

MO3337: China's Revolutions, 1850-1989

Tutor: Konrad M. Lawson

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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

Assignments

The assessed portion of the coursework for this module consists of one long essay, a presentation, and two short essays. In addition, students are required to come prepared each week having completed the assigned reading and ready to discuss them.

Headers and Formatting

At the top of all your written work or on a cover page, please include:

- The date of submission
- The assignment you are submitting (e.g. Short Essay 1, Long Essay, etc.)
- Your student number
- A specific title describing the contents
- The total number of words (use the word count feature of your word processor)

When formatting your assignments, please follow these guidelines:

- Add page numbers
- Use a minimum of 12 sized font
- Use a serif font (such as Times Roman, Georgia, Garamond), not a sans serif font (such as Arial, Helvetica, Verdana)
- Please double space your essays

Other aspects of formatting are highlighted in the School of History style sheet. See the following section.

Footnotes and References

Please carefully read the St Andrews School of History Style Sheet:

<http://www.st-andrews.ac.uk/history/infoug/stylesheet.html>

This document, sections 1-4, contains extremely valuable information on how to compose your essay, including how to format your footnotes and bibliography. In particular, please follow the instructions for footnotes carefully. See below for more on the simpler citation method for use in the critical review essay and in the final examination.

Short Essays

There are two short essays for this course which should be between 600-800 words in length, including any footnotes. They are designed to help you in preparation for your longer essay and may take one of two forms:

1. **Prospectus:** You may write a short essay that summarises the argument you plan to make in the coming long essay, or are exploring at the moment for your longer essay, but also says something about the sources you will use and approach you will take. Look to article, dissertation, and book abstracts as the model for this assignment. This is an excellent opportunity to test some early ideas you have, or give me an indication of where you are going with your thinking. Due to the very short nature of this assignment, state your topic broadly, then write in a bit more detail about one or two specific examples of what you will be arguing in greater depth in your long essay to come or discuss how you will use certain sources, or what new approach you will take. This exercise can be very helpful to you in processing your thinking about the long essay, and giving me an opportunity to offer feedback along the way.
2. **Critical Review:** If you are not willing to write a prospectus, or if you have already submitted one prospectus and are happy with the feedback, you may instead write a critical review of one secondary source in the form of a book (which is a minimum of 150 pages in length) that you have selected to help you write your long essay. In it you should state clearly and briefly what the book argues and what you have extracted from it that will help you make the argument in your longer essay. Your critical review should include your evaluation of the work. What are its strong points? Where does it fall short? Include a full reference for the book at the top and you may make reference to page numbers within by means of simple page numbers in parentheses rather than full footnotes. When writing a critical review, consider using book reviews in major academic journals as your model.

You may decide to write one of each of these, or two versions of the prospectus. Writing two versions of the prospectus is recommended when you have significantly shifted the focus of your ideas for the long essay, or you have revised and improved your ideas on the basis of feedback and want to submit a significantly improved version. If the second prospectus does not mark a significant change in direction from your first, use the second prospectus to focus more on what you had too little space for in the first: more on the sources, on the course of your argument, on the examples you will be using, or the historiography you will be contesting or expanding upon. Please indicate at the top of your short essay which you are selecting, prospectus or critical review.

Questions to consider as you write the short essay:

- Was my short essay written in a coherent and highly focused manner, and avoid distraction or unnecessary information?
- If I am writing a critical review, did I include a concise overview of what the source is about?
- If I am writing a critical review, did I tie the arguments of the book to where I hope to go in the argument for my longer essay?
- If I am writing a critical review, did I include an evaluation of the work with a specific example of its strong and/or problematic aspects?
- If I am writing a prospectus, did I include a concise presentation of what I plan to argue in my coming long essay, even if I'm not yet entirely sure if I can demonstrate the argument?
- If I am writing a prospectus have I situated the essay I am proposing to write in terms of the existing historiography?
- If I am writing a prospectus, did I include some reference to the kinds of sources I will be using, or hope to use in making the argument?
- If I am writing a prospectus, did I include a specific example or two illustrating the argument I will be making in the long essay to come?
- If I am writing a second prospectus, have I either shifted my focus or made significant and substantive revisions and improvements on the first prospectus? If not, have I used the second prospectus to expand on discussing my sources, my approach, or the context for my argument historiographically?

Long Essay

The essay for the course is worth 50% of the total coursework and has a limit of 5,000 words including footnotes. The process of composing an essay of this length is made far easier if you make steady progress throughout the semester rather than face potential panic and disappointment nearer the deadline. Narrow down an area of interest, read within this area of interest, isolate a few questions of interest, carry out further reading and analysis, and then proceed to write an essay which makes a convincing historical argument.

Some class time in most weeks will be dedicated to discussing the essay. It is not uncommon for a student to change topics once or twice during the semester, as the feasibility of one topic or another is evaluated and the sources explored. My suggestion is that you answer two questions for yourself very early in your research: 1) Once you have a general topic or area of history you are interested in, think about what kinds of arguments or historical approaches have been applied to this area before that will serve as the starting point for your intervention? 2) What kinds of primary sources will I have realistic access to for use in the essay unless I want to make a purely historiographical essay based exclusively on secondary materials.

Making an Argument

The academic study of history embraces change in the past as a way to explore solutions to particular problems. The object of an analytical historical research essay is not to tell us simply what happened, but to use what happened in order to make a historical argument about some problem clearly defined. For example, if an essay was written (to take an example from Chinese history) about some aspect of the Boxer Rebellion, it should not consider its task complete when the major facts of the Boxer Rebellion have been retold. That is closer to the genre of the encyclopaedia entry than of academic historical study. It should endeavour to use the Boxer Rebellion as an opportunity to tell us something, to make an argument about something: what does the rebellion reveal about the nature of Western imperialism? The rise of new religious movements in China? The weakness of the late Qing state? The rise of Japan? And so on. The possibilities are many, but in every case, they offer an answer to the question: So what? Why does this history matter? History can and should tell stories, but a research essay embeds a story within an arc of an argument - if it contains narrative elements, it must also always include an analytic element.

The historical argument in your long essays, in particular, should be clearly and unambiguously stated in the span of 1-3 sentences somewhere in the opening third of the essay, preferably in the opening paragraph or two. It should not be obvious, trivial, or a well-known and rarely contested fact. Challenging as false an existing historian's argument that has become considered obvious and rarely contested, however, is one ambitious way to find your way to an interesting and original argument but only if your evidence is sufficient. Alternatively, if you have found evidence that supports the existing arguments of historians in a given area of research in a new set of sources, from a fresh perspective, or in greater depth, or in a comparative light, that also often yields a strong argument. If you have identified a debate in the historiography and wish to take a position on it without simply repeating all of the points made by one of the participants of the debate, that can also yield an essay with a strong argument but you should take care to acknowledge the position and evidence of the other side.

