

# MO3337: China's Revolutions, 1850-1989

Tutor: Konrad M. Lawson

Fall, 2016



**The More we Study, the Brighter our Hearts will Become**

Poster by Lin Longhua, 1964 - IISH Landsberger Collections

## Overview

0. 08 Sep **Introduction: Rebellions and Revolution**
1. 15 Sep **From 1911 to May Fourth**
2. 22 Sep **Building Revolution and the War with Japan, 1931-1945**
3. 29 Sep **Great Leaps Forward: Violence and Reform 1942-1961**
4. 06 Oct **The Cultural Revolution**
5. 13 Oct **From Reform to “Six Four”: Tiananmen**
6. 20 Oct **Independent Learning Week - No Meeting**
7. TBD **Revolution, Nation, and Ethnicity**
8. 03 Nov **Maoism in the World**
9. 10 Nov **Gender and the Family**
10. 17 Nov **Culture, History, and Memory**
11. 24 Nov **Science, Technology, and the Environment**

## Key Details:

**Email:** kml8@st-andrews.ac.uk

**Meets:** Thu 9:00-11:00 Room 1.10 **Office:** St. Katharine's Lodge B3

**Office Hours:** Thu 11:00-12:00

## Description

This module traces the modern history of China through the lens of its most transformative political and social changes. It begins with the rebellions that shook the Qing dynasty to its roots and concludes with the 1989 democracy movement that centred on Tiananmen square in Beijing. We will examine the ways in which China's revolutions connected themselves with the past in a process that generated a long and rich revolutionary tradition. We will address the issue of identifying revolutionary agency and the social and economic forces that help drive the most violent transformations of China's past two centuries.

## Assessment Summary

### 60% Coursework

2 Short Essays (600-800 Words 15% each of coursework) - **5pm Mon 3 Oct, Mon 24 Oct**

Long Essay (5,000 Words 50% of coursework) - **5pm Mon 21 Nov**

Presentation (20% of coursework)

### 40% Exam

Take-Home Examination - Date TBD, will be asked to answer 3 out of 6 questions offered, 10 Hours

## Learning Outcomes

- Assess the impact of economic and social changes on political upheaval in Chinese history and the role of Western and Japanese imperialism
- Understand the impacts of war on revolution

- Compare the ways in which revolution and rapid social and political transformations were inspired by and contributed to myth building and historiography
- Evaluate continuities and differences in the scale of violence in China's revolutions and the impact of revolution on gender relations, environment, and culture

## Seminars

### Week 0 - Introduction: Revolution and Revolution

#### Preparation:

- Our module is not a general survey of Chinese history but will focus in on the history of its revolutions. While you will get some general background video clips on Chinese history (see below) from week to week, I suggest you purchase an introductory survey text on modern Chinese history to read as the course goes along. A few of the most popular survey texts include:
  - Jonathan Spence, *The Search for Modern China* (old, longer work, but still used as textbook in most courses on modern China)
  - Diana Lary *China's Republic* (short, interesting mix of materials)
  - Patricia Ebrey, *Cambridge Illustrated History of China* (if you want something that covers pre-modern period as well)
  - Rana Mitter, *A Bitter Revolution* (we'll read parts of this, more episodic and character based with a narrower argumentative narrative)
  - Karl, Rebecca E. *Mao Zedong and China in the Twentieth-Century World: A Concise History* (this has less on the pre-1949 period)
- Memorise the basic chronology in the student handbook up to 1927. Look up 2 of these events online and read a bit about them. Be prepared to say something you find interesting or curious about them.
- Write down 2-3 things about revolution that you know, or alternatively, things that you are hoping to learn about
- Each week you will be asked to watch a few clips from the Harvard China X online history course that, while often available from general textbooks, can be a fun visual way to get background information on the week's topics. This first week, please watch the following clips:
  - China X: Learn the (Major) [Dynasty Song](#) and be prepared to sing it in class.
  - China X: Watch the [Historical Overview](#) for the 20th Century
  - China X: Watch the [Space and Place](#) video.
  - China X: Watch [Physical Geography](#)
  - China X: Watch [Ethnicity](#)
  - China X: Watch [Language](#)
  - China X: Watch [Written Language](#)
- Look up William C. Kirby, Peter K. Bol and Mark C. Elliot. What kinds of history do each of these scholars do? They will be in a number of video clips from China X that we will use as a basic introduction to some background in the course.
- ChinaX WorldMap: Visit and browse the spatial data layers for Qing, Republic, and People's Republic on the [China X WorldMap](#) (Turn off the pre-Qing layers for a clearer look). Use this map throughout the semester to help orient you in your reading.
- Be ready to sing the dynasty song from the link above!
- For Week 2 we will read the entirety of Henrietta Harrison's *The Man Awakened from Dreams: One Man's Life in a North China Village, 1857-1942*, consider ordering your own copy or getting a head start to avoid a rush for the short loan copy.

