

HIS 277 China's Rise (SP2019)

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Office hours in Mears 312: T&TH 1:10-3pm and by appointment

China's Rise

This course addresses and evaluates China's rise (or return) to great power status by focusing on the period between the nineteenth- and the twenty-first centuries, when the nation of China, and the identity of Chinese underwent dramatic changes. We will approach this transformation by examining how the Chinese dealt with issues of governance, economy, education, gender, race, religion, and international relations, and what it meant to be simultaneously "Chinese" and "modern." Prerequisites: HIS-100 or second-year standing.

Learning Goals:

In this course, students will practice the basic historical skill of accessing distant worlds that survive in fragmentary, and often contentious, memories and voices. More specifically, students will learn:

- To think historically by contextualizing primary sources and drawing connections between ideas and contexts
- To develop both specific and contextual perspectives on the history of China in the last two centuries
- To compare and contrast ideas and practices across cultures and periods with empathy
- To formulate questions that are useful for discussing a work and that lead to new ideas or insights
- To clearly convey complex ideas and effectively use evidence in writing assignments

Required Books and Their Roles:

a. Major textbooks:

Crossley, Pamela. *The Wobbling Pivot, China since 1800: An Interpretive History* (Wiley-Blackwell 2010)

**We will use this book to provide historical background for lectures, and to help you understand primary sources that are assigned for discussions.*

Chen, Cheng, Lestz, and Spence. *The Search for Modern China, A Documentary Collection*. Third Edition. (New York: W.W. Norton & Company, 2013)

**This is the main collection of primary sources that will be used for class discussions and to help you acquire the analytical skills of a historian.*

Womack, Brantly eds., *China's Rise in Historical Perspective* (Rowman & Littlefield Publishers, 2010)

**This is a collection of secondary articles that will be used in the thematic discussion part of the semester to help you acquire the narrative skills of a historian and put everything into a bigger picture.*

b. Supplemental readings will be available as PDFs (marked by @)

c. Recommended readings:

Melvyn C. Goldstein. *The Snow Lion and the Dragon: China, Tibet, and the Dalai Lama*

Kang Zhengguo (Author) and Susan Wilf (Translator). *Confessions: An Innocent Life in Communist China*

d. Films and documentaries (excerpts will be shown before and during classes)

Requirements:

Attendance and Participation (25%): You are expected to attend class on time and participate actively throughout the semester. Lectures and discussions are essential to learning in this class. All readings are to be completed prior to the class period for which they have been assigned. You should come to class prepared to discuss them in detail, with questions and points for discussion prepared. Attendance (5%) will be taken at every meeting. Participation (20%) includes behaving respectfully in class, arriving on time, taking part in discussions, completing assignments, and other learning activities associated with the class. ***For more information, see Guideline to Class Participation (under Assignment on PWeb).***

Guided Response Papers (50%) These are the primary writing assignments of this class. At the end of each section of the class (see Schedule,) you will write a short response paper that critically engages with the argument of the lectures and the collective arguments of class discussions. You will be writing a total of 6 comments (1-1.5 page, single-spaced). The first paper is ungraded, and a detailed prompt will be given on how to complete these before each assignment date. ***For more information, see Assignment Sheet (under Assignment on PWeb).***

Guided Primary Source Analysis (10%): A total of 3 one-page (single-spaced) analytical essays on a primary source are due throughout the semester. In this short paper you will learn to dissect a document, engage in scholarly conversations, and make clear arguments using the information you have learned in the course. The first paper is ungraded, and a detailed prompt will be given on how to complete this paper before each assignment date. ***For more information, see Assignment Sheet.***

Final Paper: A Story of China's Rise (15%). This is a short, 4-5 page double-spaced historiographical essay that draw on the readings and discussions of this class. ***For more information, see Assignment Sheet.***

Grading Scale:

93-100% A	83-86% B	70-76% C
90-92% A-	80-82% B-	60-69% D
87-89% B+	77-79% C+	below 60% F

Policies

Pedagogical reasons for the policies (these will be discussed during the first class:)

- Lectures, analytical listening, and critical civic participation
- The art of attention
- The coming together of minds and the building of an argument
- Note-taking and the psychological overcoming of ideas
- The historian's craft
- Cumulative learning

Laptop policy:

Laptops are strongly discouraged in this class. You may not like the idea now, but you will appreciate the policy by the end of the semester.

Note-taking during lectures should never aim to produce verbatim transcripts; it is meant to be an exercise in dissecting ideas and creating short synthesis. Great discussions are facilitated by everyone's full attention, including eye contact. Having a screen open in the class with access to internet is distracting for you as well as the other students who may be able to see it, and may increase the possibility of disruptive behaviors in class. If you have a compelling reason for using a laptop in class, I invite you to speak with me directly.

The same rule applies to other electronic devises.

Student Accessibility Services:

If you need and want accommodations in this class, please contact Autumn Wilke, in Academic Advising (wilkeaut@grinnell.edu, (641) 269-3124). She will work with you to specify the accommodations and give you a letter outlining these. This process ensures your equal participation in the class while protecting your privacy. If your access needs have already been specified, please provide me with the letter.

Religious holidays:

Grinnell College offers alternative options to complete academic work for students who observe holy days. Please contact me within the first 2 weeks of the semester if you would like to discuss a specific instance that applies to you.