Presenting your Argument: There are a number of different ways to write a strong essay and present the argument, but in this module, I would like to strongly encourage you to "front-load" your argument and do so clearly, that is, to present clearly early in the essay what it is you will argue and why it is important. For example, avoid sentences such as "I will explain..." or "I aim to understand..." or "I will explore..." unless such sentences are immediately followed by the explanation, what you ended up understanding, or what the result of your exploration was. Otherwise, there is a danger that your essay will merely provide a summary of some quantity of information you have found, rather than present the results of your analysis of that research in a useful way. In other words, do not use the introduction to make predictions about what you will do, but tell the reader in very clear terms what you **have argued and shown** in the essay. There are many ways to do this in more or less subtle language but there is no harm in a very clear, "In this essay, I will argue that..." followed by a short overview of what kinds of evidence you will use, how your argument fits into a historiographical context (how your argument relates to what other historians have to say about the matter), and why you think it is important.

For example replace:

In this essay, I will explore the relationship between the alarm clock sleep function and our productivity in modern life.

with something like:

I will argue that the alarm clock sleep function is a major hindrance to our productivity without contributing at all to our rest after a night of sleep. I will base this upon the studies of Hansen and Jenson in 1983 and in a series of interviews with wise old people in 2014. This argument is important because, as I will show, evidence shows that the increased availability of time in the morning to eat a healthier breakfast, carry out some light house chores, and do morning exercise, not only allows for greater evening rest after a long day of work, but decreases the tiredness we feel throughout the day.

Sticking to your Argument: All of us come across many interesting stories, anecdotes, and sub-points that we want to share in writing our essays. However, it is important to stay sharply focused on the argument you are going to make in the essay. After you have finished writing your essay, read it through and for each paragraph and sentence ask yourself if it supported your argument, provided essential background to establishing your argument, or else if it does not offer much of a contribution. If it doesn't, cut it ruthlessly from your essay to make room for better material.

Some other questions to ask yourself as you write the long essay:

- Does the essay have a clear introduction which articulates the argument I wish to make in the essay? Does it move beyond telling the reader what the essay is "about" and what the essay "will do" to tell the reader very clearly what *has been accomplished* in the essay and *what be specifically shown* in the essay, and not leave this only for the conclusion?
- Does the essay have a clear conclusion which restates the main points and then makes some effort to contextualise the findings in the broader issues of the course?
- Does the essay situate the argument being made in the context of the sources used, and its relevance to the study of our module topic?
- Does the essay show a good understanding of the sources used, and use them effectively in supporting my argument with clear and specific examples to enforce my points?
- Does the essay avoid long quotations from secondary works whenever possible? Do I instead summarise, without plagiarising, and cite the work of secondary work except when the particular wording or language is key to the argument I wish to make?
- Have I cited with footnotes all claims that are not a well-known and general historical fact.
- Have I used a variety of appropriate sources?
- Does the essay retain a strong focus on the main argument, and avoid passages which stray significantly from the main points?

- Does the essay avoid being a summary or introduction to a particular topic, event, or person in order to make a clear argument that is falsifiable?
- Have I gone back and considered my major claims from a critical perspective, and answered any major possible weaknesses in my essay?
- Is my argument non-trivial? That is, does it go beyond a well-known historical consensus about a topic?
- Has the long essay engaged with the historiography on the relevant issue effectively throughout?
- Does the essay consider alternative explanations, acknowledge inconvenient facts, and point out sources or historians who may have differing approaches?
- Did I proofread my essay, check the spelling, and reread for sentences that are unclear?
- Did I carefully follow the style guide for the School of History for all my footnotes?
- Did I include a bibliography at the end of my essay and is it formatted according to the School of History style guide?
- Have I avoided using websites and newspaper articles not by academic authors to support my claims when there are good academic historical scholarship (in monograph, journal article, or online published forms)
- Have I taken care that the background for the argument does not take up too much of the entire length of the essay (less than 25%, usually)
- Did I include a word count in the header and followed the other header guidelines?

Carrying Out Research for Essays

When you have selected a question or topic for your longer essay the first, most obvious place to look for information on the topic is among the various books and articles that are assigned or proposed in this course. Early on, it is useful to focus on skimming through sources as you find them, noting carefully works of potential interest found in the footnotes or bibliographies of these works to help you broaden and then later focus in your research. As you find works of interest, make note of the authors and look for other articles or books by the same author, then repeat the process, looking again through the footnotes and bibliography for sources more specifically related to the topic you are researching.

When you do not find enough through the above method of beginning your trail with our existing assigned works, proceed to search in various databases for relevant keywords:

- Our library catalogue
- Major journal databases we have access to such as JSTOR
- Google Scholar (scholar.google.com) which can then direct you to other journals our library may provide access to
- Consult with librarians - they are your friend. Bring them what you have found already and work with them to find further resources.
- Learn to use Google more effectively:
 - Search for phrases in quotation marks " " when appropriate
 - Try adding filetype:pdf to limit results to PDF files
 - You can limit searches to a particular domain or top-level domain, e.g. including: site:st-andrews.ac.uk or site:.edu

The long essays should use at least half a dozen sources which are not websites and the inclusion of primary sources is encouraged but not required. An essay based on sources that are the results of a simple google search can be written in an evening of frantic last minute work, but rarely demonstrates much effort, research skill, or ability to isolate high-quality materials to support an argument. This is not because there are not excellent websites with overviews on a topic, excellent wikipedia entries, etc. but because there is still usually far greater quality material found in published articles and books on most historical topics, including those which are assigned above. It is wise to make use of online research skills to get oriented in a new topic, but use this course as an opportunity to explore the wealth of academic research on your topics. Your essays will be assessed, in part, on how effectively your sources demonstrate your research efforts. Of course, digitized primary (archival sources, documents) or secondary sources (e.g. articles in academic databases) found in digital collection are permitted and an online source or two in addition to your other sources beyond the minimum is fine if chosen carefully for quality.

When you have found a good selection of a dozen or two sources through a process of skimming of footnotes and bibliographies etc., start your more detailed reading with something of broader coverage to give you some ideas of potential specific arguments or hypotheses. Then move swiftly and with more focus to search through the other

sources in the specific sections that are likely to show whether your potential argument holds or not. In researching for an essay you rarely have to read an entire work, and even when you do so, you should skim less relevant sections. Unlike reading for pleasure, historical research involves reading as a hunt for answers to problems. If you find that your argument does not hold or has insufficient evidence to support it, zoom out again and restart the process.

