**1423 Modern China**

M/W 4:30-5:45 CL 352

Instructor: David Luesink, Ph.D., Visiting Assistant Professor

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Office Hours: Wednesday 1:00-2:45

**Courseweb/Blackboard**

Every student enrolled in this course will have access to Blackboard. Please make full use of the items that are posted for this course: the course syllabus; questions for the weekly reading assignments, which should be read before class each week; powerpoint slides of each week’s lectures will be posted after class (I focus on illustrative images and major themes in my slides rather than give you the whole lecture in bullet points, which studies have shown to be antithetical to learning).

**1 Course Objectives**

How can we use history to understand contemporary China? This course will examine the present with an eye to the past, and the past with an eye to the present. In other words, we will examine China with the goal of understanding the process by which it came to be what it is today. Through readings, lectures, class discussions, online discussions and written assignments, students will learn tools and information to think about what makes China. Students who engage themselves may also see how the approach of the class gives them tools to think about contemporary affairs in the world, the U.S., their state or city or even their own neighborhood.

**2 Course Description and Format**

**­­­­­­**The format of class will be combination of lecture, student readings, student discussion, student interactive online discussion, video clips, a feature film and documentaries.

Historians ask two fundamental questions connecting past and present: **(1) What changed? (2) What stayed the same?** These questions are relevant to any modern political unit, but especially so with China which has the longest continuous historical record of any world civilization (at least 3000 years). During this period China became a Confucian society, shifted from a society governed by an emperor and an aristocratic ruling class to an emperor supported by a meritocratic bureaucracy governed by a multi-tiered examination system.

Many histories have argued that pre-modern China was relatively unchanging compared to the West, until European imperialism forced it to open itself and reform itself according to Euro-American standards (1839-1949). The credit for changing China thus begins with Europe, and the Chinese merely responded (Impact-Response model). Marxist historians inside and outside of China looked at this from a rather different angle: that of the expansion of capitalism from Europe (and later the U.S.) to new markets and sources of raw materials, sublimated peripheral regions of the world (like China) to a subordinate status in the international economic and legal system from which they could not escape. Historians influenced by Marxist analysis also started to examine rebellions in Chinese history, seeking to go beyond the Impact-Response model, while still acknowledging the devastating consequences of imperialism for Chinese society. Historians today look for sources of change from within Chinese society without ignoring the impact of capitalism and imperialism and the efforts China has undergone to become rich and powerful again.

**3 Course Readings** (required)

1) R. Keith Schoppa, *Twentieth Century China: A History in Documents*, (Oxford:

Oxford University Press, 2011).

**(Schoppa**)

2) Henrietta Harrison, *The Man Awakened from Dreams: One Man’s Life in a North China Village*, (Stanford: Stanford University Press, 2005).

**(Harrison)**

3) Rebecca E. Karl, *Mao Zedong and China in the Twentieth-Century World*, (Durham, NC: Duke University Press, 2010).

**(Karl)**

4) Yu Hua, *To Live: A Novel*, (New York: Anchor Books, 2003)

**(Yu)** (surname is Yu)

Recommended if you have never studied China:

(5) Jeffrey N. Wasserstom, *China in the 21st Century: What Everyone Needs to Know*, 2nd edition, (New York: Oxford University Press, 2013).

**(Wasserstrom)**

(6) Highly recommended supplement documentary film series available on Youtube:

https://www.youtube.com/watch?v=m7C40M9GM3k

“China in Revolution,” *China: A Century of Revolution, 1911-1949*

“The Mao Years,” *China: A Century of Revolution, 1949-1976*

“Born Under the Red Flag,” *China: A Century of Revolution, 1976-2011*

Scholarly articles will be posted on courseweb.

(Reference: Jonathan Spence, *The Search for Modern China.* New York: Norton, 2013, or any edition)

**4 Assignments and Grading**

**Attendance and participation 20%**

**Online reading responses** **35%**

**Research Presentation 15%**

**Final research essay** **30%**

Total 100%

**Bonus:**

**Comparative Film Blog Post** December 9 **3%**

Final grade and assignments will be calculated according to the following rubric.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A+ | A | A- | B+ | B | B- | C+ | C | C- | D |
| 98-100 | 93-97 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 60-69 |

F =<59

**Attendance and Participation (20%)**

**\*Attendance** (10%) is required for everyone. ***Anyone who misses more than five class sessions for the term will receive a failing grade.*** There will be an attendance sheet at the beginning of each lecture. It is the student’s responsibility to find the sheet and sign it. For those with a medical condition or any other situation that prevents you from attending the lectures, you need to notify the instructor. If you have a condition that requires you to leave class periodically, please notify the instructor and sit near a door.