Attendance and extension policies:

If you have legitimate reasons to miss class or turn in an assignment late, please let me know in advance and supply relevant documentation. Everyone is allowed 2 absences without penalty during the semester. If you have 3 or more absences (regardless of reasons,) you will incur deductions from your attendance grade. You are encouraged to come to talk to me about ways to make up for absences if you have legitimate reasons to miss more than 2 classes. Everyone is allowed 1 extension of 24 hours on 1 writing assignment without penalty. If you have 2 or more late submissions (regardless of reasons) you will incur a grade deduction on the assignment depending on the amount of time lapsed. You are encouraged to come to talk to me about ways to make up for the grade.

Academic honesty:

In all assignments written for this course, you must abide by the College’s rules on plagiarism. (http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work) Do not submit someone else’s work as your own, quote from a source without citing it, or provide inappropriate help to a classmate on exams and assignments. If you paraphrase or quote any text from another you must indicate where the text comes from. Failure to comply with the requirement of academic honesty may result in receiving no credit for the assignment in question or even failing the course in cases of serious academic dishonesty. If you are in doubt about any of the rules, please consult with me, or the professionals in the Writing Lab, *before* submitting your class materials and assignments.

Schedule

Online readings marked by @

Date	Topic and Activity	Assignments
1/23 W	Introduction	Syllabus @
	<i>Section I.</i>	
1/25 F	Chinese History in the Long View Lecture and discussion	“Approaches to Chinese History” @
1/28 M	The Last Empire Lecture	Crossly 21-38; 44-51; 66-9

1/30 W	The Manchu Conquest Discussion	Chen, 19-32
2/1 F	Society and Governance Discussion	Chen 42-63 *First Primary Source Analysis due on Thursday evening
2/4 M	China's Clash with the West Lecture	Crossley, 70-97
2/6 W	Diplomacy and anti-Foreignism Discussion	Chen, 77-93, 114-8, 153-4
2/8 F	The War on Drugs Discussion	Chen, 94-110
	<i>Section II.</i>	*First response paper due Sunday evening 2/10
2/11 M	The Last Restoration Lecture	Crossley, 100-28
2/13 W	Self-Strengthening Movement Discussion	Chen 134-52
2/15 F	Fall of the Empire Lecture	Crossley, 133-54 *Second Primary Source Analysis due on Sunday evening 2/17
2/18 M	Revolutions Discussion	Chen 179-200, 155-8, 164-7
2/20 W	The New Culture Movement Lecture	Crossley, 155-76
2/22 F	May Fourth Discussion	Chen, 203-8, 219-30, 239-43 231 (intro section of 13.4-5)
	<i>Section III.</i>	*Second response paper due Sunday evening 2/24

2/25 M	KMT and CCP Lecture	Crossly, 180-97
2/27 W	The Nanjing Decade Discussion	Chen, 269-87, 290-6
3/1 F	China in World War II Lecture	Crossley, 198-206
3/4 M	War of Resistance Discussion	Chen, 318-42
3/6 W	Struggle for Power Discussion	Chen, 342-4, 347-60
	<i>Section IV.</i>	*Third response paper due Thursday evening 3/7
3/8 F	The World of Mao Zedong Lecture and Discussion	Karl, <i>Mao Zedong and Twentieth Century China</i> @
3/11 M	Mao and the Founding of the PRC Discussion	Chen, 364-72 Mao 1927@
3/13 W	Early Years of the PRC Lecture	Crossley, 207-28
3/15 F	Reforming Society Discussion	Chen, 373-80, 398-411 *Third Primary Source Analysis due on Thursday evening
3/18-29	<i>Spring Break</i>	
4/1 M	The Great Leap Forward Discussion	Shapiro, <i>Mao's War Against Nature</i> @ Chen, 422-36
4/3 W	The Cultural Revolution Lecture and Discussion	Crossley, 228-39 Mitter, <i>A Bitter Revolution</i> , pp. 207-38 @

4/5 F	The Cultural Revolution Discussion	Chen, 467-76
	<i>Section V.</i>	*Fourth response paper due Thursday evening 3/7
4/8 M	Reopening the Doors Lecture	Crossley, 246-52 (top)
4/10 W	US-China Relations Discussion	Chen, 460-7 Esherick “China and the World” in Womack
4/12 F	Cold War and China Discussion	Westad, “China, Soviet and the Third World”@ Mitter, “China and the Cold War”@
4/15 M	Regime Change Lecture and Discussion	Chen, 488-97 Deng 1979@ 1984@
4/17 W	Deng Xiaoping’s Legacy Discussion	Chen, 536-41, 497-513
4/19 F	Crisis Lecture	Crossley, 258-73
	<i>Section VI.</i>	*Fifth response paper due Sunday evening 4/21
4/22 M	Out of poverty: new social problems Discussion	Chen, 514-28
4/24 W	Tiananmen and Amnesia Discussion	Chen, 547-65
4/26 F	Population and ecology	Economy, “Environmental Governance” @ Downs, “China’s Energy Rise” in Womack

4/29 M	The Tibet Question	Goldstein, 37-131@ Chen, 566-70
5/1 W	Strategy and Security	Rawski, “Chinese Strategy and Security Issues in Historical Perspective”, and Swaine, “China’s Strategy and Security in the Post-Cold War Era” in Womack
5/3 F	Reforming Economy	Perkins, “China’s Prereform Economy” and Naughton, “China’s Reform-Era Economy” in Womack
	<i>Concluding Section</i>	*Sixth response paper due Sunday evening 5/5
5/6 M	Western Discourse and China: Human Rights	Perry, “Rights in Chinese thought” @ Chen, 570-4
5/8 W	China’s Soft and Sharp Powers	Fewsmith, “Political Reform” and Qin, “Struggle for Identity” in Womack
5/10 F	Conclusion and Evaluations	
5/14-17	Exams	Final Paper due