

HIS 277 China's Rise (SP2020)  
MWF 10-10:50am, HSSC 2112  
Prof. W. Luo  
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Office hours in Mears 312: MW 2-4pm

## 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.*

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 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 (after drop/add period). Participation (20%) includes taking part in discussions, completing assignments, and other learning activities associated with the class. Attendance will also affect participation grade.

Discussion Board (5%): On assigned dates you are responsible for posting reading and discussion questions for the class. ***For more information, see Assignment Sheet (under Assignment on PWeb).***

Guided Response Papers (30%): you will write a total of 3 (1-1.5 page, single-spaced) short response paper that critically engages with the argument of the lectures and the collective arguments of class discussions. 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 (20%): A total of 2 (1-1.5 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. 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 History of China's Rise (20%). 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**

**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](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.

**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.

**Inclusive classroom and student accessibility services:**

I strive to create a fully inclusive classroom. Thus I welcome individual students to approach me about distinctive learning needs. In particular, I encourage students with disabilities, including invisible or non-apparent disabilities such as chronic illness, learning disabilities, and psychiatric disabilities, to discuss reasonable accommodations with me, and to have a conversation about how our classroom or course activities could impact the disability and what accommodations would be essential to you.

You will also need to have a conversation about and provide documentation of your disability to the Coordinator for Student Disability Resources, John Hirschman, located on the 3rd floor of Goodnow Hall (x3089). Students should then notify me within the first few days of classes so that we can discuss ways to ensure your full participation in the course and coordinate your accommodations.

**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 deduction of 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 extensions of 24 hours on 1 writing assignments without penalty. If you have 2 or more late submissions (regardless of reasons) you will incur 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.

**Laptop and tablet use:**

I believe that great discussions are facilitated by everyone’s full attention including eye contact. For this reason, laptops and other electronic devices are discouraged. However, there are many good reasons to use laptops to facilitate learning. If you intend to use a laptop regularly or occasionally, please be mindful of the potential disruptive effect. If I find that you are using your device in ways that are distracting for you or the class I may ask you to put it away.

**Schedule**

**Online readings marked by @**

***\*The reading assignments are subject to change***

<b>Date</b>	<b>Topic and Activity</b>	<b>Assignments</b>
<b>1/22 W</b>	<b>Introduction</b>	Syllabus @
	<i>Section I.</i>	
<b>1/24 F</b>	<b>The meaning of “China’s Rise”: A Horizontal View</b>	Pu, “Controversial Identity of a Rising China” @
<b>1/27 M</b>	<b>Key Issues in the Long View</b>	“Approaches to Chinese History” @
<b>1/29 W</b>	<b>The Last Empire</b>	Crossly 21-38; 44-51; 66-9
<b>1/31 F</b>	<b>The Manchu Conquest</b>	Chen, 19-32
<b>2/3 M</b>	<b>Society and Governance</b>	Chen 42-63

<b>Date</b>	<b>Topic and Activity</b>	<b>Assignments</b>
<b>2/5 W</b>	<b>China's Clash with the West</b>	Chen, 77-93 SKIM: Crossley, 70-97
<b>2/7 F</b>	<b>The War on Drugs</b>	Chen, 94-110  *First Primary Source Analysis due on Sunday evening 2/9
	<i>Section II.</i>	
<b>2/10 M</b>	<b>The Last Restoration</b>	Crossley, 100-28 Chen 114-8, 153-4
<b>2/12 W</b>	<b>Self-Strengthening Movement</b>	Chen 134-52
<b>2/14 F</b>	<b>Fall of the Empire</b>	Crossley, 133-54
<b>2/17 M</b>	<b>Revolutions</b>	Chen 179-200, 155-8, 164-7
<b>2/19 W</b>	<b>The New Culture Movement</b>	Crossley, 155-76
<b>2/21 F</b>	<b>May Fourth Discussion</b>	Chen, 203-8, 219-30, 239-43 231 (intro section of 13.4-5)
	<i>Section III.</i>	*First response paper due Monday evening 2/25
<b>2/24 M</b>	<b>Republic of China and Western Liberalism</b>	Manela, <i>The Wilsonian Moment</i> (Intro)@
<b>2/26 W</b>	<b>KMT and CCP</b>	Crossly, 180-97
<b>2/28 F</b>	<b>The Nanjing Decade</b>	Chen, 269-296