**Overview:**

- China, some of the basics
- Discuss: What things do you already know about the Chinese revolution, what do you want to know about?
- Task: We will sing the dynasty song together
- What this course will cover and not cover
- Why revolutions in plural, 1911 and 1949, and the long/plural Communist revolutions in China?
- Getting to know the course:
  - The long essay as focus for semester efforts: start thinking about it now
  - Strategies for reading and preparation in this course
  - Our shared notes document
  - How presentations work
- Singing the dynasty song
- If Time: Discuss events you looked up and some of the aspects of them you found interesting.

## Week 1 - From 1911 to May Fourth

### Preparation:

- Come to class with one or two ideas for your long essay and your first short essay if it was a prospectus so we can share ideas with each other and get feedback.
- The reading is relatively heavy this week, please give the primary sources a close look over and don't forget to bring them to class
- Have a look at these posters from post-1949: [May 4 Posters Landsberger Collection](#)
- Watch the following ChinaX videos:
  - X [End of Empire](#)
  - X [What is Republicanism?](#)
  - X [Regional Militarisation](#)
  - X [Yuan Shikai](#)
  - X [Warlordism](#)
  - X [China and Culture](#)
  - X [May Fourth Movement](#)
  - X [Chen Duxiu and New Youth](#)
  - X [Bai Hua](#)

### Reading:

- SOURCES, Ch 32: Hu Hanmin, Sun Yat-sen; Ch 33: The New Culture Movement - Read 3 of these texts
- Zhang, General Review of the Study of the Revolution of 1911, 525-531
- Mitter, 1911: The Unanchored Chinese Revolution, 1009-1020
- Mitter, A Bitter Revolution, 3-40, 102-152 (Ch 1, 4)
- Mao, [Orientation of the Youth Movement](#)
- Mao, [The May 4th Movement](#)

### Further Reading:

- Hill, Voting as Rite, 149-219 (Ch 3 Voting in a New Republic 1912-13)
- Cambridge History of China v11, 463-534 (Ch 9 Republican Revolutionary Movement)
- Esherick, Reform and Revolution in China: the 1911 Revolution in Hunan and Hubei
- Rankin, Early Chinese Revolutionaries
- Mao, [Oppose Stereotyped Party Writing](#) - Only the first few paragraphs which refer to May 4th. Note that this takes place in the midst of the 1942 "Rectification Movement"
- Mitter, Bitter Revolution - rest of book
- Spence, Gate of Heavenly Peace
- Chow, The May Fourth Movement
- Smith, Like Cattle and Horses, 92-115 (Ch 5 The May Fourth Movement)
- Grieder, Hu Shih and the Chinese Renaissance
- Schwarcz, The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement
- Wang, Women in the Chinese Enlightenment

### Overview:

- Our discussion will be divided between a concentrated look at the primary sources from the New Culture Movement and discussing that the revolutions of 1911, and some would say the ‘revolution’ of the May 4th movement may have contributed to the longer narrative of modern Chinese history
- Long essay topics and discussion on them.
- Discussion on essay types, historiographical, primary source driven
- Discussing the balance between narration and analysis in writing argumentative historical essays

### **Questions:**

1. In what sense was 1911 a revolution? Or, if you prefer, why does it not deserve the name?
2. What kind of legacies did the revolution have and what lost opportunities were there?
3. What are the longer term legacies of the May fourth movement?
4. What are the ways that culture and politics are intertwined in this period?