This circular movement is one very effective approach to historical research. Start broad, find potential key arguments and inspiring ideas. Moving quickly, test these ideas and arguments by searching in other sources and zooming into detailed cases and examples. If this doesn't work or is insufficient, zoom out again and repeat. Once you are happy with an argument and the available evidence, then read more slowly and with determination, taking more detailed notes, and outlining your essay as you go.

The Worst Possible Way to Proceed: Perhaps the worst possible way to do research for your essay is to find a dozen or two works on your broad topic by title search. This usually results in you finding several very general and introductory works on your topic. Allow this collection of books and articles to rest comfortably on your shelf until the deadline nears, and then sit down and attempt to read all these works and hope that your essay will emerge from the vast knowledge you have gained in reading these books.

How your Long Essay is Evaluated

The points that follow should be fairly clear from the questions posed above but are restated from the perspective of the marker of a very strong long essay:

- The essay gives a clear presentation of its argument in the introduction of the essay
- The essay is written well and has a clear structure.
- The essay is within the word limit and of a sufficient length for its proposed scope.
- The argument is well signposted, with different sub-arguments of the essay clearly introduced with clear topical sentences.
- The essay shows that extensive reading and research was done in order to write this essay.
- The School of History Style Guide was carefully followed.
- A well-formatted bibliography is provided showing that research was carried out using sources of an appropriate quality and number.
- Evidence is well cited in the footnotes and the footnotes are generally formatted well.
- This essay employs evidence based on its sources in an effective manner.
- Unless it is a historiographical essay, the essay works with primary sources which make a substantive contribution to its main argument.
- The essay engages with the relevant historiography on this topic directly and effectively
- The essay has a good balance between empirical examples and presenting evidence on the one hand, and strong analysis contributing to the argument on the other
- The argument of the essay is not trivial, overly general, or merely represent a summary of the widely recognized academic consensus on a given topic

Online Submission

Unless otherwise indicated, work will be considered submitted by the date the document was submitted online on the MMS. The digital submission is the only submission that matters for the mark. Paper copies of your submissions are welcome and may be submitted in class or directly to my box on the first floor of St Katharine's Lodge.

If you are concerned that any given assignment was not correctly submitted to the MMS, you are free to email a copy of your submitted assignment, if you like. In the event an assignment was not correctly uploaded to the MMS for some reason, but an emailed copy was sent in time, that date of submission will be used, but a copy will still need to be submitted to the MMS thereafter.

Feedback

General feedback is provided directly on the mark sheet, which will be posted to the MMS within 10 weekdays (2 weeks). Additional feedback, especially for longer essays is sometimes available on an annotated copy of your submitted work, usually returned via MMS. Occasionally, feedback is written on a paper copy of the assigned work, which will usually be returned after the mark has already been posted to MMS.

Presentation

Being able to synthesise reading, and present ideas in class is a key skill. In our module this will take the form of serving as a guide to a text, a role that is not formally assessed, and a formally assessed longer presentation.

Text Guide: Each week, two students will serve in the role as a guide to one of the assigned or supplementary readings. Most students will get a chance to do this twice. Some weeks I will ask that certain texts be chosen, while for others, a choice will be given. The “text guide” does not give a formal presentation but may be called upon to answer questions about the text in some detail and to have a deeper familiarity with that particular reading. Also, although not assessed, please bring a handout no longer than a single piece of paper front and back (or emailing one to the tutor for distribution at least the day before class) which may include some general summary points, dates, terms, notes, or reference information about the text. Since there is no guarantee the student will be asked to comment on the text, this handout is also a good way to demonstrate your extra preparation. The guide should ideally have done at least a little bit of background research on the author and general context of the issue covered by the text, and generally serve as a “go-to” person when the discussion moves in the direction of the text. Sometimes, the text guide will be asked to summarize key arguments, offer a critique, or otherwise comment during class. Occasionally, the student’s guidance will not be explicitly requested but their handout can serve to help everyone. Please email the handout to the tutor and copy/paste the handout into the class collaborative notes document. Bringing a paper copy for distribution would also be very welcome, especially if you completed the handout only minutes or hours before class.

Assessed Presentation: The assessed presentation should be 10 minutes in length and not a minute longer. The presentation should briefly summarise the main arguments, point out what was most interesting or useful as a takeaway from the text, and make 1-3 focused critiques or observations about the read material. It is not a detailed summary of the content: it should highlight the arguments, strengths and set the context. A supplementary handout (one piece of paper front and back at most) should be brought that includes some bullet points that may include arguments, interesting empirical examples, key quotes, any interesting sources used, or highlight key persons or dates. The bullet points should be complete sentences (describing an argument or concrete point), not merely short phrases representing vague topics in an outline form. Please bring copies of the handout to class but also add (or link) the handout text to the class collaborative notes document. When possible, excellent presentations will ideally connect what is read and presented to our other readings and the discussion of the day. Thus, it is very important that you do not focus on your assigned reading to the exclusion of other readings for that week. Connecting the reading to past readings and discussions in the module is also a very welcome. Outside research is not required. Slides are not needed for the presentation and not assessed, but the handout may include 1-2 images or a map if appropriate. Please note, when discussion questions have been provided in advance on a topic, the presentation need not provide any answer to these, though the presentation may raise points that are a relevant contribution to those questions.

Feedback for presentations will be sent at two moments during semester, rather than on a rolling basis, once at the end of week five, and the second batch at the end of the semester.

Some questions to consider as you prepare:

- Did the distributed handout of one or at most two sides of a piece of paper accurately summarize the general points to be made in the presentation in the form of concise bullet points
- Did the handout include any important dates, sources, or a map that serves as a useful reference?
- Was the 10 minute limit very strictly observed in the presentation?
- Did the presentation briefly provide the context of the work, and introduce the author very briefly?
- Was the presentation well structured, organized, and focus on a only few key points?
- Was there a good balance of arguments, examples to support them, and critique?
- Did the presentation avoid being a presentation of a series of bullet-point style facts?
- Did the presentation make an effort to connect the readings to other readings for the day or find ways to connect to the reading and discussion from previous weeks?

Exam

The final examination is a take-home exam worth 40% of your total assessment for the module. The questions (six will be presented, of which you choose three), will be made available online through our MMS at the appointed start time, and you will be required to submit the answers within 10 hours online to the MMS. The exam is designed to only take you a few hours (3-5 hours of writing, there is a strict word limit of 3750 words total for all three answers combined) but to give you the freedom to complete it at a time that works for you, as well as other benefits such as: giving you the freedom to draft and initial answer and then review notes to strengthen areas you feel are weak before returning to complete the final version.

