Course: HIST 346A  
Term: Spring 2016  
Instructor: Dr. Yunwei Song  
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Course Description
We will start the “Modern History” of China with the Opium Wars of 1840 as this is a crucial period of change, and trace the historical development up to the present day. The lectures will address both chronological and thematic considerations so that it will be easier for students to follow. We will study the China situation in the developing world from 17th century to 19th century. We also will talk about the political reformation, democracy movement, economic development and social problems in the 20th century. The course is specifically designed for foreign students studying in TBC with the objective of enabling them to understand ongoing social, economic and political trends which have their roots in history.

We will basically have two hours of lectures each week, and then 45 minutes either for discussion or movies. (Excerpts from the three-part documentary “China: A Century of Revolution” will be shown in the classroom.). When we have a seminar, you will be divided into several groups, and then you need to present your group’s conclusions. All the topics that will be discussed in the classes are listed in this syllabus. Students are encouraged to become actively involved in class discussions and to present your own understandings on historical issues.

Course Outcomes:
Lectures, readings, written assignments and discussions are designed to help you develop the skills to:
• Think historically, read critically, and write and speak persuasively.
• Connect and integrate historical understandings of Modern China. Have a better understanding of present day China.
• Investigate and appreciate the complex, multi-causal origins of the events and outcomes of this period.
• Critically evaluate the validity of historical evidence from a variety of sources and come up with your own interpretations of source materials.
• Use primary and secondary sources to construct original, complex, and logical
interpretations of the events and processes of this decade.

Course Requirements and Form of Assessment:

We will basically have two hours of lecture each week, and then 45 minutes either for discussion or movies. When we have a seminar, you will be divided into several groups, and then you will present your group’s conclusion. All topics that will be discussed in the classes are listed in this syllabus.

Students will be assigned about 100 pages of readings per week. Reading assignments are carefully chosen to match lectures, discussions, films, and field trips. Students are expected to have completed the assigned weekly readings before attending class, as lectures will require the background knowledge provided by the readings, and discussions will be based, in part, on the readings.

Please email me your paper and also bring the hard copy of your paper to me. If you can’t bring the hard copy of your paper to me before deadline, I will not evaluate it unless you got my permission for extension.

Makeup exams will be given only in cases of documentable emergencies. In case of such an emergency, please notify her by email as soon as possible.

1. Class attendance and participation discussion in class 30%.

2. Mid-term paper 30 % (Due in Week Eight. The paper should be 4-5 pages, justified and one and half spaced. The font size should be 12-point, and all citations should be footnoted.). You should choose parts of two books or two papers from the further readings of the text books and read them. Those choices are to be sent to me in writing via email and again in hard copy no later than 1 week before the midterm due date. Your mid-term reports should be based on what you read.

3. Final Paper 40% 40% (Due in Week thirteen. The topic will be chosen in consultation with the instructor. The paper should be 10-12 pages, justified and one and half spaced. The font size should be 12-point, and all citations should be footnoted.) The paper should be 10-12 pages, The reference books or essays should be no less than five. You may be failed if you make citations just from the internet. The paper should be an argument or a comparison not just narrating the process of a historical event. The kind of topics I would expect might be, for example, "What are the reasons for the Cultural Revolution?" rather than “The history of democracy movements in Modern China”.

Grading Scale: <59.4 F; 59.5-66.4 D; 66.5-69.4 D+; 69.5-73.4 C-; 73.5-76.4 C; 76.5-79.4 C+; 79.5-83.4 B-; 83.5-86.4 B; 86.5-89.4 B+; 89.5-93.4 A-; 93.5 and up A.

Attendance Policy:

Only valid medical or family emergencies qualify as an absence, and documentation of the
same must be presented to the professor no later than the next class meeting. An excused absence requires a written medical explanation or a written, official form from a doctor or clinic. All other absences are considered to be unexcused. Unexcused absences will affect your grade (see below). Arriving more than 10 minutes late for any three classes will cumulatively count as one unexcused absence, while arriving 30 minutes late for any class will count as an unexcused absence.

