

HH 4012
Intellectual History of Modern China
Preliminary Course Outline

Instructor : Els van Dongen
Academic Year : 2018/2019, Sem1
Academic Unit : 4 AUs
Pre-requisite : HH 1001
Time and Venue : Fridays, 12.30-16.30 @ TR+68

[Seminars: 52 hours]

Learning Objectives

- To become familiar with the key themes and debates in modern Chinese thought
- To be able to analyze key issues and develop arguments
- To communicate complex ideas
- To synthesize, contextualize, and evaluate gained knowledge

Content

Why did certain historical actors do what they do to influence the course of events at that point in time? How did they understand the world around them? How did they express their views and what media did they use to spread them? In this course, we look into the main themes, debates, and circulations of ideas in twentieth-century China through some of its thinkers and actors, paying attention to the specific contexts in which these ideas were put forward. The various themes and debates we will study reflect Chinese engagements with being “modern” and the economic, political, and cultural tenets of modernity. The readings include translated selections of writings by Chinese intellectuals, which allows us to evaluate the various interpretations put forward in secondary sources. On a broader level, we also address the underlying questions: What is the relation between ideas and actions? What does it mean to be a “Chinese intellectual”? And how does intellectual history relate to other approaches to history?

This course moves chronologically and thematically across the twentieth century. We begin our journey in the late 1800s, where we look into circulations of Western ideas about progress and how they came to be merged with interpretations of Confucianism and Buddhism. Here, we discuss the reformers Kang Youwei and Liang Qichao. Whereas the former held some unusual views, the latter also played a role in the development of modern journalism. From there, we first look at the role of translation in the shaping of new ideas and worldviews. We then move to the May Fourth Movement, where we pay specific attention to the position of women in society. We will also discuss those who questioned the tenets of a liberal modernity based on scientism, such as Liang Shuming. After this, we pause at the more inward-looking nationalism of the 1930s and debates on pan-Asianism. For the post-1949 period, our main focus is on Maoism and on the reworking of Marxism in a Chinese context. In a final section, we relate the intellectual developments of modern China to contemporary outgrowths. Here, we discuss the issue of minority writers through the figure of the Tibetan author Tsering Wooser, the Tiananmen demonstrations, and, finally, debates between liberals and the New Left in twenty-first century China.

Course Outline (note: subject to change)

<i>Weeks</i>	<i>Topics</i>	<i>Readings</i>
1	Introduction	General introduction to the course theme
2	Intellectual History and China: Delineating the Field	<p>“Introduction: The Old Order.” In <i>The Cambridge History of China, Volume 10</i>, ed. John K. Fairbank. Cambridge: Cambridge UP, 1978, 1-34.</p> <p>Goldman, Merle and Leo Ou-fan Lee. “Introduction.” In <i>An Intellectual History of Modern China</i>. Cambridge; New York: Cambridge University Press, 2002, 1-12.</p> <p>Schwartz, Benjamin. “A Brief Defense of Political and Intellectual History: The Case of China.” In <i>China and Other Matters</i>. Cambridge, MA: Harvard University Press, 1996, 30-44.</p>
3	Reform, China, and the World: Kang Youwei and Liang Qichao	<p>Cheek, Timothy. “Reform: Making China Fit the World (1895-1915): China in the 1910s.” In idem, <i>The Intellectual in Modern Chinese History</i> (Cambridge: Cambridge University Press, 2016). [Selections]</p> <p>Howard, R. “K’ang Yu-wei (1858-1927): His Intellectual Background and Early Thought.” In A.F. Wright and D. Twitchett, eds. <i>Confucian Personalities</i>. Stanford: Stanford UP, 1962, 294-316.</p> <p>Huang, Philip. “The Idea of the New Citizen and the Influence of Meiji Japan.” In <i>Liang Ch’i-ch’ao and Modern Chinese Liberalism</i>. Seattle and London: University of Washington Press, 1972, 36-67.</p>
4	Transnational Circulations and Translating Modernity	<p>Liu, Lydia. <i>Translingual Practice: Literature, National Culture, and Translated Modernity—China 1900-1937</i> (Stanford, CA: Stanford University Press, 1995). [Selections]</p> <p>Schwartz, Benjamin. <i>In Search of Wealth and Power: Yen Fu and the West</i> (Cambridge, MA: Belknap Press of Harvard University Press, 1964). [Selections]</p> <p>Harrell, Paula. <i>Sowing the Seeds of Change: Chinese Students, Japanese Teachers, 1895-1905</i></p>