### **Long Essay Topics:**

- 1911 gave rise to a deeply chaotic period during which it is even harder than usual to generalise about changes across China. Consider exploring this early post-1911 period or the “warlord period” more broadly at the regional level.
- Japan, individual Japanese figures, and Chinese in Japan played an important role in the late Qing period, during the 1911 revolution and in the aftermath. There are many aspects of this relationship which are worth examining more closely.
- The new culture movement is an exciting transformative period. In addition to the many new debates being carried out among youth and students within Japan there are many Chinese increasingly active abroad. Focusing in on some aspect of the internationally based Chinese can be an interesting focus for an essay.
- This period overlaps with intense competition among various Western powers and Japan for control in China which will intensify anti-imperialism around China
- This is the period of the formation of the Communist Party in China and a period of far greater diversity of ideas and vision both within the party and among revolutionaries of various kinds. Focusing in on some aspect of this for a long essay can make use of a rich secondary literature and availability of translations of early Communist leaders.
- There are lots of interesting comparisons to be made between the May 4th Movement and movements elsewhere. The work of Erez Manela on the “Wilsonian Moment” can give you some ideas both for this week, and broader ideas for transnational long essays throughout the essay.

### **Films of Interest:**

- 1911 (2011) - An pretty awful movie with Jackie Chan
- Xinhai Revolution (辛亥革命 - 2011) - Chinese TV miniseries on the revolution in 41 parts.
- The Soong Sisters (宋家皇朝 1997)
- My Early Days in France (我的法兰西岁月 2012)
- My 1919 (我的 1919 1999)
- Epoch-Making (开天辟地 2011)

## Week 2 - Building Revolution and the War with Japan, 1931-1945

### Preparation:

- Refine your long essay topics and evaluate them for feasibility of sources and interesting possible approaches
- The reading is again quite heavy this week. Try not to get bogged down in the details of local case studies - you can skim over those details. Instead keep your eye open for how these authors contest each others' general arguments about the role of the wartime period on the rise of the Communist party and its later success in taking power. Make yourself good notes comparing what are sometimes subtle, sometimes very blunt differences in emphasis, agency, use of sources, and forms of evidence.
- Watch the following ChinaX videos:
  - X [Period of Orthodoxy 1921-1927](#)
  - X [Period of Experimentation 1927-1935](#)
  - X [Report of an Investigation into the Peasant Movement in Hunan](#)
  - X [The Long March](#)
  - X [Yan'an](#)
  - X [Introduction](#)
  - X [Economic and Social Consequences](#)
  - X [Postwar Dilemmas](#)

### Reading:

- SOURCES, 396-450 Ch 34-35 Communist Revolution, Communist Praxis
- Read all but two of the following introductions to these works. Then choose one of them, based on what you found interesting, and read a bit more in depth (1-3 chapters) in one of these texts and be ready to talk about it in class. Consider sharing your notes from your in depth reading on our collaborative notes document:
  - Zarrow, China in War and Revolution, 271-288, 295-303 (Ch 14, part of Ch 15)
  - Goodman, North China at War, 1-18 (Explaining Revolution)
  - Johnson, Peasant Nationalism and Communist Power, 1-30 (Ch 1 Peasant Nationalism)
  - Selden, China in Revolution, 320-352 (Conclusion, Epilogue)
  - Kataoka, Resistance and Revolution, 1-11, 303-311 (Intro, Conclusion)
  - Chen, Making Revolution, 1-19, (Intro, Conclusion)
  - Gatu, Village China at War, 1-15 (Introduction)
  - Wou, Mobilizing the Masses, 1-19 (Introduction)

### Further Reading:

- Consider completing one of Selden, Johnson, Kataoka, Wou, Chen, or Gatu
- Mitter, China's War with Japan
- Lary, The Chinese People at War
- Etō, Hai-Lu-Feng: The First Chinese Soviet Government, 43-98 - an earlier example

### Overview:



- A brief check-in with all of you on how your long essay research is progressing, giving you a chance to share discoveries
- We will focus in on debates over what impact the war had for the prospects of the Communist Party.

### **Questions:**

1. In the debates over the relevance of the second Sino-Japanese war on the rise of the Communist party, evaluate the claims of two historians whose arguments can be said to significantly contradict one another.
2. What is one way that regional differences matter in discussing the impact of the second Sino-Japanese war on the rise of the Communist party during this period?