**\*Participation and Discussion** (10%): Discussion during the Wednesday sessions is integral to this course. In week 2 you will be divided into *baojia* mutual surveillance groups of 5-7 people. You will also sometimes discuss readings in pairs, your partner should be someone from your *baojia* group. On Wednesdays we will usually talk about the readings assigned for that week, and sometimes discuss upcoming exams or essay assignments. Be aware that the instructor will pose questions to students at random. Participation in discussion is required and will be graded. Students should prepare at least one comment or question based on your online reading response.

Here are the grading criteria for Attendance and Participation:

**Outstanding: A Range** – I did all the required readings, attended every session, raised

and discussed relevant issues, and engaged fully with the class. I visited the professor at least once during office hours or by appointment.

**Good: B Range** – I did most of the readings, came to nearly every session, and engaged

in discussion most of the time.

**Satisfactory: C Range** – I did some of the required readings, came to most sessions,

remained interested, but rarely spoke and failed to react to the ideas of others.

**Poor: D Range** – I came, I heard, but I didn’t really participate.

**Fail: F** – I didn’t even manage to show up or complete many assignments. Or, I

plagiarized.

**Online reading responses 35%**, 5 @ 7% each: (due each Tuesday before class online by 11:59pm). Students will be responsible to post a reaction to that week’s readings of approximately 300-500 words (about 1.5-2 double spaced pages) for 75% of that week’s grade. To get a complete grade, you must also post a short, but substantive reply to another student’s post (about 100 or more words). If you fail to respond to another student in a SEPARATE response, your maximum will be 3.5. You are, of course, free to post responses to all of your classmates posts as often as you like. Write and save your document elsewhere before you copy and paste into Courseweb. Grades given will be as follows.

A+ 4.9 A 4.7 A- 4.5 B+ 4.3 B 4.1 B- 4 C+ 3.8 C 3.6 C- 3.5 D+ 3.3 D 3.1 D- 3 F <2.95

**Late assignments, including weekly posts** will be penalized one full grade (B+ to C+) if not submitted on the due date at the beginning of class, and two full grades (B+ to D+) for assignments turned in more than one week late. Assignments more than two weeks late will not be accepted.

**Research Presentation: 15%** The final three course sessions will primarily be occupied by short (5 minute) presentations followed by Q&A by the class. Your topic will be to outline the conclusions of the research paper. I would like you to each present no more than 2-3 minutes. That means you have to really focus on 1-2 big ideas with a few examples. It means there will be a lot of detail, and even some smaller arguments that are nonetheless important, that you will have to leave out. Remember that you the other students have done the readings, and you are just reminding them of a few details, but more important, you are pointing them towards the most important theme (there may be more than one, and you can pick whichever one you think is most interesting or most significant). Rather than summarize, try to analyze, and look for points of contradiction (among people or groups described in the reading, or contradictions between your reading and another one we read another week), and also for problems and controversy. Each person should limit their slides to 2-3 each, and I recommend only putting a few key words up there, maybe along with an appropriate image, keep the detailed notes in your notes for yourself.

**Research Paper/Final Project: 30%** Due last class Dec 9

Writing is the primary way that historians study history—when we read, we read to write. It is often only after we have written that we know what we know (and what we do not). Therefore, writing is a cycle of drafts, and a conversation between ourselves, secondary readings, primary sources, and our audience. The assignment is a 1500-2000 word paper (6-8 page) research paper engaging one of the topics covered in class in greater depth, or a topic of the student’s choice; OR ask me about non-traditional options (5-10 minute documentary film, etc.) All topics and approaches must be approved by the instructor in advance. A more detailed description of the assignment will be posted on Courseweb.

**Bonus Comparative Film Blog Post** Dec 9 **3%** (3-4 pages)Choose two films from the Netflix list on a theme or time period and compare and discuss around an original thesis that evaluates the historicity of the films (how accurate or representative are the films?). I will try to make time to discuss these in class. **You should make reference to at least one course reading in this essay.** Do not forget to properly reference the films and any class or non-class writings you consult.

* Save all assignments often, and in two places (hard drive, usb, cloud, web-email). All assignments to be double-spaced using Times New Roman 12 point font. No title page is necessary, but the first page MUST HAVE: your full name, date submitted, course name and number, my name, a title relevant to the assignment. Use Chicago style, either footnotes and bibliography, or (author-page #) (i.e. Luesink 3) with works cited.
* Samples here: (<http://www.chicagomanualofstyle.org/tools_citationguide.html>).
* Please use spell check, please read your assignment at least twice for errors.

