Students failing to submit an assignment will be denied their credit points for this course.

Extensions

In exceptional circumstances extensions may be granted for individual students, but only for students who ask BEFORE the essay submission date.

Factors taken into account

In grading assignments the following factors will be taken into account by markers:

- The relevance of the answer to the question set;
- A clear introduction, the ability to structure an argument clearly and a conclusion;
- Critical analysis;
- The use of relevant reading;
- The recognition, where appropriate, of different perspectives;
- The avoidance of sexist, racist, xenophobic, homophobic, and ageist language;
- Grammar, style and presentation, including accurate acknowledgement of sources.

Grading system for research paper

Your paper will be graded according to following criteria:

Organisation (15%)

- Is there a strong introduction containing a clear statement of purpose?
- Is there a proper conclusion
- Are there statements defining the parameters of the essay?
- Are the arguments properly structured and arranged?

Analysis (30%)

- Ability to answer the 'so what?' question

- Coherent central argument

Ability to synthesize material (20%)

- Command of the literature
- Ability to marshal the evidence to prove a point

Writing/Grammar (15%)

- Test of writing skills;
- Choice of words;
- Ability to convey complex ideas

Use of sources & style (20%)

- Does the student engage a wide variety of sources?
- Does the student use sources with critical thinking?

Style: Research papers must follow these guidelines:

- Typed and NO NEED to double-spaced
- Must be within the word limits

- FOOT NOTES (not endnotes) must follow the Chicago Manual of Style:

(http://www.chicagomanualofstyle.org/tools_citationguide.htm)

In-class tests

The in-class tests will be conducted in the in Week 4, Week 7, Week 10 and Week 13. Based on the required readings and lectures in every three weeks, the tests will proceed in the form of multiple choice and short essay writing.

Course outline and readings

Textbooks:

The two core textbooks for this course is Jonathan D. Spence's *The Search for Modern China*, Third Edition (New York: 2012) and *The Cambridge History of China* (Cambridge University Press), Volumes 10–15. These two studies will be used together or alternatively in each seminar.

W1, January 16, Overview of the General themes

Required (all the required readings will be uploaded to NTUlearn)

Fairbank, John K. "Introduction: the Old Order" In *The Cambridge History of China*, ed. John K. Fairbank, Volume 10, 1–34.

Recommended

Philip A. Kuhn, *Origins of the Modern Chinese State* (Stanford: Stanford University Press, 2002).

Odd Arne Westad, *Restless Empire: China and the World since 1750* (New York: Basic Books, 2012).

W2, January 23, The Qing Dynasty in its prime and decline

How did the Manchu thrive from a tribe of Nomadic people in the Northeast China to the master of China? What were the political and social structures of the Qing dynasty? Why did the Qing dynasty start its decline almost immediately after reaching its most prosperous and greatest point? Do you agree with the dynastic cycle?

Required

Spence, *The Search for Modern China*, Chapter 5 and Chapter 6.

Alexander Woodside, "The Ch'ien-lung (Qianlong) Reign," in *The Cambridge History of China*, Volume 9.

Jones, Susan Mann, and Philip A. Kuhn. "Dynastic Decline and the Roots of Rebellion," in *The Cambridge History of China*, Volume 10.

Recommended:

Frederic Evans Wakeman, Jr. *The Great Enterprise: The Manchu Reconstruction of Imperial Order in Seventeenth-century China* (the University of California Press 1986).

Mark C. Elliott, *Emperor Qianlong: son of heaven, man of the world* (New York: Pearson Longman, 2009).

Evelyn S. Rawski, *The last emperors: a social history of Qing imperial institutions* (Berkeley: University of California Press, 1998).

W3, January 30, The Opium War and the collapse of the Heavenly Dynasty

How did the Qing emperors view and define the relations between China and the West, and the relations between China and the peripheral states? What were the causes of the Opium War? Why Qing failed despite its overwhelming superiority in terms of the enormous number of military forces? How did the Opium War end? Why the defeat did not lead to the collapse of Qing? Did the Qing rulers learn any lesson from the defeat? What was the difference between the Tributary System and the Treaty System?

Required

Spence, *The Search for Modern China*, Chapter 7 and Chapter 8.