### **Long Essay Ideas:**

- This is one of the most active areas of research on modern Chinese history. While the war itself does not have a huge amount of scholarship compared to its impact, as you saw this week the historiography on the connection of the war to CCP growth and later success is massive. You might consider wading into this debate in some modest way, perhaps with a focus on a particular case, place, or specific aspect of the argument.
- If the historiography is heavily on the CCP, exploring the role of the war on the nationalist party might also be worth exploring.
- Many international visitors came to China or went from China to other parts of the world and commented on the conflict. Primary sources related to this are more accessible if you don't read Chinese and can offer some interesting perspectives.
- Again here there are rich opportunities for comparative studies or looking at influences and interactions across borders.

### **Films of Interest:**

- Devils on the Doorstep (鬼子来了 2000)
- City of Life and Death (南京！南京！ 2009)
- Red Sorghum (红高粱 1987)
- Yellow Earth (黄土地 1984)
- Lust, Caution (色，戒 2007)
- The Last Emperor (1987)
- The Mountain of Tai Hang (太行山上 2005)
- Back to 1942 (一九四二 2012)
- Feng Shui (风水 2011)
- The Message (风声 2009)

## Week 3 - Great Leaps Forward: Violence and Reform 1942-1961

### Preparation:

- This is also a heavy reading week but the Dikötter reading is narrative, rather than heavy analytical material so should be a smooth read.
- You also have your short essay coming due. Please make enough time to get through it.
- Clips on the Hundred Flowers Movement and repression that followed:
  - X: [Hundred Flowers Movement](#)
  - X: [Scholars and Emperors](#)
  - X: [Nameless Individual](#)
  - X: [Beginning of the Campaign](#)
  - X: [Mao and the Hundred Flowers](#)
  - X: [Three Scourges](#)
  - X: [End of 100 Flowers](#)

### Reading:

- Seybolt, "Terror and Conformity: Counterespionage Campaigns, Rectification, and Mass Movements, 1942-1943"
- Dikötter, Tragedy of Liberation, 39-62, 84-102, 155-174, 243-254, 257-274 (Ch 3, 5, 8, 12, 13)
- Dikötter, Mao's Great Famine, 47-99, 127-144, 306-337 (Ch 7-12, 17, 35)
- Zhou, The Great Famine in China, 1958-1962 A Documentary History - TBD

### Further Reading:

- Hinton, Fanshen: A Documentary of Revolution in a Chinese Village
- Dikötter, finish Tragedy of Liberation
- Dikötter, finish Mao's Great Famine

### Overview:

- This seminar covers a lot of ground. An entire course could easily be given on this period of China's history itself, from the wartime repression of the Rectification movement, the civil war with the GMD from 1945-9, the early postwar Land Reform movement, China's involvement in the Korean War and the rise of anti-Americanism, the Hundred Flowers campaign and the anti-Rightist campaign that followed, and perhaps most importantly: the great famine of the Great Leap Forward, which is only rivalled by the Sino-Japanese war in terms of its devastation to the Chinese population.
- Our focus in the discussion will not be on the details of this or that campaign, but on better understanding the patterns of how these campaigns were carried out, each of which various led to the deaths of thousands or hundreds of thousands of Chinese, and why the Great Leap famine rose above them all with its death toll in the millions.

### Long Essay Ideas:

- This is also a very dark period in Chinese history and more difficult to explore without the ability to read Chinese primary sources. However, those of you interested in economic history have a lot of possibilities to explore the economic aspects of the great famine and the commune system, and there are also possibilities to explore this period from a comparative perspective.
- From an international perspective it might be interesting to explore how this period was depicted abroad at the time with a close case study.

### **Questions:**

1. Do what degree do the severity of the various political campaigns have to do with individual action versus structural factors?
2. Why was the Great Leap famine unusually devastating?