Those who are not experienced with this format often make one critical mistake: They see the questions, and immediately begin a long and intensive process of reading and reviewing on the questions before beginning the writing process towards the end of the allotted time. I strongly urge students not to take this approach as it does not, in my experience, produced the strongest answers. You tend to become exhausted and produce poor quality answers, answer in far too much empirical detail but often straying from the question, and sometimes finding yourself critically short on time or sloppy in execution. I strongly encourage you to consider the following approach:

- View the questions
- Review your existing notes and draft out an outline for half an hour or so
- Write a full draft of all three answers, even if they are only half complete in terms of word count
- Read over your work as a marker might and find the areas you think are weak
- Eat a meal or snack, take a nice break, go for a walk, have a nap, do something fun
- Read over your notes or return to the original texts to address the weaknesses in your answer
- Revise your drafted answers and submit the exam

Questions for the exam typically will strive to get you to think synthetically, to make observations and comparisons across the themes of the semester, and as such should show an ability to make sharp analytical arguments, combined with the ability to employ a few detailed empirical examples to support these arguments.

The exam uses a modified citation practice for the exam and does not need any footnotes or a bibliography because the body of evidence you are using should consist of our course readings (whether those are the required weekly readings or supplemental readings from each week). You should not have to do any outside reading for the exam, and in fact, the questions do not assume that you have done any of the further reading. In fact, doing outside reading beyond works listed in our required or further reading show that you have not sufficiently digested our existing available material. Thus, for citation, you need only indicate the author last name (when only one work by them, a short version of title if there are multiple works by same author) and a page number. Quotes should be kept to a very minimum but you should cite where you are taking arguments and ideas from, as in any essay. Example: Lawson makes the argument that ... (Lawson, 233). If we have read multiple works by an author during the semester, add the title as well, or make it clear in your sentence which work you are referring to. If, for some reason, you really want to include an outside reading to support your argument, then you must follow the School of History Style Guide citation practices, and the footnote will be included in your overall word count.

Previous versions of the examination are available, as with most classes at St Andrews, through the online portal for that purpose.

If you have any problems submitting the exam through MMS, please email a copy of it to me before the deadline. It is critical that you get the exam submitted by the appointed time so please leave enough time to make sure you have uploaded the exam to MMS or at least emailed me a copy.

Questions to ask yourself as you prepare for the exam throughout the semester:

- Important: Do I have printed, photocopies, or digital versions of the texts I need so that I am not dependent on either an internet connection or the short loan process should I want to look up any particular references?
- Do have I have good notes for each of the readings?
- Do have I have good “notes on notes” which further filters and reduces my notes down to more general points and arguments, and make it easier to refer to or look up more specific notes or text references?
- Have I kept track of page numbers for key arguments or key evidence/examples so that I can easily find/cite them for the exam?
- Have I worked together with some of my fellow classmates before the exam as I prepare, comparing notes, discussing past exam questions, and sharing reference information.

- Have I consulted the collaborative class notes before the exam and incorporated useful information there, or from the presentation handouts throughout the semester so that I am better prepared?
- Have I thought about ways to connect readings to each other and into larger themes that may bridge across weeks?

Questions to ask yourself as you review over your answers on the examination:

- Did I state my answer concisely and clearly at the outset?
- Did I use evidence from our readings to support my answer?
- Did I use some specific examples to support my answer?
- Was everything in my answer relevant to the question as asked?
- Have I included a parenthetical citation for each of the claims I make which come from the module reading?

Marking

Within the School of History all work is assessed on a scale of 1-20 with intervals of 0.5. Module outcomes are reported using the same scale but with intervals of 0.1. The assessment criteria set out below are not comprehensive, but are intended to provide guidance in interpreting grades and improving the quality of assessed work. Students should bear in mind that presentation is an important element of assessment and that failure to adhere to the guidelines set out in the School of History Style Sheet will be penalised.

The marking scale can be found here:

<https://www.st-andrews.ac.uk/history/infoug/markshons.html>

Extensions

Prior permissions for late submission of work (“Extensions”) to make fair allowance for adverse circumstances affecting a student’s ability to submit the work on time will be considered on a case by case basis. Normally such permissions will only be granted for circumstances that are both unforeseen and beyond the student’s control.

Word Limits and Late Work

It is important to work consistently through the semester and work around your other commitments and deadlines. Plan ahead and don’t save your work until the last minute. Assessed work with word limits should be always submitted within those limits. Writing in a clear and concise manner, and being able to structure and execute an argument that may be shorter than you feel is required is a skill that is of great use in academic fields as well as the workplace beyond. Please do not go over the limit and force yourself to work within them as a practice that will be important for writing assignments in your future careers.

The official School of Histories penalties for late work and short/long work are followed in this module:

<http://www.st-andrews.ac.uk/history/infoug/penalties%20for%20late%20work.html>

Absence from Classes

Please see this document for more on Student Absence:

<http://www.st-andrews.ac.uk/history/infoug/absence.html>

In the School of History, students are required to attend all sub-honours tutorial meetings, and all Honours seminars. **If you miss three tutorials/seminars, or two consecutive tutorials/seminars, you will receive an ‘Academic Alert FINAL’.** This applies regardless of whether you have self-certified your absence from these tutorials. Students who have received a FINAL Academic Alert will be awarded 0X for the module, unless a good reason for absence is presented to the Director of Teaching within seven days of receipt of the alert.

Emails

If you have a question that requires an answer with significant detail, please consider asking during office hours, or at the beginning or end of class. Please avoid sending emails that require more than a very brief answer. If the email requires a substantive answer, I may ask you to bring the question up again after our next class or in office hours. I will strive to offer a reply to emails received within 48 hours, whenever possible. Emails are usually not responded to over the weekend and may not even be read until Monday.

In writing emails, please try to be clear about what you are asking, and keep in mind that your message is one among many from students of multiple classes and differing contexts. Please mention which course you are in and what specific matter you are referring to. As in class, feel free to address me by first name in emails.

Finally, before hitting the send button, please confirm that the answer to your question is not found in the handbook, on official school websites, or other handouts provided to the class.

Laptops in Class

Recent studies are increasingly showing that, for whatever reasons, the handwriting of notes, and the reading of essays on physical paper as opposed to computers or other reading devices increases the quality of notes, significantly boosts recall, and better processing of content in general.

There are, however, many benefits to using a laptop for notes, and keeping reading content in digital form, not the least ready access, easy distribution, ability to re-sort notes, searchability, and for those who have handwriting as poor as mine: simple readability.

