

Course Code & Title : HH 4012, Intellectual History of Modern China
Instructor : Els van Dongen
Academic Year : 2019/2020, Sem1
Academic Unit : 4 AUs
Pre-requisite : HH 1001
Time and Venue : Fridays, 12.30-16.30 @ TR+95

[Seminars: 52 hours]

Learning Objectives

- Analyze and interpret the key themes and debates in modern Chinese thought
- Analyze and interpret primary and secondary sources pertaining to intellectual history
- Articulate arguments in oral form (both in the form of individual presentations and group discussions)
- Articulate arguments in written form (both in the form of response briefs and the development of a research project)
- Develop “historical empathy” with historical figures through analysis of their writings
- Develop novel perspectives on history through the lens of ideas and debates instead of “events”

Content

What is an “intellectual” and what did and does it mean in a Chinese context? How did “intellectuals” understand the world around them and what was their role in society? 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 advocates, 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” in the economic, political, and cultural sense. 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 social and political engagement? And how does intellectual history relate to other approaches to history?

Starting in the late nineteenth century, 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 novel 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 its global circulations. 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 Tsering Woeser, the Tiananmen demonstrations, and, finally, the rise of the so-called “grassroots intellectuals” in the 1990s and 2000s.

Course Outline (subject to change)

Weeks	Topics	Readings
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> (Stanford, California: Stanford University Press, 1995). [Selections]</p>

		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>Grieder, 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	Maoism and Global Circulations	<p>Cheek, <i>The Intellectual in Modern Chinese History</i> (Cambridge: Cambridge University Press, 2016) [Selections]</p> <p>Cook, Alexander C., ed. <i>Mao's Little Red Book: A Global History</i>. Cambridge: Cambridge University Press, 2014 [Selections]</p> <p>Lovell, Julia. <i>Maoism: A Global History</i>. London: The Bodley Head, 2019 [Selections].</p>
10	Forward, but Whose China?	<p>Cheek, <i>The Intellectual in Modern Chinese History</i> (Cambridge: Cambridge University Press, 2016) [Selections]</p> <p>Woeser, Tsering, Lixiong Wang, and Violet Law. <i>Voices from Tibet: Selected Essays and Reportage</i>. Hong Kong: Hong Kong University Press, 2013. [Selections]</p> <p>Woeser, Tsering, and Kevin Carrico. <i>Tibet on Fire: Self-Immolations against Chinese Rule</i>. London; New York: Verso, 2016. [Selections]</p>
11	Shattered Hopes: Tiananmen	<p>He, Rowena. <i>Tiananmen Exiles: Voices of the Struggle for Democracy in China</i>. New York: Palgrave Macmillan, 2014, 113-143.</p> <p>Brook, Timothy, <i>Quelling the people: The Military Suppression of the Beijing Democracy Movement</i>. Stanford, CA: Stanford University Press, 1998, 3-15.</p> <p>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.</p>
12	The 1990s and 2000s: The Rise of the “Grassroots Intellectual”?	<p>Veg, Sebastian. <i>Minjian: The Rise of China's Grassroots Intellectuals</i>. New York: Columbia University Press, 2019 [Selections].</p>
13	Revision and Wrap up	<p>Elman, Benjamin. “The Failures of Contemporary Chinese Intellectual History.” <i>Eighteenth-Century Studies</i> 43.3 (2010): 371-391.</p>

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 (3000 words) must demonstrate synthesis and evaluation of a thinker, idea, school, or debate in modern China.

20 % Individual Presentations

Students will present a relevant work in modern 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 (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.