### **Films of Interest:**

- To Live (活着 1994)
- The Blue Kite (蓝风筝 1993)

## Week 4 - The Cultural Revolution

### Preparation:

- The reading is deliberately very light this week to allow you to focus more of your work on your long essay. Don't miss this opportunity to make progress.
- Watch *Morning Sun* (2003) - 2 Hour Documentary by Carma Hinton. It is available in the library reference area. Consider scheduling a time to watch it together with 2-3 classmates. The fact the DVD was in use the day before class is not an appropriate excuse for not having watched the documentary. Plan ahead. Take notes and be ready to discuss the documentary.
- MacFarquhar on CR:
  - X: [Setting the Stage](#)
  - X: [Bombard the Headquarters](#)

### Reading:

- SOURCES 471-482 (in Ch 36 Cultural Revolution)
- Mitter, Bitter Revolution 200-243

### Further Reading:

- MacFarquhar, Mao's Last Revolution
- White, Policies of Chaos
- Esherick, The Chinese Cultural Revolution As History
- MacFarquhar, Origins of the Cultural Revolution, vols 1-3
- Yue, To the Storm: The Odyssey of a Revolutionary Chinese Woman
- Nien, Life and Death in Shanghai
- Feng, Ten Years of Madness
- Gao, Born Red: A Chronicle of the Cultural Revolution
- Li, Private Life of Chairman Mao
- Yang, Collective Killings During the Cultural Revolution

### Overview:

- We'll learn a few Chinese phrases popular among young revolutionaries
- We will discuss how one might talk about several cultural revolutions that call for entirely different historical approaches: the focus on a political campaign carried out by Mao that MacFarquhar emphasises; the experience of its violence by its victims; the campaign to send youth to the villages; a localised political transformation; an emancipatory breathe of fresh air for those who participated actively; a period of cultural devastation for China; the way that all of these have come to be remembered.

### Questions:

1. How does the Cultural Revolution differ from the many political campaigns that preceded it?

2. What are the longer term legacies of the Cultural Revolution?

**Films of Interest:**

- The East Is Red (1965)
- again To Live
- again Farewell my Concubine
- In the Heat of the Sun (阳光灿烂的日子 1994)
- Hibiscus Town (芙蓉镇 1986)
- Balzac and the Little Chinese Seamstress (巴尔扎克与小裁缝 2002)
- Under the Hawthorn Tree (山楂树之恋 2010)
- 11 Flowers (我十一 2011)

## Week 5 - From Reform to “Six Four”: Tiananmen

### Preparation:

- It is important that you watch the long documentary on Tiananmen entitled, *Gate of Heavenly Peace* by Richard Gordon and Carma Hinton. Note, that this is over 3 hours long but a great deal of importance happens towards the end. Consider dividing it into two viewings, but please watch the whole documentary. As with Morning Sun, this documentary is available in the library in the reference area and again consider watching it in groups.
- ChinaX clips to watch:
  - X: [Ezra Vogel: Deng's Background](#)
  - X: [Deng's Plans for Modernization After Cultural Revolution](#)
  - X: [Reform and Opening Under Deng](#)
  - X: [Political Deng: The Democracy Wall and Tiananmen Protests](#)
  - X: [Deng's Legacy](#)
  - X: [Elizabeth Perry: Social Movement in China](#)
  - X: [Social Movements II](#)
  - X: [Legacy of Mao](#)

### Reading:

- SOURCES, 496-527 (in Ch 37)
- Esherick and Wasserstrom, Acting Out Democracy, 835-860
- Hung, Tiananmen Square: A Political History of Monuments, 84-117
- Zhao, The Power of Tiananmen, 1-35, 53-78, 79-99, 101-121, 124-141 (Intro, Ch 2-5)

### Further Reading:

- Lim, The People's Republic of Amnesia
- Schell, The Tiananmen Papers
- Wasserstrom, Popular Protest and Political Culture in Modern China
- Oksenberg, Beijing Spring, 1989: Confrontation and Conflict: The Basic Documents
- Nathan, Chinese Democracy
- Vogel, Deng Xiaoping and the Transformation of China

### Overview:

- Today we conclude the chronological half of the course with a consideration of a critical turning point in Chinese history, a moment when China shifted from a period of general opening and reform, to one which sacrificed any serious political reform in exchange for stability and economic development.
- We will divide the discussion into two parts: First trying to understand the protests themselves, and then considering them in the much longer history of youth, politics, and mass movements in the history of Chinese revolutions. Then we will shift to thinking about the legacies of the massacre, and how it plays a crucial role in engagement with China today.