**5 Course Policies**

***Policy on Technology Use in the Classroom****:* Studies have shown that students learn better when taking notes by hand and in an environment without distractions. Based on the experience of my colleagues and student survey comments from last year, I have decided to implement a policy of no phones, tablets, or computers in the classroom (or any music or game devices). Beginning next week, anyone caught using a device in class will be asked to put $1 in a chocolate fund for the last class. I will add $1 to the fund for each class session where no one uses a device. I will not bring my smartphone to class, but will use my computer for lecture presentations. Exceptions for computer note-taking will be made for disabilities (see next item), but please turn off your wifi connection and automatic message notices.

***Academic Integrity Policy*:** Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, noted below, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam, or paper will be imposed. (For the full Academic Integrity policy, go to <http://www.as.pitt.edu/fac/policies/academic-integrity>**.** All work must be your own. Submitting some one else’s work as your own for any assignment will result in an F for the entire course. Using someone else’s words or ideas in an assignment without proper attribution is also plagiarism even if the majority of what you submit is your own.

***Disability Policy****:*If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union, 412-648-7890, as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course.

***Email Communication Policy****:*Each student is issued a University email address ([username@pitt.edu](mailto:username@pitt.edu)) upon admittance. This email address may be used by the University for official communication with students. Students are expected to read email sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. Students who forwarding to other service providers (Gmail, Hotmail, Yahoo, etc.) do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University email address.

***Chinese Language and Romanization resources:***

Pronunciation guide: <http://www.courses.fas.harvard.edu/~pinyin/index.html>

Romanization guide: <http://www.loc.gov/catdir/pinyin/romcover.html>

Romanization converter: <http://www.mandarintools.com/pytable.html>

***Course policy on electronic sources****:* The only electronic sources you may use are those you access through the Pitt Hillman library website. Common ones to use for this class might be the databases JSTOR, ProjectMUSE, You might use popular web sources such as Wikipedia for basic facts (the dates of Mao Zedong’s life), but these do not count as the required sources for your work and are not a sufficient basis for your research. NEVER QUOTE OR REFERENCE Wikipedia or any other Encyclopedia.

**6 Course Outline and Readings**

**Orientation Aug 29**

**Read for Sep 1 in preparation for class**

**Sept 7 The Qing and the Late Imperial System**

Harrison Chs. 1-3

**Sept 19/21 Internal and External pressures in the 19th Century and Response**

Harrison 4-6;

Janet Chen, Search for Modern China: A Documentary Collection, Chapters 6-8: (6) Lord Macartney and the Qianlong Emperor; (7) Chinese official documents on Opium and Prime Minister Palmerston’s declaration of war, 1840; (8) Chinese crisis of heterodoxy: popular religion, Christianity, and the Taiping Rebellion

**Sept 26/28 Modern China, 1900-1926**

Schoppa Documents, 9-69

**Oct 3/5 The Nanjing Decade and the War with Japan, 1927-1949**

Schoppa Documents, 71-125

Rana Mitter, “Classifying Citizens in Nationalist China during World War II,

1937-1945,” *Modern Asian Studies*, 45:2 (2011): 243-275.

**Oct 10/12 Capitalism, Imperialism, China and Japan**

Vladimir Ilyich Lenin, “Imperialism, the Highest Stage of Capitalism,” 1916

https://www.marxists.org/archive/lenin/works/1916/imp-hsc/ch07.htm

Rebecca Karl, *Mao Zedong and China in the Twentieth-Century World* (all)

**Oct 24/26 Maoist China, 1949-1976**

Schoppa Documents, 127-149

Yu Hua, *To Live: A Novel*

**Oct. 31/Nov 2 The Reform Era, 1978-present**

Schoppa Documents, 151-195

Karl Ch. 10

**Nov 7/9 Gender and Family in Modern China**

Kimberly Ens Manning, “Embodied Activisms: The Case of the Mu Guiying Brigade,” *China Quarterly* 204 (2010): 850-869

And

Amy Hanser, “The Gendered Rice Bowl: The Sexual Politics of Service Work in Urban China,” *Gender and Society* 19:5 (2005): 581-600.

**Nov 14/16 Rural China, Urban China: Place and Class**

Tiejun Cheng and Mark Seldon, “The Origins and Social Consequences of China’s Hukou System,” *The China Quarterly* 139 (1994): 644-668.

And

Dongping Han, “The Hukou System and China’s Rural Development,” *The Journal of Developing Areas* 33:3 (1999): 355-378.

**Nov. 21 Research Presentations**

**Nov. 23 Thanksgiving Break**

**Nov 28/30 Research Presentations**

**Dec 7/9 Research Presentations**