Civilizations of Asia: China, 17th Century - Present   
HIST:1602 / ASIA:1602

Fall 2019, 3 s.h.

Lecture MW 10:30-11:20am

Pappajohn Business Bldg. (PBB) W151

ICON site: <https://uiowa.instructure.com/courses/109757>

Top Hat course site: <https://app.tophat.com/e/933371/>

**Instructor: Matthew Noellert** (Lectures and Section 5)

Office location and hours: Schaeffer Hall (SH) 272; TTh 1:30-3:00pm and by appointment

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Teaching Assistants (TAs):

**Danielle Hoskins** (Sections 3 and 4) [danielle-hoskins@uiowa.edu](mailto:danielle-hoskins@uiowa.edu)

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Weekly Timetable

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9:30-10:20 |  |  |  | 0A04 (SH 151) |  |
| 10:30-11:20 | **Lecture** (PBB W151) |  | **Lecture** (PBB W151) |  | 0A05 (SH 150) |
| 11:30-12:20 |  |  | 0A06 (SH 151) |  |  |
| 12:30-1:20 |  |  | 0A02 (SH 151) | 0A01 (SH 51) |  |
| 1:30-2:20 |  |  | 0A03 (SH 151) |  |  |
| 2:00-2:50 |  |  |  | 0A07 (EPB 212) |  |

# Course Description

This course is a survey of Chinese history from the seventeenth century to the present, and is the second part of an introductory sequence covering the entire span of recorded Chinese history. For most of the past two millennia, China has contained about one quarter of the world in terms of both population and economy. The scale of this society, both in time and space, is unparalleled in human history, and understanding it requires a very different worldview from that of modern Europe. Mainstream historical narratives taught in both the U.S. and China are all based on modern European worldviews. For example, “modern” history taught in China today begins with the Opium Wars, in which Britain and other Western imperialists are portrayed as the drivers of historical change. In contrast, this course aims to explore the history of China from a distinctly Chinese worldview, which will also help us more critically reflect on our own modern values and worldview.

This course meets the general education requirement for Historical Perspectives and International and Global Issues, and for many students it may be their first college-level course about history and/or another culture. As such, an important objective of this course is not only teaching you facts about China’s past, but teaching you what it means to think historically and globally. The subject of History is human society, which is why history spans both the humanities and social sciences, depending on how one studies the past. This course aims to teach you how to think historically and globally by:

1. Studying past actions and events as a way to understand human society and behavior today.
2. Explicitly comparing social phenomenon in different times and places as a way to explore similarities and differences in human experience.
3. Being skeptical, or curious, about similarities and differences between your own experience and that of other societies in different times and places.
4. Distinguishing between facts (actual events, actions) and values (arguments, ideas) in historical narratives (stories about or from the past).

# Course Format

Each week of the semester, you will read around 20 pages from our textbook, attend two 50-minute lectures, read a short primary historical document (in translation), and participate in 50 minutes of discussion. You are expected to complete the weekly reading assignment before each Monday lecture. While reading, take note of anything that you find interesting, look it up online, and ask your instructors or classmates about it.

Each lecture will critically analyze and expand on the textbook content. Lectures will contain interactive Top Hat “clicker” questions about the main points of each week’s topics (see required materials, below). In addition, every Wednesday each student will submit a substantive question about something that interested or confused them in that week’s lecture/reading content.

In discussion sections, TAs will lead students in discussions of primary documents and other activities related to the weekly topics. To facilitate communication and collaboration, discussion sections will be regularly broken up into small groups.

# Required Materials

### Textbook

The primary textbook for this course isavailable for purchase at Prairie Lights for $25 (<https://www.prairielightsbooks.com/book/9780199683765>):

Wasserstrom, Jeffrey N., ed. 2016. *The Oxford Illustrated History of Modern China.* Oxford University Press.

The textbook is also on 2-hour reserve at the Main Library.

Other supplemental readings will be posted on the course ICON site.

### Clicker

To participate in this course, you will need to purchase a license for the Top Hat classroom response system, colloquially known as a “clicker”. Not long ago, before smartphones, students could use small response devices in lectures that allowed them to “click” a button to answer on-screen questions in real time. Today, this system is just an app that you install on any internet device, which then allows you to see and answer on-screen lecture questions from your own personal screen. For more information, see <https://teach.uiowa.edu/clickers-getting-started-top-hat>. A lifetime license for the Top Hat software is available for purchase at the IMU Bookstore or online for $55. If you have already purchased a TurningPoint license (the former clicker system), you should also be able to get a $20 rebate.