Penalties for unexcused absences:

1 absence – class participation grade drops one full letter grade (example: A- to B-)
2 absences – class participation grade drops two full letter grades
3 absences – class participation grade drops three full letter grades
4 or more absences – class participation grade is a failing grade
Any absence, whether excused or not, will require catch-up reading

Academic Honesty Statement:

This course adheres to Loyola University Chicago/Beijing Center policies on Academic Honesty. The student is advised to review the policies on this website: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

Required Texts:
2. John Pomfret. Chinese Lessons: Story of Five Classmates and the New China, Holt Paperbacks, 2007. This fascinating book recounts the personal stories of the instructor’s numerous classmates during the period of past 50 years. Through these interesting and often dramatic stories we are able to understand all the great changes of people’s life within these years.

Recommended Book/Movies:
7. DVD Movie: Farewell My Concubine.
8. DVD Movie: To Live
Class schedule
Week 1: Introduction and late Ming

Questions:
1. What is the Tribute System? What role did it play in Pre-modern Chinese history?
2. How should we evaluate Confucius’ influences on China?

Readings:
1. Spence, chapter 1
2. G. William Skinner, ed., The City in Late Imperial China (Stanford, Calif.: Stanford University Press, 1977)

Lecture outlines:
1. China: Geography, Topography and Ethnicity
2. Dynastic cycles and the Pre-modern history of China
3. China’s perception of the World in the pre-modern era
4. The late Ming: economy and society
5. The late Ming: glory and hardship

Week 2: Consolidation of Qing Dynasty
Questions:
1. How did Kangxi and Qianlong consolidate their reign?
2. What was the influence of foreigners in Ming and Qing Dynasty?

Readings:
1. Spence, chapter 2-6
3. Antonio Sisto Rosso, Apostolic Legations to China of the Eighteenth Century (South Pasadena, 1948)

Lecture outlines:
1. The Manchu conquest
2. Kangxi’s Consolidation
3. Chinese society in Yongzheng
4. The reign of Qianlong
5. East and westerners

Week 3: Opium Wars and the Failure of the Qing

Questions:
1. Why did Japan go over to capitalism in the early modern period, while China didn't?
2. Why was the Qing Dynasty unable to resist the invasion of the West?
3. What is the influence of rebellions in late Qing dynasty?

Readings:
1. Spence, chapter 7-9
5. Frederick Wells Williams, Anson Burlingame and the First Chinese Mission to Foreign Powers (New York, 1912)

Lecture outlines:
1. The Two Opium Wars: The First Anglo-British War, The Second Anglo-Chinese War
2. The response of China's scholars and politicians
3. Britain's military response
4. Internal Adversaries: The Taiping Rebellion (1851-64)
5. The collapse of central power

Week 4: The Collapse of the Qing Dynasty

Questions:
1. Why did all the reforms in late Qing dynasty fail?
2. Why did the dynastic cycle of imperial society collapse in the Qing dynasty?
3. How do you evaluate the Qing Constitution?

Readings:
1. Spence, chapter 10-11

Lecture outlines:
1. The Self-Strengthening Movement
2. New railways and new army
3. The Boxer Movement
4. The Hundred Days' Reform and the Aftermath
5. Defeat by the Japanese
5. The End of Qing Dynasty

Week 5: China in the Early Twentieth Century

Questions:
1. What were the effects of the May Fourth Movement on China?
2. How do you evaluate Sun Zhongshan?

Readings:
1. Spence, chapter 12-13
2. Marie-Claire Bergère, Sun Yat-Sen, Chapter XI.

Lecture outlines:
1. Sun Zhongshan (1866-1925) (Sun Yatsen)
2. The beginning of the Republic of China
3. The New Culture Movement and May Fourth Movement
4. The warlords

Week 6: Field Trip
Tiananmen Square and Terrace

Week 7: The Clash and the Experiments in Government

Questions:
1. Why did Marxism-Leninism become the main ideology in China?
2. How do you evaluate the regime of Chiang Kai-Shek and Mao Zedong?
3. When did the WWII begin in Asia?