### Questions:

1. How does *The Gate of Heavenly Peace* help transform the way we think about the Tiananmen protests? About mass protest movements in general?
2. The Chinese government, and many Chinese will claim that the blood of Tiananmen was a price to pay in order to avert political chaos that would have resulted in far more violence. What logic and assumptions are at work here? What happens when we generalise these claims to other places and times?

## Week 6 - Independent Reading Week

This week is critical for you to make progress on the research and writing of your long essay and everyone should have begun writing. Please bring what you have written to so far to our next meeting to share with fellow students, even if these are incomplete chunks. Keep in mind your second prospectus or critical review is due after this week.

If you have fallen behind on the reading or your notes on the readings, also use this time to catch up.

## Week 7 - Revolution, Nation, and Ethnicity

### Preparation:

- Bring a printed version of your second prospectus if you wrote one instead of a critical review, and whatever you have written so far on your long essay.
- Please open the [ChinaMap](#) at WorldMap Harvard, and browse its “Minorities and Languages” sections, especially the “Language Regions” and “Language Atlas” layers

### Reading:

- SOURCES, 260-272 (Kang Youwei), 287-299 (Liang Qichao), 308-313 (Zhang Binglin)
- Harrison, *China: Inventing the Nation*, 132-149 (Ch 5 Ethnicity and Modernity)
- Fogel, *Race and Class in Chinese Historiography* [Jstor](#)
- Esherick et al, *Empire to Nation*, “How the Qing Became China” 229-259
- Mullaney, *Coming to Terms with the Nation*, 1-5, Ch 1 18-41

### Further Reading:

- Liu, *Frontier Passages: Ethnopolitics and the Rise of Chinese Communism, 1921-1945*
- Rhoads, *Manchus & Han: Ethnic Relations and Political Power in Late Qing and Early Republican China 1861-1928*

### Overview:

- Our discussion will center on the primary sources and talk more broadly about the powerful ethnic dimension to Chinese nationalism, and Chinese nationalism’s relationship to its revolutions

## Week 8 - Mao's Revolution in a Global Context

### Preparation:

- Please continue your work on the Long Essay. Our reading is relatively light this week for the last time so make your big push this week. The reading is not light next week so this is the week to get that first draft done!
- Choose 2-3 quotations from Mao's red book that we have assigned this week and be ready to say something about what you think is telling about the quote, problematic, or ironic

### Reading:

- Charu Mazumadar, [Take this Opportunity](#)
- Elbaum, [Maoism in the United States](#)
- [Quotations from Mao Tse Tung](#), (Ch 2, 4, 5-6, and 24)
- Cook, Mao's Little Red Book: A Global History (Ch 1-2, 7, 8, 15)
- Gupta, The Naxalites and the Maoist Movement in India, 157-188
- Wolin, Wind from the East, 1-21
- Starn, Maoism in the Andes: The Communist Party of Peru-Shining Path and the Refusal of History, 399-421

### Further Reading:

- Cook, Mao's Little Red Book: A Global History - read rest of the book
- Wolin, Wind from the East - read rest of the book
- Alexander, Maoism in the Developed World
- Marks, Maoist Insurgency Since Vietnam
- Chakrabarty, Maoism in India
- Hutt, Himalayan People's War: Nepal's Maoist Rebellion
- Pettigrew, Maoists at the Hearth: Everyday Life in Nepal's Civil War

### Overview:

- In this class we will attempt to understand the impact of the Chinese revolution on other movements around the world, both in the developed world, and in countries as distant as Nepal and Peru. We will consider how aspects of the cultural revolution in particular were attractive, but also how the broader approach of the Chinese revolution offered an alternative radical path for revolutionaries. We will attempt to identify certain patterns in various places but also appreciate local translations of Maoist ideas.

### Questions:

1. What does it mean to call a movement "Maoist"?
2. What accounts for the sheer variety of Maoist or Maoist inspired movements in the world? How did they differ?