It is important that all students check their grades and attendance on a regular basis to ensure that their clickers are working correctly. If you are receiving 0s for interactive questions that you answered or are marked absent on days that you attended, please notify your TA ASAP in order to resolve the issue. There is the potential that you could fail the course if you wait until the end of the semester to check your quiz or attendance scores and find that your clicker has not been working properly all semester.

# Course Objectives and Grading

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| --- | --- | --- |
| **Objective** | **Assessments and % of course grade** | **Activities** |
| Learn the major patterns and themes of the last 400 years of Chinese history. | * Lecture Participation 20% * Unit Quizzes 30% | * Textbook reading * Lectures |
| Learn critical historical thinking through guided discussion of primary sources. | * Discussion Participation 20% | * Small group discussions * Peer assessments |
| Learn how to communicate effectively through writing. | * Term Paper 30% | * Practice analytic and persuasive writing. |

This course will use the plus or minus grading system. A+ grade(s) are given only in extraordinary situations, e.g. if you earn full credit on every assignment and I believe your final term paper is publishable in a peer-reviewed academic journal. Below is a detailed breakdown of grade ranges:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A+ (99+%)  A (93-98)  A- (90-92) | B+ (87-89)  B (83-86)  B-(80-82) | C+ (77-79)  C (73-76)  C- (70-72) | D+ (67-69)  D (63-66)  D- (60-62) | F (<60%) |

We will use ICON to make announcements and to post course-related materials. You are responsible to check the course website frequently for updates.

### Lecture Participation (20%)

The lectures in this course are interactive, and significantly expand on and add to the textbook content. Your lecture participation will be assessed in the following ways:

1. Responses to in-lecture questions and polls using the Top Hat platform. You will receive 1 point for responding, and 1 more point for each correct response. (15%)
2. Submit a substantive question about the textbook reading or lecture content every Wednesday. (5%)

The keys to earning full credit here are to complete the textbook reading before lectures and pay attention in lectures. If your discussion section is on Wednesdays, we encourage you to submit your questions by Tuesday night, to allow your instructor to address questions in section.

Your first two missed lecture responses will be automatically excused to allow for routine illness and other unavoidable events like job interviews, religious obligations, out-of-town *sui li* (gift giving), etc. Additional excused absences must be formally requested at least 48 hours prior to the beginning of the lecture to be missed. In the case of sudden illness or other extreme circumstances that occur within 48 hours, appropriate documentation must be submitted within three days of the absence. The TAs and instructor have the final say in judging whether or not an absence is excusable.

### Unit Quizzes (30%)

The class schedule is divided into three units. At the end of each unit there will be a 30-minute take-home ICON quiz on the essential content and themes of the unit. Each quiz will consist of 10 multiple choice questions and one short essay question.

Quiz rules:

1. Take the quiz by yourself. No collaboration is allowed.
2. Take the quiz on a PC with a full keyboard, in order to properly answer the short essay question.
3. You are free to use any resources during the quiz, including textbook, notes, ppts, and the web. Keep in mind, however, that once you open the quiz you only have 30 minutes to complete it.
4. Do not share questions or answers with your classmates during or after the quiz.
5. No make-up quizzes allowed.

### Discussion Participation (20%)

Participation in discussion section is a critical component of this course. In your section you will break up into small groups to discuss primary documents (in translation), evaluate the differences between facts and values, and explore similarities and differences between the ways you and other people think about the world.

Discussion section participation will be assessed in the following ways:

1. Submit a group assessment form at the end of each course unit to evaluate your own and your peers’ performance. (10%)
2. Your preparation for class and contributions to group and section discussions, as assessed by your section instructor. (10%)

The keys to earning full credit here are to participate in lectures, complete the document reading before your section, and actively participate in group discussions.

Your first missed discussion section will be automatically excused. Otherwise the same absence policy described under Lecture Participation also applies here.