You are welcome to bring a laptop to class and use it for notes and reading. If you do not bring a laptop, I ask that you bring either printed or photocopied copies of assigned reading that is made available every week or else good notes so that you can easily refer to the readings as we discuss them. It is especially important that you have copies of assigned primary sources with you and not bringing them makes for very ineffective use of a seminar that is based on the discussion of reading.

Please do not to use applications on your laptop not related to our class, including email applications and social media. Obviously they will interfere with your own concentration but that is not the primary concern: using other applications on your laptop is a severe distraction to anyone sitting next to you.

Collective Notes

I believe in the benefits of sharing notes, not only with your classmates, but with future potential students of the class. For this purpose, I have created, and will provide the link for a Google document where you can post readings, organize reference material and online links to info and sources, etc. throughout the semester. I will also provide a link to notes from previous years (which may include some different readings and seminar topics). Both present and past years should be treated as you might any historical source: you should not use them to replace your own reading and note taking, and you should not treat content and notes provided by others as something you can uncritically accept as accurate. Use them as a productive supplement, as an alternative perspective as you conduct your own studies.

Knowledge Transfer and Ongoing Feedback

The collective notes document is one example of how communication can happen from one year of students in this module to the next. In addition to this, as coordinator, I share my own thoughts about how the ways in which the module worked or fell short online here:

<http://muninn.net/teaching/>

There are also links to a repository containing the full history of changes to this handbook over time. The reflections on the course include some selections from student feedback. I value your evaluations a great deal and take them, both the formal evaluation at the end of the semester, and any feedback informally received during the course of the semester, very seriously. Please do not hesitate to share with me your concerns as well as suggestions for how you think the module might be improved in the future. I also encourage all students to consider including advice to future students of the module in the shared collective notes document, especially suggestions on the selection of topics, research, and the writing process.

Academic Misconduct and Plagiarism

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and that no student is allowed unfairly to take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a St Andrews degree.

Academic misconduct includes *inter alia* the presentation of material as one's own when it is not one's own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation (whether formative or summative, at any point in the programme of study) is liable to consideration under this Good academic practice policy. All work submitted by students is expected to represent good academic practice.

The University's policy covers the behaviour of both undergraduate and postgraduate students. The policies and practices described in this document do not cover misconduct by academic staff; other procedures exist to deal with these.

For more information:

<https://www.st-andrews.ac.uk/students/rules/academicpractice/>

If you are unsure about the correct presentation of academic material, you should approach your tutor. You can also contact CAPOD, which provides an extensive range of training on Academic Skills.

<http://www.st-andrews.ac.uk/capod/>

Films of Interest

For each week of our seminar I have listed one or more films that relate somewhat to the theme for that week. Many of these films are, to be frank, awful. Some of them use a historical event as a backdrop for their own plots. Some generally focus on the historical event or some historical figure in it, but almost all of them deviate significantly from the historical events and generally should be treated as fictional accounts.

However, I am a very strong supporter of watching bad historical films, especially around the time when one is studying the same period with good historical accounts and primary sources. A great pioneer of this is Henry Smith and other historians who put together [the book](#) *Learning from Shogun* (1980) to allow students to learn something about Tokugawa period Japanese history from the very popular novel (and later horrible but also very popular TV series) called *Shogun*. This work was my own first encounter with Japan as a child, and like for many of us, seeing these films or television shows, for better or for worse, leaves us with incredibly long-lasting images of a historical event. Thus, instead of ignoring them, dismissing them contemptuously, or merely non-critically accepting them as pure entertainment, I think it can be productive to watch them while you are studying a historical period and critique them.

When I say critique them, I do not mean to complain about anachronistic historical dress, or invented composite characters, or impossible to recreate dialogue, or even more blatant distortions of historical events. I mean to think of them as a narrative, because, like the narratives of historians, these films are forced every minute of the way to make important decisions about what to show and not to show, who to highlight and who not to, what aspects of a historical story are important and which ones aren't. Critiquing this in films is a fun and perhaps easier way to practice the art of being sensitive to these decisions made by historians in their own writings.

These films are listed for your reference and I welcome student comments in class who have seen them and wish to raise thoughts they have about them. However, you are not required to watch any of these films during the semester and, indeed, many of them are very difficult to get a hold of, and some cannot be found with official or fan based subtitles.

Reading

This honours module is by no means an easy one. The fact that the module is on East Asian history, an area which students may have very little familiarity with, but not a sub-honours survey module, means that students should be prepared to take the initiative to read around the assigned materials and delve into the further reading in order to get a better understanding of the material.

A work load of an average of fifteen hours a week (some weeks more, some weeks less) outside of seminar is expected. Of this, you should expect your weekly preparation for class in terms of reading to be 7-12 hours in all weeks except the consolidation week, together with 3-6 hours of work on your assignments and research, especially for the long essay. I urge you to spread the load of your work on assignments across the weeks, to prevent stress towards the end of the semester.

Your weekly reading will usually consist of 180-220 pages of required reading, plus some reading that you should select from the further reading, or other supplementary reading chosen by yourself to address content you may have trouble understanding. Thus, working on an estimate of 250 pages a week total is a safe bet, or, at roughly 30 pages an hour (taking some limited notes), about 8.5 hours.

Obviously, it is not wise to do this reading in a single sitting, as your concentration will fade, so I suggest you split the readings into two or three, and read them across several days. You may want to "timebox" the readings, giving yourself a fixed period of time for a reading and, if it looks unlikely that you will have time to read something carefully, skim with general notes on the main arguments, events, and issues, as necessary. This is especially useful in weeks when you need to limit your reading preparation time in order to work more on your research for the long essay.

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. To 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?

Romanisation and Pronunciation

There are two very common ways to romanise Chinese: Pinyin and Wade-Giles. Both systems have their strengths and weaknesses, but Wide-Giles is very much in decline with the strong support given Pinyin by its recognition by the People's Republic of China as the official romanisation method. I prefer pinyin myself, mostly because I have been using it the longest. However, the older Wade-Giles romanisation system is still found in many of the older publications that you have been assigned in this class.

I would prefer that you use pinyin in your writing for this class, and convert Wade-Giles, when necessary, to pinyin, except in the case of the names of Chiang Kai-shek and Sun Yat-sen.

To make this easier, consider using this website:

<http://www.lib.uchicago.edu/e/easia/py-wd.html>

When it comes to pronouncing Chinese, there are a number of good videos on Youtube and on various websites online. I encourage you to give it a try and watch some of these videos or listen to the audio available on a number of online sites. Spending a few minutes of work a few times during the semester you should be able to learn the main sounds in Chinese, even if you will not be able to master the rules for tones. While obviously, this is not assessed in this history course, but I hope you will find this rewarding, as the we see Chinese names, terms, and hear ever more about China in our daily lives.