		(Stanford, California: Stanford University Press, 1992). [Selections]
5	The May Fourth Movement and Women in Chinese Society	<p>Chow, Tse-tsung. <i>The May Fourth Movement: Intellectual Revolution in Modern China</i>. Cambridge, MA; London: Harvard University Press, 1960. [Selections]</p> <p>Wang, Zheng. <i>Women in the Chinese Enlightenment: Oral and Textual Histories</i>. Berkeley, CA: University of California Press, 1999, 1-32.</p> <p>Brown, “Woman as Trope: Gender and Power in Lu Xun’s ‘Soap’” in Tani E. Barlow, ed. <i>Gender Politics in Modern China: Writing and Feminism</i>. Durham, NC: Duke University Press, 1993.</p>
6	Dilemmas of Modernity: Liang Shuming	<p>Alitto, Guy. <i>The Last Confucian: Liang Shu-ming and the Chinese Dilemma of Modernity</i>. Berkeley: University of California Press, 1979. [Selections]</p> <p>Chi, W. “Liang Shu-ming and Chinese Communism.” <i>China Quarterly</i> 41 (1970), 64-82.</p>
7	An Educational Revolution? Hu Shi and John Dewey	<p>Chou, M. <i>Hu Shih and Intellectual Choice in Modern China</i>. Ann Arbor, Univ. of Michigan Press, 1984. [Selections]</p> <p>Clopton, R.W. and Ou T., trans. and ed. <i>John Dewey: Lectures in China, 1919-1920</i>. Honolulu: University of Hawai’i Press, 1973. [Selections]</p> <p>Griender, Jerome. <i>Hu Shih and the Chinese Renaissance: Liberalism in the Chinese Revolution, 1917-1937</i>. Cambridge, MA: Harvard UP, 1970. [Selections]</p>
8	The Interwar Period: Nationalism and Pan-Asianism	<p>Hong, Fan. “Blue Shirts, Nationalists and Nationalism: Fascism in 1930s China,” <i>The International Journal of the History of Sport</i> 16.4 (1999), 205-226.</p> <p>Saaler, Sven, and Christopher W.A. Szpilman, eds. <i>Pan-Asianism: A Documentary History</i>. 2 vols. Lanham: Rowman and Littlefield, 2011. [Selections]</p>

9	Dealing with Contradictions: Mao Zedong and Maoism	Cheek, <i>The Intellectual in Modern Chinese History</i> (Cambridge: Cambridge University Press, 2016) [Selections] Knight, Nick. <i>Rethinking Mao: Explorations in Mao Zedong's Thought</i> . Lanham, MD: Rowman and Littlefield, 2007. [Selections]
10	Forward, but Whose China?	Cheek, <i>The Intellectual in Modern Chinese History</i> (Cambridge: Cambridge University Press, 2016) [Selections] Woesser, Tsering, Lixiong Wang, and Violet Law. <i>Voices from Tibet: Selected Essays and Reportage</i> . Hong Kong: Hong Kong University Press, 2013. [Selections]
11	Shattered Hopes: Tiananmen	He, Rowena, <i>Tiananmen Exiles: Voices of the Struggle for Democracy in China</i> . New York: Palgrave Macmillan, 2014, 113-143. Brook, Timothy, <i>Quelling the people: The Military Suppression of the Beijing Democracy Movement</i> . Stanford, CA: Stanford University Press, 1998, 3-15. Calhoun, Craig, <i>Neither Gods nor Emperors: Students and the Struggle for Democracy in China</i> . Berkeley, CA: University of California Press, 1994, 1-24.
12	The Great Divide? Liberals and the New Left in Today's China	Articles from <i>China Information</i> 32.1 (2018) on liberalism, New Left and debates in China today
13	Revision and Wrap up	Elman, Benjamin. "The Failures of Contemporary Chinese Intellectual History." <i>Eighteenth-Century Studies</i> 43.3 (2010): 371-391.

Learning Outcomes

As a result of this course, students will:

- Become familiar with the key themes and debates in modern Chinese thought
- Be able to analyze these issues and develop arguments
- Be able to communicate complex ideas (both in the form of individual presentations and group discussions)
- Be able to synthesize, contextualize, and evaluate gained knowledge (both in the form of response briefs and the development of a research project)

Student Assessment: 100% Continuous Assessment

Weightage of CA components:

30 % Research paper

20 % Presentations

20 % Response Briefs

10 % Guide Group Discussion

10 % Short Quizzes

10 % Class Participation and Discussion

30 % Research paper

The research paper (2500 words) must demonstrate critical analysis of a thinker, idea, school, debate, or forms of knowledge circulation pertaining to modern or contemporary Chinese intellectual history.

20 % Individual Presentations

Students will present a relevant work in modern or contemporary Chinese intellectual history to the class through a focus on (1) the main ideas and arguments and (2) contextualizing these ideas and arguments and placing them in the context of the course. (Depending on class size, this will be (a) two individual presentations or (b) one individual presentation and one presentation with a classmate, around 15-20 mins. each).

20 % Response Briefs to selected quotes from readings (3 in total)

Students will reflect on readings in the form of response briefs (500 words). Instructions will be provided in class.

10 % Group Discussion Leading and Reporting

Students will discuss main ideas in groups; the leader will guide the discussion in the groups, report to the class, and defend the group's perspective in consequent class debate.

10 % Two quizzes

Throughout the course, two short quizzes will be held to test understanding of course content. The quizzes will revolve around factual knowledge and key concepts and thinkers.

10 % Class attendance and discussion

Class attendance and participation in discussion will be worth 10 % of the final mark.