Inappropriate classroom behavior such as napping, doing work for another class, using an electronic device for non-class purposes, having a non-class conversation with another student, speaking in a language your instructor cannot understand, and arriving late or leaving early will be noted by your instructors and will reduce your participation grades. If you feel so overwhelmed that you cannot focus on Chinese history for 50 minutes out of your day, please talk to your TA and/or instructor. Our job is to help you succeed, not try to make you fail.

### Term Paper (30%)

At the end of the semester, each student will write a 1,000-word term paper (double-spaced Times New Roman 12, exclusive of notes and references). Students enrolled in the **honors program** will write a 2,000-word term paper. For the paper topic, each student will choose one of the primary documents discussed in class and analyze how its contents can shed new light on popular understandings of Chinese history. More detailed writing guidelines will be distributed separately later in the semester. The paper will be graded according to three major criteria: 1) the persuasiveness of the analysis or argument; 2) the accuracy, relevance, and quality of evidence provided to support the analysis; and 3) the quality and clarity of the organization and writing. I strongly recommend students visit the History Writing Center for additional help with their writing (see link under “Resources for Students” at the end of this syllabus).

### Extra Credit (max 3%)

Extra credit will be given for attending and reporting on course-related outside events during the semester. I will announce such events in lectures and on ICON. The report should consist of a roughly 3-sentence e-mail to your TA in which you state the event you attended and explain what it taught you about China. For students who are not originally from China, this also applies to attending informal student gatherings related to traditional Chinese holidays (e.g. Mid-Autumn Festival). Conversely, for students originally from China, you can also get extra credit for inviting your classmates to any such gatherings.

The extra credit will be applied when calculating your final grades, and will be limited to a max of 1/3 a letter grade (or about 3 percentage points), i.e. a B could become a B+, but not an A-.

## A Note on Academic Honesty

As a university student, your instructors expect you to take your learning and intellectual development seriously. All CLAS students or students taking classes offered by CLAS have agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." For examples of offenses against this code, please see: <https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>. For this course, the following examples are especially relevant:

* Submitting material created/written by someone else as one's own, including purchased term/research papers.
* Talking during a quiz or exam when told by the instructor talking is not permitted.
* Looking at another student’s exam or quiz during the testing period.
* Using the words, sentences, arguments, rhetorical structures, and ideas of another without proper citation and acknowledgment.
* Copying data, facts, graphs, computer programs, spreadsheets, images, photos, film/video, or other materials and using them without proper citation or acknowledgment.
* Receiving help with homework, reports, labs, paper, data collection, or other activities when not allowed by the instructor.
* Accepting credit for a group project without doing your share of the work.
* Helping others with their homework or other assignments when not allowed by the instructor.

None of the lecture questions, quizzes or the term paper in this class are intended to be collaborative. This is especially relevant for quizzes. Do not work with your neighbor on quizzes or glance at other students’ clickers. For the term paper, beyond general discussion of course material and topics, collaboration (e.g., copying/borrowing someone else’s ideas and/or writing and presenting it as your own) is considered academic misconduct and possibly plagiarism.

Any student committing academic misconduct will be reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook). If you need extra help, please meet with me during my office hours (given above). If you have questions, ask for clarification. If you find you need help with your writing assignments, the university offers free assistance at the Writing Center.

## A Note on E-mail Etiquette

Your TAs and I encourage you to contact us with any questions or concerns through e-mail, however, proper etiquette is required when communicating electronically with us or anyone else for that matter:

1. Give your e-mail a brief but informative subject, i.e. “HIST1602:5 Great Wall question” or “HIST1602:3 request for appointment”.
2. Start all e-mails with a greeting (i.e. Dear Professor Noellert or Mr./Ms. [TA’s last name]) and end with "Sincerely,/Thank you,/Best, [your full name]”.
3. Tell us what class and section you are in (i.e. HIST1602:5), either in the subject or in the first sentence of your e-mail. TAs and Instructors teach several classes each semester, and it can be difficult to keep track of everyone.
4. Be courteous and polite when emailing. For many students, an e-mail may be the first impression you give to your teachers, so take it seriously, be respectful, and proofread what you wrote at least once to make sure your meaning is clear and concise. A poorly written or disrespectful email will most likely solicit a poor or curt reply.
5. Please allow 72 hours for responses, especially over weekends (Fri. 5pm to Mon. 9am). If you are contacting your TA and do not receive a response within 72 hours, please contact your instructor.