Readings:
1. Spence, chapter 14-16

Lecture outlines:
1. The Northern Expedition
2. Expansion of Marxism and Leninism in China
3. Foreign policy
4. Building A Party-State
5. Crisis at Xi’an

Week 8: Defending Against the Japanese Invasion and the Victory of PRC

Questions:
1. What was the influence of Japanese invasion?
2. What were the reasons that the Communists won and Nationalists lost?

Readings:
1. Spence, chapter 17 -18

Lecture outlines:
1. Nanjing Massacre
2. Chongqing and Yan’an
3. Defending Against the Japanese Invasion
4. The Japanese Surrender
5. Inflation in regions under Guomindang control
6. Defeat of the Guomindang armies

Week 9: The Early PRC

Questions:
1. Why did Chairman Mao try to subordinate intellectuals?
2. What were the achievements of the early PRC?
3. What do you think about the Korea War?
4. What were the policy and ideological origins of the Great Leap Forward?

Readings:
1. Spence, chapter 19-20
3. Allen Whiting, China Crosses the Yalu: The Decision to Enter the Korean War. (New York, 1960)

Lecture outlines:
1. The Communist Victory
   Imposing Control
   The Korean War
3. Collectivizing Agriculture
4. New China
5. Subordinating Intellectuals
6. The Great Leap Forward

Week 10: The Cultural Revolution

Questions:
1. Why did Mao start the CR by mobilizing the Chinese students into Red Guards, and then end it by using the workers to control the students?
2. Why did the call for rebellion against the existing political order come from Mao who had built it?
3. Why were all Chinese so madly swept up by the Cultural Revolution?

Readings:
1. Spence, chapter 20-21

Lecture outlines:
1. The prelude to the CR
2. The Red Guards
3. Revolutionary Committees
4. Severe confusion
5. The Rise and Fall of the Shanghai Commune
6. The end of the chaos
7. Documentary: The Mao's Year (33 min. 1:17:00-end)

Week 11: Deng's Reform and Democracy Movements

Questions:
1. How do you evaluate China's Open-door policy?
2. How do you evaluate the one-child policy?
3. What were the reasons for Democracy Movements?
4. Why students’ Democracy Movements failed?
5. Will there be a democratic government in China in the 21st century? Why or why not?

Readings:
1. Spence, chapter 22-23
   Shannon Brown, "China's Program of Technology Acquisition," in China's Four
   Modernizations, ed. Richard Baum (Boulder, Col., 1980)
2. Henry Kissinger, White House Years (Boston, 1979)
   Movement (London, 1981)
4. Liu Binyan, "People or Monsters?" and Other Stories and Reportage from China after
   Mao, trans. Perry Link et al. (Bloomington, Indiana University Press, 1983)

Lecture Outlines:
1. The Economic Reform and Open-door Policy of China
2. One child policy and the control of the population
3. Fifth Modernization 1978
4. Democracy movement in 1986
5. Democracy Movement in 1989
   Economic Development and social problems
   Heshang (River Elegy)
   Democracy movement

Week 12: China after 1989

Questions:
1. Is China still a socialist country? Do socialism and democracy go hand in hand?
2. What is the expectation for relations between mainland and Taiwan?
3. What are the main social problems in China in the 21st century?

Readings:
1. Spence, chapter 24-26
2. Y. Y. Kueh, "The Economics of the 'Second Land Reform' in China,"China Quarterly
   101 arch 1985).

Lecture Outlines:
1. Economic development - continued
2. The “Southern Tour”
3. Jiang Zeming and the Privatization of State enterprises
   Laid-off workers and social division
4. The recovery of Hong Kong
5. Relations with Taiwan
6. Market economy and autocratic politics (Compare with India)
7. Social Problems in China now

Week 13: Term paper due and final class
1. Sum up what we have learned through the whole semester
2. Discussion on what China can learn from its modern history to ensure a better future.
3. Discussion on what China can contribute to the world culturally and economically.