A few particularly troublesome sounds when trying to pronounce words in pinyin:

- X = “sh” as in “sheep”
- ZH = “j” as in “jam”
- C = “ts” as in “bits”
- Q = “ch” as in “chips”
- Z = “ds” in “woods”
- YI = “ee” as in “sheep”
- I = “ee” as in “sheep”
- E = the vowel part of “ughh” when someone punches you hard in the stomach
- Ü = start saying “Yay” (stopping on the Y) or “ee”, then close your mouth as if you are blowing out a candle

As a fun exercise, during our course, I will teach you a few basic “revolutionary” words and phrases in Chinese. Most of these are not commonly used in China today, but will also hopefully provide you with another oral connection to China's communist revolutionary history.

Chronology

Below are some of the major dates relevant to this course. Please become familiar with them and commit them to memory if possible, if at least for the duration of our course, as it will help to put our various readings into the context of other events around them:

- 1839-1842 - (First) Opium War
- 1850-1864 - Taiping Rebellion
- 1900 - Boxer Rebellion
- 1894-1895 - The (First) Sino-Japanese War
- 1895, Apr - Taiwan Becomes a Colony of Japan
- 1910, Aug - Korea is Annexed by Japan
- 1911, Oct - The Xinhai Revolution
- 1911-1927 - Severely fragmented power in China (Warlord rule)
- 1915, Jan - Japan Issues the 21 Demands
- 1919 - The May Fourth Movement
- 1922 - Founding of the Chinese Communist Party
- 1924 - Alliance Between the Nationalist Party (GMD/KMT) and the Communist Party (CCP)
- 1927 - The Death of Sun Yat-sen, rise of Chiang Kai-shek
- 1927 - The Northern Expedition
- 1927, Apr - The White Terror
- 1927-1937 - The “Nanjing Decade”
- 1931, Sep - The Japanese Invasion of Manchuria
- 1934-1936 - The Long March
- 1936, Dec - The Xi'an Incident
- 1937, Jul - The Marco Polo Bridge Incident
- 1937-1945 - The (Second) Sino-Japanese War
- 1937, Dec - Fall of Nanjing to Japan and the Nanjing Massacre
- 1942 - Rectification Movement
- 1945, Aug - Japanese surrender
- 1947-1953 - Communist Land Reform Campaign
- 1949, Oct - The Proclamation of the People's Republic
- 1950, Apr - New marriage law pronounced
- 1950-1953 - China participates in the Korean War
- 1953, Jan - First five year plan begins
- 1956-1957 - Hundred Flowers Movement followed by the Anti-Rightist Campaign
- 1958 - Great Leap Forward Pronounced
- 1959-1962 - The Great Leap Famine
- 1962, Aug - Rectification and Socialist Education campaign
- 1966-1976 - The Cultural Revolution Period
- 1967-1968 - Revolutionary committees are most active
- 1969, Apr - Cultural Revolution proclaimed success, Liu Shaoqi dismissed
- 1969 - Soviet and Chinese troops clash
- 1971, Oct - UN recognises the PRC as the government of China
- 1971, Sep - Lin Biao incident and death
- 1972, Feb - Nixon visit to China and signs Shanghai Communiqué
- 1975, Jul - Chiang Kai-shek dies in Taiwan
- 1976, Sep - Death of Mao, Zhou Enlai and Zhu De die earlier in the year
- 1976, Oct - The “Gang of Four” are arrested
- 1978-1981 - Deng Xiaoping solidifies power and begins reforms
- 1979, Jan - USA recognises the PRC as the government of China, in place of Taiwan
- 1981, Jan - Gang of Four condemned
- 1989, Apr - Hu Yaobang dies, students in Tian'anmen
- 1989, Jun - The Tian'anmen Square Massacre, “6.4”

Readings

Many readings will be made available on short loan or can be found as e-books through the library. However, many of the shorter readings in particular will be made available through a course website.

Please Note: References in the seminar readings to SOURCES refers to de Bary, *Sources of Chinese Tradition* which is available as an e-book through the St Andrews library.

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Primary Sources on East and Southeast Asia

Below are a selection of potential starting points for primary sources relevant for historical research on East and Southeast Asia. Many of these are available through our library electronic resources. Others you can contact me about if you are having trouble finding them. Not all of these sources are in English and I have included some sources here for use by students who are able to read Chinese, Japanese, and Korean.

Newspapers and Periodicals:

- [The Times](#)
- [Japan Chronicle](#)
- [19th Century British Newspapers](#)
- [19th Century British Periodicals](#)
- [British Periodicals I & II](#)
- [British Newspapers 1600-1950](#)
- [Historic American Newspapers](#)
- [Irish Times](#)
- [Los Angeles Times](#)
- [North China Herald](#)
- [Guardian & Observer](#)
- [Periodical Archives Online](#)
- [Times of India](#)
- [Economist 1843-2010](#)
- [Scotsman](#)
- [HeinOnline - Legal Journals](#)
- [Newsvault](#)
 - Combines some of the Databases above
- [Old Hong Kong Collections and Newspapers](#)
 - Here you may want to check:
 - * [Hong Kong Collection](#)
 - * [Old HK Newspapers](#)
 - * [Hong Kong Oral History](#) (you can filter by language)
- [Singapore Newspaper Archive 1831-2009](#)
 - Some of these 200 newspapers can be viewed directly but not all of them)
- [XXth Century 1941-1945](#)
 - unusual magazine from Japanese occupied Shanghai
- [Australian Historical Newspaper Archive](#)
- [明六雜誌 1874-5](#)
 - Digitized version of the famous Meiji period journal (Japanese).
- [國民之友 1887-8](#)
- [滿州技術協會誌](#)
 - Journal of Manchuria Technical Association journal 1925-1941
 - Digitized version of “The Nation’s Friend” (Japanese).
- [Chinese Women’s Magazines in the Late Qing and Early Republican Period \(Chinese\)](#)
- [Xiaobao - Chinese Entertainment Newspapers \(Chinese\)](#)
- [Funü Zazhi - Chinese women’s magazine \(Chinese\)](#)
- [Ling Long Magazine \(Chinese\)](#)
- [Korean Historical Newspapers \(Korean\)](#)
- [PRCHistory.org Archive of Journals Remembrance and Yesterday](#)
- [奈良女子大学所蔵資料電子画像集](#)
 - Digital collection of historical journals and other materials related to women’s university education in Japan. (Japanese)