Wakeman Jr., Frederic. "The Canton Trade and the Opium War," in *The Cambridge History of China*, Volume 10.

Fairbank, John K. "The Creation of the Treaty System," in *The Cambridge History of China*, Volume 10.

Recommended

Chen Song-chuan, *Merchants of War and Peace: British Knowledge of China in the Making of the Opium War* (Hong Kong: Hong Kong University Press, 2017).

Julia Lovell, *The Opium War: Drugs, Dreams, and the Making of Modern China* (The Overlook Press, 2015).

W4, February 6, Rebellions, Re-consolidation, reform and the Self-strengthening movements

How did the Taiping rebellion expand rapidly from a local unrest into a major rebellion? Why did the rebellion fail despite its existence of over a decade? What changes occur to the Qing political and military structure change during and after the Taiping rebellion? What roles did the Western powers play in the Taiping rebellion? How did the self-strengthening movements start and develop? What were the achievements of the self-strengthening movements? Why did the self-strengthening movements fail in the end?

Required

Spence, *The Search for Modern China*, Chapter 8, Chapter 9 and Chapter 10.

Philip A. Kuhn, "The Taiping Rebellion," in *The Cambridge History of China*, Volume 10.

Kuo Ting-yee, and Liu Kwang-Ching. "Self-Strengthening: the Pursuit of Western Technology," in *The Cambridge History of China*, Volume 10.

Recommended

Stephen R. Platt, *Autumn in the Heavenly Kingdom* (New York: Knopf, 2012).

Jonathan D. Spence, *God's Chinese Son: The Taiping Heavenly Kingdom of Hong Xiuquan*

Samuel C. Chu, and Liu Kwang-Ching, *Liu Hung-Chang and China's Early Modernization* (New York: Routledge, 1994).

David Pong, *Shen Pao-chen and China's Modernization in the Nineteenth Century* (Cambridge University Press, 2003).

W5, February 13, The fall of Qing and the early years of the Republic of China

Why was the Qing dynasty overthrown despite the various reforms introduced during its last years? How did the conservatives headed by Yuan Shikai and the revolutionaries reach the compromise? In what sense did the 1911 revolution abolish the Ancien Régime (old regime) and bring new changes? How about the continuities? Why did the new republic sink into the Warlord Era only a few years after the revolution? How did Sun Yat-sen react to the warlordism?

Required

Spence, *The Search for Modern China*, Chapter 11 and Chapter 12.

Chuzo Ichiko, "Political and institutional reform 1901–11," in *The Cambridge History of China*, Volume 11.

Ernest P. Young, "Politics in the aftermath of revolution: The era of Yuan Shih-k'ai, 1912–16," in *The Cambridge History of China*, Volume 12.

James E. Sheridan, "The warlord era: Politics and militarism under the Peking government, 1916–28," in *The Cambridge History of China*, Volume 12.

Recommended

Frederic Wakeman, *The Fall of Imperial China* (New York: Free Press, 1975)

Immanuel C.Y. Hsü, *The Rise of Modern China*, Sixth Edition (New York: Oxford University Press, 2000), Chapters 17–20.

W6, February 20, The May Fourth Movement, The KMT–CCP alliance, its victory over the Beiyang warlords and the breakdown of this alliance

How did the Russian revolution influence the developments in China? Why and how did the KMT and the CCP build their first alliance? Why did the Northern Expedition sweep so fast and

bring down the Beiyang warlords? Why did Chiang Kai-shek launch the purges of the communists?

Required

Spence, *The Search for Modern China*, Chapter 12, Chapter 13, and Chapter 14.

Benjamin I. Schwartz, "Themes in Intellectual History: May Fourth and After," in *The Cambridge History of China*, Volume 12.

Jerome Chen, "The Chinese Communist Movement to 1927," in *The Cambridge History of China*, Volume 12.

C. Martin Wilbur, "The Nationalist Revolution: from Canton to Nanking, 1923–28." In *The Cambridge History of China*, Volume 12.

W7, February 27, Republic of China under the KMT, the Nanjing decade and the civil war from 1927 to 1937

How did Chiang Kai-shek build up his power and become the number one leader of the new KMT regime? How were the struggles between the KMT factions initiated after their victory over the Beiyang warlords and the purge of the communists? Was the Nanjing decade a golden era? How did the communists respond after being purged from their alliance with the KMT? Was Chiang's war against the communist insurgencies successful? What about the relations between the KMT regime and the Western powers?

