

HIEA 131: China in War and Revolution, 1911-1949

Fall 2017

Instructor: Dr. Amy O'Keefe

Classroom: Warren Lecture Hall 2208, MWF 12-12:50

Office Hours: Tuesdays 11:00-11:50 at Perk's (bookstore coffeeshop), and by appointment

Email: aokeefe@ucsd.edu

The period from 1911 to 1949, also known as the Republican period of Chinese history, was a time of head-spinning change in China's politics and culture. Understanding this period, which is bookended and characterized by political upheaval, is key to recognizing the changes that can and cannot be ascribed to the Chinese Communist Party's victory in 1949. Various groups sought control of and a place in the changing Chinese nation, and their struggles are also reflected in the social and economic changes that followed China's "open and reform," changes that continue to shape China and influence the world in the twenty-first century. In short, knowing the history of the Republican period is key to understanding China today.

This course is designed to get you engaged in discussing social and intellectual change during this period, and to familiarize you with the political and military events of Republican China. Our course is structured around four major themes: gender, intellectual developments, religion, and war.

In addition to deepening our understanding of a critically important period in China's modern history, this course will help you develop skills in analytical reasoning and writing. We will practice analyzing primary sources for their historical value, assessing the strengths and weaknesses of scholars' arguments, and understanding the political uses of which historical narratives. The multiple short writing assignments in this course are designed to help students from a variety of backgrounds and with a variety of career goals hone skills in critical reading and analytical writing.

Succeed!

- **Be ready:** You will learn best by coming to every class on time with the day's reading done, and by engaging in class: making comments, asking questions, writing, and working with your peers. I have structured the course's grading structure to incentivize these behaviors (see page 3). Plan to do your work ahead, to take notes when you read, and to record and ask questions!
- **Be present:** If you have to miss class for a medical problem or a family emergency and must miss class, email me to let me know. Then email a classmate to arrange to get their notes. I will not allow make-up quizzes. Quizzes usually occur in the first five minutes of class. To help you and your peers engage in class, I ask that computers and phones be turned off and put away during class. Plan to take notes on paper.
- **Be respectful:** To create a healthy and productive learning environment, we must show respect for all people, regardless of race, gender, sexual orientation, religion, ethnicity,

and nationality. We may disagree vehemently, but we will do it civilly: we will listen with sympathy and seek to understand each other's positions.

- **Be resourceful:** If you need to request accommodations because of a disability, you must provide me with a current Authorization for Accommodation (AFA) letter from the Office for Students with Disabilities (OSD). The Office is in University Center 202 behind Center Hall. Present your AFA letter to me (arrange to do this privately) and to the OSD Liaison in advance so that we can arrange your accommodations.¹ Contact information for the Office for Students with Disabilities: 858.534.4382 (phone); osd@ucsd.edu (email); <http://disabilities.ucsd.edu> (website)

Take advantage of the Writing & Critical Expression Hub! (Bottom floor, Geisel) You can get help with a paper at *any* stage.

Come to office hours!

- **Be aware and be honest:** If you use someone else's ideas in your writing, you must say that you have done so through proper citation. If you use someone else's words, you must use quotation marks and proper citation. Failing to do this will lead to a lengthy academic integrity investigation and a failing grade. The university's policy on academic integrity can be found at: <https://academicintegrity.ucsd.edu/process/policy.html> (search "academic integrity"). If you have questions about the policy, or about how to avoid plagiarizing, please feel free to ask me in person or through email.

Required Books:

Ida Pruitt and Ning Lao Tai Tai. *A Daughter of Han: The Autobiography of a Chinese Working Woman*. Eastford, CT: Martino Fine Books, 2011.

Tong Lam. *A Passion for Facts: Social Surveys and the Construction of the Chinese Nation-State, 1900-1949*. Berkeley: University of California Press, 2011.

A printed course reader is also required. It is available for purchase in the bookstore.

Grades:

20 %: reading quizzes – first 5 minutes of class (1 point each, 24 quizzes, 4 dropped).

15 %: Midterm

4%: Timeline

5 %: Assignment 1 (Pruitt)

6 %: Assignment 2a (Lam)

15 %: Assignment 2b (Lam) (12 points for assignment, 3 for peer review)

15 %: Assignment 3 (Mao, Lian, or Carter) (12 points for assignment, 3 for peer review)

5 %: preparation for and participation in debate

15 %: Final Exam

A boost to the final course grade of up to 1/3 of a letter grade is possible. I will decide who gets a boost based on improvement, in-class participation, and use of feedback to improve analysis and writing.

¹ See <https://disabilities.ucsd.edu/supporting/faculty/coursesyllabi.html>. Accessed 6/12/2017.

Assignments:

Timeline: Make a timeline of no less than 20, no more than 25 most important events, periods, or transitions within our class's period of study (1911-1949). Refer to notes from lecture, the documentary film, and the Tanner reading. Indicate the source of your information on your timeline, using a brief parenthetical reference. (To cite the text, use this format (Tanner 446); to cite the film, use (Williams); and if information came from lecture, use (lecture 10/2).)

Assignment 1: Is *A Daughter of Han* a valuable historical source? Write an essay arguing for this source's value or lack thereof in understanding Chinese history. What unique contributions does it make? What are its downfalls? Should this book be read by people interested in better understanding Chinese history? Use details from the book as evidence (properly cited) but no block quotes. 2-3 pages.

Assignment 2a: Based only on the introduction to *A Passion for Facts*, summarize Tong Lam's main argument. Look for historiographical context: how is Tong Lam correcting other mistaken or incomplete narratives? 2-3 pages.