# Class Schedule

The following schedule is subject to change as the semester progresses. I will keep the latest version of the syllabus on the course ICON site, and announce any major changes.

### Week 1 – Introduction

Reading: Wasserstrom (ed.), pp.1-10.

Aug 26 (M) – Introductions and course overview

Aug 28 (W) – China ca. 1600

Discussion: Section introductions and overview

Homework: Sign up for Top Hat; Complete student survey

## The Ming and Qing Dynasties (ca.1600-1912)

### Week 2 – The End of the Ming: The Rise of the Qing

Reading: Wasserstrom (ed.), pp.11-19.

Sept 2 (M) – Labor Day, NO LECTURE

Sept 4 (W) – Qing Conquest

Discussion: Chen et al. 2013 – 2.2, 2.3, and 3.1: Letters of Wu Sangui, Dorgon, and Prince Yongli, 1644-1661

### Week 3 – Qing Unification and Prosperity

Reading: Wasserstrom (ed.), pp.19-36.

Sept 9 (M) – Qing State Building

Sept 11 (W) – The Reign of Qianlong

Discussion: Chen et al. 2013 – 4.1 and 4.2: Kangxi’s Sacred Edict, 1670

### Week 4 – Trade Wars and Civil Wars: External and Internal Challenges

Reading: Wasserstrom (ed.), pp.37-62.

Sept 16 (M) – China and Europe

Sept 18 (W) – Civil Wars

Discussion: Chen et al. 2013 – 6.2 and 6.3: Macartney’s audience with Qianlong, 1793

### Week 5 – Restoration and Reform: Qing Survival

Reading: Wasserstrom (ed.), pp. 63-89.

Sept 23 (M) – Restoration and its Successes

Sept 25 (W) – Reform and its Failures

Discussion: Chen et al. 2013 – 10.3 and 11.1: Zhang Zhidong vs. Zou Rong, 1898-1903

### Week 6 – From Reform to Revolution: The End of Imperial China

Reading: Wasserstrom (ed.), pp. 90-108.

Sept 30 (M) – The End of the Qing

Oct 2 (W) – The Beginning of the Revolution

Discussion: Chen et al. 2013 – 11.4: The Revolutionary Alliance Proclamation, 1907

Homework: Unit 1 Quiz (Oct 4)

## The Republican Era (1911-1949)

### Week 7 – The Early Republic: Political and Ideological Fragmentation

Reading: Wasserstrom (ed.), pp. 108-127.

Oct 7 (M) – Warlords

Oct 9 (W) – The May Fourth Movement

Discussion: Chen et al. 2013 – 12.6: Zhou Shoujuan’s “’Till We Meet Again”, 1914

### Week 8 – Communists (CCP) and Nationalists (KMT)

Reading: Wasserstrom (ed.), pp. 127-149.

Oct 14 (M) – First United Front, First Civil War

Oct 16 (W) – The Nanjing Decade

Discussion: Schram (ed.) 1994, “Report on the Peasant Movement in Hunan”, pp.429-435

### Week 9 – The Second Sino-Japanese War

Reading: Wasserstrom (ed.), pp. 151-173.

Oct 21 (M) – Japanese Imperialism

Oct 23 (W) – KMT and CCP in the War

Discussion: Esherick (ed.) 1974, “Willingness of Chinese Military Leaders to become ‘Puppets’”, pp.49-56.

### Week 10 – Civil War and the Establishment of the People’s Republic (PRC)

Reading: Wasserstrom (ed.), pp. 173-177, 180-193.

Oct 28 (M) – Second Civil War

Oct 30 (W) – PRC State Building

Discussion: Hinton 1966, “The Village Leader Bows his Head”, pp. 332-340

Homework: Unit 2 Quiz (Nov 1)

## The People’s Republic (1949-Present)

### Week 11 – Land Reform and Collectivization: Mao Zedong’s Rural Revolution

Reading: Wasserstrom (ed.), pp. 178-180, 193-199.

Nov 4 (M) – Land Reform and Collectivization

Nov 6 (W) – The Great Leap Forward

Discussion: Hinton 1983*,* “Long Bow Organizes a Coop”, pp. 110-113, “Moving to a Higher Stage”, pp. 144-151

### Week 12 – Socialist Education and Cultural Revolution: Searching for a New Path

Reading: Wasserstrom (ed.), pp. 199-225.