Required

Spence, *The Search for Modern China*, Chapter 15 and Chapter 16.

Lloyd E. Eastman, "Nationalist China during the Nanking decade 1927–1937," in *The Cambridge History of China*, Volume 13.

Jerome Chen, "The Communist movement 1927–1937," in *The Cambridge History of China*, Volume 13.

Recommended

Lloyd E. Eastman, Jerome Ch'en, Suzanne Pepper, and Lyman P. Van Slyke, *The Nationalist Era in China, 1927–1949* (Cambridge University Press, 1991).

Frederic Wakeman, Richard Louis Edmonds eds. *Reappraising Republican China* (Oxford University Press, 2000).

William C. Kirby, *Germany and Republican China* (Stanford University Press, 1984).

W8, March 13, The Sino–Japanese War, revival of the civil war and the final victory by the CCP

What was Chiang Kai-Shek’s strategy of resisting the Japanese invasion? And how about Mao Zedong’s strategy during the war? How did the KMT and the CCP build the second alliance? Was the alliance effective in fighting the Japanese? Why was the KMT defeated by the CCP within only four years after ending the Sino–Japanese War?

Required

Spence, *The Search for Modern China*, Chapter 17 and Chapter 18.

Akira Iriye, “Japanese aggression and China's international position 1931–1949,” in *The Cambridge History of China*, Volume 13.

Lloyd E. Eastman, “Nationalist China during the Sino-Japanese War 1937–1945,” in *The Cambridge History of China*, Volume 13.

Suzanne Pepper, “The KMT-CCP conflict 1945–1949,” in *The Cambridge History of China*, Volume 13.

Recommended

Stephen R. MacKinnon, Diana Lary, Ezra F. Vogel, eds, *China at War: Regions of China, 1937–1945* (Stanford: Stanford University Press, 2007).

Rana Mitter, *China's War with Japan, 1937-1945: The Struggle for Survival* (Penguin Books, 2014).

Rana Mitter, *Forgotten Ally: China's World War II, 1937–1945* (Mariner Books, 2014).

W9, March 20, The CCP’s road to power in China

While the previous sessions have touched upon the CCP and its developments, this session gives a general review of how the CCP seized the power in China. How could the CCP develop from a small party consisting of dozens of members in 1921 to the dominant party of mainland China in 1949? What can we learn from the CCP’s rise to power? Do these lessons apply to the cases of the communist parties in the other countries, in particular in the Southeast Asia?

(Required and recommended readings to be decided)

W10, March 27, Building a new China by the CCP

Required

Spence, *The Search for Modern China*, Chapter 19, Chapter 20, and Chapter 21.

Yang Kuisong, "Reconsidering the Campaign to Suppress Counterrevolutionaries." *The China Quarterly* 193 (2008): 102–21.

Kenneth Lieberthal, "The Great Leap Forward and the split in the Yenan leadership," in *The Cambridge History of China*, Volume 14.

Recommended:

Frank Dikötter, *The Tragedy of Liberation: A History of the Chinese Revolution 1945-1957* (Bloomsbury Press, 2013).

Yang Jisheng, *Tombstone: The Great Chinese Famine, 1958–1962* (Farrar, Straus and Giroux, 2013).

W11, April 3, The Cultural Revolution

Required:

Spence, *The Search for Modern China*, Chapter 22 and Chapter 23.

Harry Harding, "The Chinese state in crisis," in *The Cambridge History of China*, Volume 15.

Roderick MacFarquhar, "The succession to Mao and the end of Maoism," in *The Cambridge History of China*, Volume 15.

Recommended:

Li Zhisui, *The Private Life of Chairman Mao: The Memoirs of Mao's Personal Physician* (Random House, 1994).

Roderick MacFarquhar and Michael Schoenhals, *Mao's Last Revolution* (The Belnap Press of Harvard University Press, 2006).

Frank Dikötter, *The Cultural Revolution: A People's History, 1962—1976* (Bloomsbury Press, 2016).

Yiching Wu, *The Cultural Revolution at the Margins: Chinese Socialism in Crisis* (Harvard University Press, 2014).