Assignment 2b: In paper 2a, you summarized Lam's argument, based on his introduction. Did Lam keep the promises he made in that introduction? In other words, did he deliver a well-supported, persuasive argument? Select one or two parts of Lam's argument, and write an assessment of Lam's work, discussing strengths and weaknesses in the logic and evidence of the parts you chose. Consider the logic of Lam's arguments and the validity and strength of the evidence he presents. 4-5 pages.

Assignment 3: Select one of the readings for Week 7 and analyze the argument for its strength or weakness. As you did with Lam's work, look for what arguments the author is responding to; what the author claims his original contribution will be; whether the author delivers convincing evidence to support the argument; and whether the logic of the argument is sound. 3-4 pages.

Unit 1: Overview of Republican China, 1911-1949

Week 0:

Fri. 9/29: Setting the Stage for the Republican Period

Week 1:

Mon. 10/2: Overview of the Republican Period

Due: syllabus quiz

Reading due: Syllabus, and Tanner, chapter 13 (Course Reader)

Wed. 10/4: Overview of Republican period, cont.

Reading due: Tanner, chapter 14 (Course Reader)

Fri. 10/6: "China in a Century of Revolution"

Reading due: catch-up day – Tanner chapters 13-14.

Week 2:

Mon. 10/9: “China in a Century of Revolution”

Reading due: Said, *Orientalism*, Preface

Wed. 10/11: Orientalism and the History of Republican China

Reading due: Said, *Orientalism*, Preface and Introduction (Course Reader)

Fri. 10/13: Orientalism and the History of Republican China, cont.

Due: Timeline assignment

Unit 2: Women & Gender in Republican China**Week 3:**

Mon. 10/16: Gender, Family, and Confucian Ideals

Reading due: Pruitt and Ning, *Daughter of Han*, Book One.

Midterm Exam

Wed. 10/18: Women as discussed by May Fourth Thinkers

Reading due: Pruitt and Ning, *Daughter of Han*, Book Two.

Fri. 10/20: Footbinding and Revisionist History

Reading due: Pruitt and Ning, *Daughter of Han*, Book Three.

Week 4:

Mon. 10/23: Different Models of Womanhood in Republican China

Reading due: transcript of *New Women* (link on Tritoned)

Due: Assignment 1 (Submit to Turnitin link)

Wed. 10/25: Models of Womanhood, cont.

Reading due: TBA

Fri. 10/27: Family Ideals and Social Change

Reading due: Introduction of Lam, *A Passion for Facts*

Unit 3: Intellectual and Political Currents: The New Culture and May Fourth Movements**Week 5:**

Mon. 10/30: Changes in Education

Due: Assignment 2a (Submit to Turnitin link)

Reading due: Lam, *A Passion for Facts*, chapter 1-2

Wed. 11/1: New Culture Thinkers

Reading due: Lu Xun, “Diary of a Madman;” make sure you’re up-to-date on Lam.

Fri. 11/3: New Culture Thinkers, cont.

Reading due: Lam, *A Passion for Facts*, chapters 3-4

Week 6:

Mon. 11/6: May Fourth and the Nation

Reading due: Lam, *A Passion for Facts*, chapter 5-6 and epilogue

Due: Assignment 2b draft (bring 2 copies to class)

Wed. 11/8: Intellectuals and States

Reading due: complete Lam, *A Passion for Facts* if haven’t yet.

Due: Assignment 2b (Submit to Turnitin)

Fri. 11/10: NO CLASS – VETERANS’ DAY HOLIDAY

Unit 4: Religion in Republican China

Week 7:

- Mon. 11/13: Islam in Republican China – Nationalist and Transnationalist
Reading due: Mao, “A Muslim Vision for the Chinese Nation” (link on Tritoned)
Due: Mao worksheet (reading quiz)
- Wed. 11/15: The Many Faces of Chinese Christianity
Reading due: Lian Xi chapter on the Jesus Family
- Fri. 11/17: Buddhism in a Time of War:
Reading due: Carter, *Heart of Buddha, Heart of China*

Week 8:

- Mon. 11/20: Popular or Folk Religions in China
Reading due: TBA
Due: draft of Assignment 3 (submit to Tritoned Group through file share)
- Wed. 11/22: Religion and Superstition
Due: comments on group members’ papers (Tritoned Group discussion board)
- Fri. 11/24: NO CLASS – THANKSGIVING HOLIDAY

Unit 5: War and Revolution

Week 9:

- Mon. 11/27: The Long March and Communist Mythos
Reading due: “Mao’s Lost Children” (link on Tritoned)
Due: Assignment 3 final (Submit on Tritoned)
- Wed. 11/29: The Rape of Nanjing
Reading due: Barnard, “Isolating Knowledge of the Unpleasant” (link on Tritoned) and any two reviews of Fogel’s book *The Nanjing Massacre in History and Historiography* (find on JSTOR)
- Fri. 12/1: The Appeal of Communism
Reading due: Johnson, *Peasant Nationalism and Communist Power*

Week 10:

- Mon. 12/4: The Nationalist Failure
Reading due: Eastman, *Seeds of Destruction*
- Wed. 12/6: Debate: Johnson vs. Eastman
Due: debate preparation (submit notes on Tritoned)
- Wed. 12/8: Ongoing Scholarly Debates on the Rise of Communism
Reading due: Pepper, “The Political Odyssey of an Intellectual Construct” (Tritoned)

Final Exam: Thursday 12/14, 11:30 – 2:29. Place TBA (probably our classroom).