- [Puka Puka Parade](#)
 - Post 1945 Newsletter of 100th Infantry Battalion of Japanese-American veterans
- [Japan Times 1998-](#)
- [Press Translations, Japan 1945-1946](#)
- [Kobe University Newspaper Clippings Archive \(Japanese\)](#)
- [Hsinhua News Agency 1977-Present \(Nexis UK\)](#)

Government Documents

- [Wilson Center Digital Archive](#)
 - Massive collection of Cold War period documents, many of them translated and transcribed
- [Wilson Center Chinese Foreign Policy Database](#)
- [British Documents on the End of Empire](#)
- [Cabinet Papers 1915-1984](#)
- [Parliamentary Papers](#)
- [FRUS - Foreign Relations of the US](#)
- [Hong Kong Government Reports Online 1842-1941](#)
- [US Occupation Government in Korea Documents](#)
 - The index is in Korean, but the language of the documents is English
- [Japanese Diet Proceedings Archive \(Japanese\)](#)
- [日本外交文書デジタルアーカイブ](#)
- [帝国議会会議録](#)
- [朝鮮王朝實錄](#)
- [Truman Library Documents on Decision to Drop the Atomic Bomb](#)
- [The Gazette \(British Government newspaper\)](#)
- [Digital South Asia Library](#)
- [CIA National Intelligence Estimates on China](#)
- [Tokyo War Crimes Trial Digital Collection](#)
- [Nineteenth Century Collections Online - Asia and the West](#)
 - U.S. State Department Consular and Diplomatic Records - despatches from many US consuls in region
 - British Foreign Office Political Correspondence: Japan
 - Korean, Siamese, Japanese and Chinese legations in teh United States
 - Missionary Correspondence and Journals
- Burma, *The Struggle for Independence, 1944-1948: Documents from Official and Private Sources*
 - Many British documents on Burma from this time
- *Towards Freedom: Documents on the Movement for Independence in India, 1943-1944*
 - Many documents on India from this time
- *The Transfer of Power 1942-7*
 - Many British documents on India from this time

Memoirs, Diaries, Digitised Books etc.

- [Archive.org](#) - Huge and fantastic resource for published works before 1920s
- [Google Books](#) - If there is only snippet view on old works, try archive.org
- [Gutenberg Project](#) - Pure text versions of many popular out of copyright books
- [Hathi Trust](#)
 - massive collection of digitized books
 - when they cannot be viewed because they are in copyright, they can still help you pin point which pages things are mentioned
- [Historical Texts](#)

- Especially the British Library digitised books 1789-1914
- [Robert Hart Diaries](#)
 - http://digitalcollections.qub.ac.uk/site/hart-diaries/diaries/show_vol.php?v=31
 - <http://gis.rchss.sinica.edu.tw/cmcs/collections-at-academia-sinica/the-diaries-of-sir-robert-hart>
 - <http://cdm15979.contentdm.oclc.org/cdm/landingpage/collection/p15979coll2>
- [Joseph Berry Keenan Digital Collection](#) - Important primary sources from war crimes trials and early postwar Japan.
- [Ming Qing Women's Writings](#)
 - Digitised Chinese works by women from Ming and Qing dynasties (Chinese)
- [National Taiwan University Open Access Books](#) (Chinese)
- [Diary of Joseph Stilwell 1900-1946](#)
- [World War II Diaries of Ernest F. Easterbrook, 1944-45](#)
- [Hawaii Karate Museum Collection](#)
 - PDFs of books in English, Japanese, and Korean on Karate and martial arts, mostly 1950s.
- [Gallica](#) (French)
 - National Library of France has digitised a huge amount of materials, including a wide range of materials, memoirs, books, images, related to East Asia and Indochina.

Propaganda, Posters, and Pamphlets

- [Chinese Propaganda Poster Collection](#)
- [Chinese Pamphlets](#)
 - from early People's Republic of China - browse by subject, may not show all pamphlets in browse mode
- [Korean War Propaganda Leaflets](#)
- [Korean War Propaganda Digital Horizons](#)

Photographs, Postcards, Films

- [Showa Period Photo Archive from Shashin Shūhō 1938-1944](#) (Japanese)
- [National Archives UK on Flickr](#)
- [US National Archives on Flickr](#)
- [New York Public Library Digital Collections](#)
- [Boston Museum of Fine Arts Image Collection](#)
- [Mainichi Photo Bank](#)
 - You can search the archive of photos from the Mainichi newspaper and see relatively small watermarked images
- [Memories of Metropolis - Tokyo](#) - Japanese (and some English), mostly photographs from various sources on the history of Tokyo. OA.
- [Joseph Needham Photographs - Wartime China, 1942-1946](#)
- [Historical Chinese Postcard Project: 1896-1920](#)
- [Historical Photographs of China](#)
- [Sidney D. Gamble's Photographs of China 1908-1932](#)
- [UW-Madison East Asian Collection Photograph Collection](#)
- [Shackford Collection of Photographs of China](#)
- [Francis E. Stafford photographs of China 1909-1933](#)
- [Visualising China 1850-1950](#)
- [Hoover Institution Political Poster Database](#)
- [Lafayette College East Asian Postcard Collections](#)
- [MIT Visualising Cultures](#)
- [Formosa Nineteenth Century Images](#)
- [Sydney Gamble Photographs of China and Japan](#)

- [Japanese Photographs from Late-Tokugawa and Meiji period](#)
- [UW Milwaukee Asia and Middle East Photos from American Geographical Society](#)
- [An American GI in Japan, Autumn 1945: A Photographic Memoir](#)
- [Philippine Photographs Digital Archive](#)
- [The United States and its Territories 1870-1925 photographic collections](#)
- [Vintage Formosa](#)
 - some 7000 photos of historical Taiwan
- [Hedda Morrison Photographs of China](#)
- [Dutch East Indies in Photographs, 1860-1940](#)
- [Botanical and Cultural Images of Eastern Asia](#)
- [Colonial Film Database of the British Empire](#)
- [British Pathe Historical Footage](#)
- [Everyday in Mao's China](#) - Use these photographs with care and note the source.
- [Korean Movie Database](#)
 - Often with English subtitles
 - Includes full length Korean historical movies from earlier decades
 - see more at <http://www.kmdb.or.kr/>

Recordings and Sound

- [1900-1950 Japanese Sound Archive \(Japanese\)](#)
- [NHK Japanese Oral History Testimony Archive \(Japanese\)](#)
 - Also contains historical news clips and other footage