W12, April 10, Reform and opening up of the post-Mao China in the 1980s

Required:

Spence, *The Search for Modern China*, Chapter 24, Chapter 25 and Chapter 26.

Recommended:

Zhao Ziyang, *Prisoner of the state: the secret journal of Zhao Ziyang*,

Ezra F. Vogel, *Deng Xiaoping and the transformation of China* (The Belknap Press of Harvard University Press, 2011), 377–692.

W13, April 17, The post-Tiananmen China and its future

(Required and recommended readings to be decided)

Appendix: books recommended for writing reviews and group presentations
(The books are listed in chronological order by the subject examined by the book)

History of the late Qing Dynasty

Philip A. Kuhn, *Soul Stealers: the Chinese Sorcery Scare of 1768* (Harvard University Press, 1990).

Mao Haijian, *The Qing Empire and the Opium War: The Collapse of the Heavenly Dynasty* (Cambridge University Press, 2018).

Frederic Wakeman, *Strangers at the Gate: Social Disorder in South China, 1839-1861* (University of California Press, 1997).

Philip A. Kuhn, *Rebellion and Its Enemies in Late Imperial China: Militarization and Social Structure, 1796–1864* (Harvard University Press, 1971).

William Rowe, *China's Last Empire: The Great Qing* (Belknap Press, 2012).

Evelyn S. Rawski, *The Last Emperors: A Social History of Qing Imperial Institutions* (University of California Press, 1998).

Mark C. Elliott, *The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China* (Stanford University Press, 2001).

Joseph W. Esherick, *The Origins of the Boxer Uprising* (University of California Press, 1988).

History of the Republic of China

Lucien Bianco, *Origins of the Chinese Revolution, 1915–1949* (Stanford University Press, 1971).

Timothy Brook, *Collaboration: Japanese Agents and Local Elites in Wartime China* (Harvard University Press, 2005).

Jay Taylor, *The Generalissimo: Chiang Kai-Shek and the Struggle for Modern China* (Belknap Press, 2011).

Odd Arne Westad, *Decisive Encounters: The Chinese Civil War, 1946–1950* (Stanford University Press, 2003).

Diana Lary, *China's Civil War: A Social History, 1945–1949* (Cambridge University Press, 2015).

History of the CCP and the PRC

- Gao Hua, *How the Red Sun Rose: The Origin and Development of the Yan'an Rectification Movement, 1930–1945* (The Chinese University Press, 2017).
- Chen Jian, *China's road to the Korean War* (Columbia University Press, 1996).
- Daniel Leese, *Mao Cult: Rhetoric and Ritual in China's Cultural Revolution* (Cambridge University Press, 2013).
- Su Yang, *Collective Killings in Rural China during the Cultural Revolution* (Cambridge University Press, 2011).
- Michel Bonnin, *The lost generation: the rustification of Chinese youth, 1968–1980*
- Yang Xiaokai, *Captive Spirits: Prisoners of the Cultural Revolution* (Oxford University Press, 1997).
- Gao Wenqian, *Zhou Enlai: the last perfect revolutionary: a biography* (PublicAffairs, 2008).
- Yunxiang Yan, *Private Life under Socialism: Love, Intimacy, and Family Change in a Chinese Village, 1949-1999* (Stanford University Press, 2003).
- William Hinton, *Fanshen: A Documentary of Revolution in a Chinese Village* (Monthly Review Press, 2008).
- Isabel and David Crook, *Ten Mile Inn: mass movement in a Chinese village* (Pantheon Books, 1979).
- Judith Shapiro, *Mao's War against Nature: Politics and the Environment in Revolutionary China* (Cambridge University Press, 2001).
- Jan Wong, *Red China Blues: My Long March from Mao to Now* (Anchor, 1997).
- Yang Rae, *Spider Eaters* (University of California Press, 2013).
- Denise Y. Ho, *Curating Revolution: Politics on Display in Mao's China* (Cambridge University Press, 2017).
- Ruan Ming, *Deng Xiaoping: chronicle of an empire* (Westview Press, 1994).
- Louisa Lim, *The People's Republic of Amnesia: Tiananmen Revisited* (Oxford University Press, 2015).