Nov 11 (M) – Spontaneous Capitalism

Nov 13 (W) – “Bombard the Headquarters”

Discussion: Hinton 1983*,* “Big Four Clean”,pp. 351-360

### Week 13 – De-Collectivization and Market Reforms

Reading: Wasserstrom (ed.), pp. 226-249.

Nov 18 (M) – Deng Xiaoping’s Reform and Opening

Nov 20 (W) – Market Reform and its Discontents

Discussion: Chen et al. 2013 – 25.4: A Case of Persecution in Xi’an, 1984

### Week 14 – Thanksgiving recess, NO CLASS

### Week 15 – Tiananmen and the Limits of Reform: PRC Survival

Reading: Wasserstrom (ed.), pp. 250-276.

Dec 2 (M) – The Tiananmen Incident

Dec 4 (W) – Deepening Reforms

Discussion: Chen et al. 2013 – 26.1, 26.2, and 26.5: Student demonstrations and Deng Xiaoping’s explanation, 1989

### Week 16 – Twenty-First Century China: Toward a New Era

Reading: Wasserstrom (ed.), pp. 277-300.

Dec 9 (M) – Globalization

Dec 11 (W) – Socialism with Chinese Characteristics for a New Era

Discussion: Xi 2017, “Confidence in the Political System of Chinese Socialism”, pp.311-317.

Homework: Unit 3 Quiz (Dec 13)

Final Term Papers due online Dec. 16.

## References

Chen, Janet, Pei-kai Cheng, and Michael Lestz, eds. 2013. *The Search for Modern China: A Documentary Collection*. 3rd edition. New York: W.W. Norton.

Esherick, Joseph W. ed. 1974. *Lost Chance in China: The World War II Despatches of John S. Service.* New York: Random House.

Hinton, William. 1966. *Fanshen: A Documentary of Revolution in a Chinese Village.* New York, NY: Vintage Books.

Hinton, William. 1983. *Shenfan*. 1st ed. New York: Random House.

Schram, Stuart R., ed. 1994. *Mao’s Road to Power: Revolutionary Writings 1912-1949*. Volume II, “National Revolution and Social Revolution, December 1920 – June 1927”. Armonk, NY: M.E. Sharpe.

Xi, Jinping. 2017. *The Governance of China.* Volume II. Beijing: Foreign Language Press.

# Additional Information

DEO: Landon Storrs, Schaeffer Hall 276

History Department office: Schaeffer Hall 280, 319-335-2299

Any revisions to this syllabus will be posted on the course website. Students are responsible for periodically checking the course website and course announcements.

### Resources for Students

Students will find the Writing Center and the Speaking Center very useful for this course; the Tutor Iowa site is also very valuable for students seeking extra help:

History Writing Center: <https://clas.uiowa.edu/history/teaching-and-writing-center>

Writing Center:<http://writingcenter.uiowa.edu/>

Speaking Center:<http://speakingcenter.uiowa.edu/>

Tutor Iowa:<http://tutor.uiowa.edu/>

Some of the policies relating to this course (such as the drop deadline) are governed by its administrative home, the College of Liberal Arts and Sciences, 120 Schaeffer Hall.

## The College of Liberal Arts and Sciences Important Policies and Procedures

### Administrative Home

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and other policies. These policies vary by college (<https://clas.uiowa.edu/students/handbook>).

### Electronic Communication

Students are responsible for official correspondences sent to their UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

### Accommodations for Disabilities

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student should then discuss accommodations with the course instructor (<https://sds.studentlife.uiowa.edu/>).

### Nondiscrimination in the Classroom

UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (<https://diversity.uiowa.edu/office/equal-opportunity-and-diversity>).

### Academic Integrity

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

### CLAS Final Examination Policies

The final exam schedule for each semester is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this final exam information. No exams of any kind are allowed the week before finals (<https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies>).

### Making a Complaint

Students with a complaint should first visit with the instructor or course supervisor and then with the departmental executive officer (DEO), also known as the Chair. Students may then bring the concern to CLAS (<https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>).

### Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, definitions, and the full University policy, see [https://osmrc.uiowa.edu/.](https://osmrc.uiowa.edu/)