### Films of Interest:



- Gymnaslærer Pedersen (2005) - Comedy about a Norwegian maoist high school teacher
- See You at Mao (1970)
- La Chinoise (1967) - French comedy.
- United Red Army (実録・連合赤軍あさま山荘への道程 2007) - On the rise and fall of Japan's most violent and self-destructive Communist organisation.
- Baader Meinhof Complex (Der Baader Meinhof Komplex 2008) - German film on the multiple generations of the famous German terrorist organisation
- Eight Glorious Years of Nepali People's War (2004) - Propaganda piece by Communist Party of Nepal (Maoist) on Archive.org

## **Week 9 - Gender and the Family**

### **Preparation:**

- Your long essay should really be coming along now, unless you have had to shift gears during the semester. Please try to have something written by this point. Some students will like to be working with a full draft at this point and then looking for areas in the essay that are weak.
- If you are doing well on the long essay front, this might be a time to consider the state of your notes and consider start meeting with some of your fellow classmates to collect your notes and study together for the final examination.

### **Reading:**

- Ono, Chinese Women in a Century of Revolution, 1850-1950, 54-92 (Ch 4 Women in the 1911 Revolution)
- Birth of Chinese Feminism, p8-26, 53-71 “On the Question of Women’s Liberation”
- Glosser, Chinese Visions of Family and State, p27-80 Ch 1 Saving Self and Nation
- Ko, Cinderella’s Sisters, 1-8 Introduction, 38-68 Ch 2 The Body Inside Out
- Hershatler, Gender of Memory, Ch 1-2, p96-128, Ch 5, p186-191
- Note: If you are interested more in the post-’49 period, you can skip Ono and Glosser, if you are more interested in pre-’49 period, you can just read Ch 1-2 of Hershatler

### **Further Reading:**

- Finish Cinderella’s Sisters
- Finish Hershatler, Gender of Memory
- Hershatler, Dangerous Pleasures: Prostitution and Modernity in Twentieth-Century Shanghai
- Susan L. Mann, Gender and Sexuality in Modern Chinese History
- Jacka, Woman-work: Women and the Party in Revolutionary China, 70-114, 191-197 (Ch 3, Conclusion)
- Emily Honig, “Socialist Sex: The Cultural Revolution Revisited.”

### **Overview:**

- This week tries to do two things at once: examine the role of women specifically in the revolution, but more generally, to consider the way that the revolution was itself gendered or, tried to portray itself in de-gendered ways.

## Week 10 - Culture and Memory

### Preparation:

- Your long essay is due next week. Please finish this off and don't leave it to the last minute!
- ChinaX clip to watch:
  - X: [Boxers and Qing Response](#)

### Reading:

- Cohen, History in Three Keys 14-56, 59-68, 211-222, 238-260, 261-297
- Mittler, Continuous Revolution, Ch 3 139-188 Destroying the Old, Ch 5 267-304 Art of Repetition
- Lim, The People's Republic of Amnesia, 1-7 Introduction, 7-31 Soldier, 133-157 Patriot, 157-182 Official, 182-206 Chengdu

### Further Reading:

- Mittler, Continuous Revolution - Complete the book
- Lim, People's Republic of Amnesia - Complete the book

### Overview:

- We'll split our time between Cohen, moving back to the Boxer Rebellion and how it was deployed in later times, Mittler, which attempts to think more explicitly about the role of culture in Mao's revolution, and Lim, which is more on forgetting than on remembering.

## **Week 11 - Science, Technology, and the Environment**

### **Preparation:**

- Bring to class any questions you have about the final exam, or the coverage of the module.
- Come prepared to reflect a bit on the long essay writing process: what worked and what didn't. How can you take these lessons into the spring and, for some of you, the fourth year?

### **Reading:**

- Shapiro, Mao's War Against Nature, Introduction 1-20, Ch 2 67-93, Ch 5 195-216
- Schmalzer, People's Peking Man, 97-111, 155-168 [Ebook](#)
- Schmalzer, Red Revolution, Green Revolution, 201-205
- Greenhalgh, Just One Child, 316-327
- Fang, Barefoot Doctors and Western Medicine, 20-41, Ch 7 Conclusion
- Choose one from among Greenhalgh, Schmalzer's two books, or Fang and read another chapter or two

### **Further Reading:**

- Shapiro, Mao's War Against Nature - complete the book
- Rogaski, Hygienic Modernity - Ch 10

### **Overview:**

- We'll spend a bit of time talking about the final exam
- Using our readings for today we'll talk about the relationship between revolution, science and the environment.

### **Questions:**

1. In what ways was this a fairly unmitigated disastrous relationship between revolution and science and the environment?
2. In what ways have some scholars pushed back on this and suggested alternative perspectives?