

Course Code & Title : **HH 4012, Intellectual History of Modern China**

Instructor : Els van Dongen
Academic Year : 2020/2021, Sem2
Academic Unit : 4 AUs
Pre-requisite : Nil
Time and Venue : Tuesdays, 10.30-14.30, TR+108
[Seminars: 52 hours]

Learning Objectives

- Investigate and explain the role of a range of historical processes in the cultural and intellectual formation of modern China;
- Analyze and interpret primary and secondary sources pertaining to modern Chinese intellectual history;
- Collect and synthesize large quantities of historical evidence pertaining to modern Chinese intellectual history;
- Formulate novel historical arguments pertaining to modern Chinese intellectual history based on analysis of primary and secondary sources;
- Articulate evidence-based arguments pertaining to modern Chinese intellectual history in both written and oral form;
- Present ideas and evidence pertaining to modern Chinese intellectual history in a variety of media;
- Develop “historical empathy” with historical figures through engagement with their writings

Content

What is an “intellectual” and what does it mean in a Chinese context? How did/do “intellectuals” understand the world around them and what was/is their role in society? Through which means did they express their views? 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.

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 pioneered 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 minority writers through the figure of Tsering Woesser, the Tiananmen demonstrations, and, finally, the rise of the so-called “grassroots intellectuals” in the 1990s and 2000s.

Course Outline (*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	“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>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, 1992). [Selections]</p>
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	

Student Assessment: 100% Continuous Assessment

Weightage of CA components:

10 % Class Participation and Discussion

20 % Response Briefs

10 % Quiz

20 % Team Presentations

10 % Guide Class Discussion

30 % Research paper

Assessment Component 1 – Class participation and discussion (10%)

In the individual contributions, you need to demonstrate knowledge and understanding of the basic themes and interpretations in the readings. You need to be able to formulate your own arguments based on a critical reading of both the primary and secondary sources assigned for that week.

Assessment Component 2 – Response Briefs (20%)

You will reflect on the readings in the form of response briefs (500 words). You can choose which weeks to write briefs based on personal interest and preference. The response briefs should discuss the readings critically from a relevant thematic angle and demonstrate awareness of different interpretations in secondary sources. The briefs should also demonstrate ability to put forward a historical argument based on the students' reading of the secondary and primary sources for that week.

Assessment Component 3 – Quiz (10%)

The quiz will test your ability to investigate and explain key processes in the cultural and intellectual formation of modern China and your ability to analyze and interpret primary and secondary sources in the form of both multiple-choice questions and key concepts.

Assessment Component 4 – Team Presentations (20%)

There are two types of presentations, both of which will be conducted in small groups (if the class size is small enough, this would be 2 students, otherwise 3 students). In the first type of presentation, you will present a relevant secondary source 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. In the second type of presentation, you will introduce a primary source to the class, focusing on the context of its production and the possible ways of reading this source in order to guide the primary source analysis for that week.

10% group mark (see below); 10% individual mark (individual presentation performance graded by instructors)
The group mark will be based on the following components: Organization (20%); Analysis (30%); Use of sources (30%); Teamwork (10%); Presentation format (10%)

Assessment Component 5 – Guide Class Discussion (10%)

Both presentations will be accompanied by a guided class discussion prepared by the presenters of that week. The discussion should last around 15 mins. and the preparation time 10-15 mins. The idea is to make sure that the class engages critically with the material. You can be as original as you like or you can use a more traditional approach and prepare two guiding questions for discussion. You can consult me before your presentation regarding the discussion and the quality of the proposed questions or other questions pertaining to the content and format of the discussion.

Assessment Component 6 – Research Paper (30%)

You need to submit a 2500-word essay at the end of the course in which you demonstrate your ability to formulate an original historical argument based on primary and secondary source research.