Maps and GIS

- [David Rumsey Map Library](#)
- [Japanese Historical Maps - David Rumsey](#)
- [Visual Cultures in Asia - Maps](#)
- [Old Maps Online](#)
- [University of Texas Perry-Casteñada Map Archive](#)
 - contains a lot of WWII military maps of Asia
- [Virtual Shanghai Map Collection](#)
- [東洋文庫中華帝国図等](#)
 - Historical maps of China in the Oriental library
- [USC Asian Map Collection](#)
- [ChinaX Map](#)
 - Amazing collection of GIS layers related to Chinese history
- [Disaster of Japan's 2011 Disasters](#)
- [Japan Map](#)
 - Collection of GIS layers related to Japan's 2011 Disasters
- [WorldMap](#)
 - Many GIS layers and maps are available to browse and sometimes download here
- [China Historical GIS](#)
 - can download shapefiles for creating historical maps of China

Other

- [Inside Indonesia](#) - bulletin of the Indonesia Resources and Information Programme, Australia, 1983-2007
- [Online Burma/Myanmar Library](#) - archive of relatively recent digital documents, and portal to more resources
- [Digital Bodleian](#)
- [Atlas of Mutual Heritage](#)
 - Good archive of documents, maps, and images from the Dutch East India Company and the West-Indische Compagnie
 - Digitised books in Harvard-Yenching from 1860s-1940s
- [LawPhil Philippine Laws and Jurisprudence](#) - Massive legal database for the Philippines with court rulings and case info on thousands of cases from recent Philippine history
- [Philippine Diary Project](#) - Collection of digitised diaries from Filipinos from the past two centuries
- [Report of the Philippine Commission to the Secretary of War](#)
- [Digital Vatican Library](#)

Japan

- [Selection of Scanned Open Access Harvard-Yenching Books from Japan on Google Books](#)
- [Japan Air Raids Bilingual Historical Archive](#)
- [Prange Digital Children's Book Collection 1945-49 \(Japanese\)](#)
- [Joseph B. Keenan Digital Collection](#)
- [Japanese American Evacuation and Resettlement Digital Archive](#)
- [Hiroshima Archive](#)
- [PRCHistory.org Document of the Month](#)
- [Japanese National Diet Library \(Japanese\)](#)
 - has a variety of digital resources
- [National Archives of Japan Digital Collections](#)
- [Japan Center for Asian Historical Records \(Japanese\)](#)
 - Massive archive of especially military records from pre-1945 Japan
- [Digital Library of the Meiji Period \(Japanese\)](#)
 - pretty much every book published in the Meiji period is digitized here, Taisho period books increasingly available too
- [Denshō Archive for Japanese-American internment](#)
- [Japanese Historical Text Initiative](#)
- [Japan Air Raids Historical Archive](#)
- [ジャパンアーカイブズ 1850-2100](#)

Korea

- [Korean National Archives \(Korean\)](#)
 - some documents can only be viewed within Korean libraries
- [Korean History Digital Archive \(Korean\)](#)
 - a massive variety of historical sources can be found here
- [1945-50 Korean Literary Collection \(Korean\) Univ. Washington](#)
- [Histopia \(Korean\)](#)
 - Collection of digitized historical Korean sources
- [Korean American Digital Archive](#)
- [Korean Independence Outbreak Movement Online Exhibit](#)
- [Japanese Wartime Policy in Korea Digital Archive \(Korean/Japanese\)](#)

- [Korean Literary Collection Digital Archive 1945-1950](#)
 - Some rare books in Korean from the early postwar period digitised by the University of Washington
- [Foreign Broadcast Information Service 1974-1996](#)
 - search SAULCAT

Taiwan

- [Taiwan Postwar National Historical Archive \(Chinese\)](#)
- [National Taiwan University Digital Projects Home \(Chinese\)](#)
- [Taiwan History Digital Library \(Chinese\)](#)
- [Taiwan National Repository of Cultural Heritage \(Chinese\)](#)
- [Taiwan Colonial Court Records \(Chinese/Japanese\)](#)
 - requires online application for access
- [Taiwan Database for Empirical Legal Studies \(Chinese\)](#)
- [Digital Repository of Taiwan Provincial Assembly \(Chinese\)](#)
 - requires online application for access
- [National Taiwan University Taiwan Historical Photo Archive \(Chinese\)](#)
- [National Taiwan University Institutional Repository \(Chinese\)](#)
 - historical records related to NTU
 - chief prosecutor in the Tokyo war crimes trials

China

- [Chinese maritime digitization project](#)
- [Harvard-Yenching Library Chinese Republican Period 1911-1949 digitization project](#) - Chinese books digitized by Harvard-Yenching library.
- [Chinese Digital Archive 1966-1976](#)
 - much of it in Chinese
- [Virtual Shanghai](#)
- [Chinese Text Project](#)
 - Collection of classical Chinese texts with translations
- [Heidelberg University China Digital Archive](#)
 - need to apply for an account to access, application online
- [Chinese Civilization in Time and Space](#)
- [Hiroshima Archive](#)
- [International Dunhuang Project: The Silk Road Online](#)
- [Yale Nanjing Massacre Archival Project](#)

See Me

- Some of these databases may be accessible in Edinburgh or elsewhere. Please see me for more information:
- [Shanghai Municipal Police Archives](#)
- [US State Department Records on Japan](#)
- [US Intelligence Files on East Asia \(mostly post-WWII\)](#)
- [Chinese Recorder](#) - missionary journal from China
- [申報](#) (Chinese newspaper Shanghai)

- 人民日報 (Communist newspaper)
- 台灣日日新聞 (Taiwanese colonial newspaper in Japanese)
- 京城日報 (Korean colonial newspaper in Japanese)
- 朝鮮日報 (Korean newspaper)
- 東亞日報 (Korean newspaper)
- 民報 (Taiwan newspaper, early postwar)

Some Key Secondary Source Databases

- [CiNii Japanese Article Database](#) - the “Google Scholar” of Japan. Often has links to PDFs of Japanese language scholarship

Some Good LibGuides for East Asia Related Sources

- These will include links to many resources available only to students of that university
- [Harvard Korea Research Guide](#)
- [Harvard Japan Research Guide](#)
- [Harvard China Research Guide](#)
- [U of California Berkely East Asia Research Guide](#)
- [University of Washington East Asia Guide](#)
- [Yale China English Sources Research Guide](#)
- [Yale China Research Guide](#)
- [Yale Japan Research Guide](#)
- [Yale Korea Research Guide](#)
- [国立国会図書館アジア情報の調べ方案内](#)
- Please get in touch if you find that this list contains any dead links, or you wish to suggest an addition