<b>Date</b>	<b>Topic and Activity</b>	<b>Assignments</b>
<b>3/2 M</b>	<b>China in World War II</b>	Crossley, 198-206 Chen, 318-39
<b>3/4 W</b>	<b>Resistance and Civil War</b>	Chen, 342-4, 347-62
	<i>Section IV.</i>	
<b>3/6 F</b>	<b>The World of Mao Zedong</b>	Karl, <i>Mao Zedong and Twentieth Century China</i> @
<b>3/9 M</b>	<b>Mao and the Founding of the PRC</b>	Chen, 364-72 Mao 1927@
<b>3/11 W</b>	<b>Early Years of the PRC</b>	Crossley, 207-28
<b>3/13 F</b>	<b>Reforming Society</b>	Chen, 373-80, 398-411  *Second Primary Source Analysis due on Saturday evening, 3/30
<b>3/16-27</b>	<i>Spring Break</i>	
<b>3/30 M</b>	<b>The Great Leap Forward</b>	Shapiro, <i>Mao's War Against Nature</i> @ Chen, 422-36
<b>4/1 W</b>	<b>The Cultural Revolution I</b>	Crossley, 228-39 Mitter, <i>A Bitter Revolution</i> , pp. 207-38 @
<b>4/3 F</b>	<b>The Cultural Revolution II</b>	Chen, 467-76
	<i>Section V.</i>	*Second response paper due Sunday evening 4/7

Date	Topic and Activity	Assignments
4/6 M	<b>Reopening the Doors</b>	Crossley, 246-58 (top) Chen, 488-97  Optional: <a href="https://www.youtube.com/watch?v=p3W1o3liQZ8">https://www.youtube.com/watch?v=p3W1o3liQZ8</a> (first 50 minutes)
4/8 W	<b>Cold War, US, and China</b>	Mitter, “China and the Cold War”@  Chen, 460-7  Optional: Westad, “China, Soviet and the Third World”@
4/10 F	<b>Deng Xiaoping’s Reforms</b>	Deng, 1984@ Chen, 536-41 <i>Chen, 497-513 (skim)</i>
4/13 M	<b>China Since the 1980s</b>	Crossley, 258-73
4/15 W	<b>New Social and Political Problems</b>	Chen, 514-28, 531-6
4/17 F	<b>Tiananmen and Amnesia I Film screening (The Gate of Heavenly Peace)</b>	*Third response paper due Sunday, 4/19
4/20 M	<b>Tiananmen and Amnesia II</b>	Chen, 547-65
	<i>Section VI.</i>	
4/22 W	<b>Strategy and Security</b>	Rawski, “Chinese Strategy and Security Issues in Historical Perspective”, and Swaine, “China’s Strategy and Security in the Post-Cold War Era”@

<b>Date</b>	<b>Topic and Activity</b>	<b>Assignments</b>
<b>4/24 F</b>	<b>The Tibet Question</b>	Goldstein, 37-131@ Chen, 566-70
<b>4/27 M</b>	<b>Chinese Muslims</b>	Milward, “Historical Xinjiang”@  OPTIONAL “Violent Separatism in Xinjiang”@
<b>4/29 W</b>	<b>“Greater China”</b>	Lary, <i>China’s Republic</i> , excerpt@  Chen, 590-5
<b>5/1 F</b>	<b>Reforming Economy</b>	Perkins, “China’s Prereform Economy” and Naughton, “China’s Reform-Era Economy” @
	<i>Concluding Section</i>	
<b>5/4 M</b>	<b>Population and Ecology</b>	Economy, “Environmental Governance” @ [SKIM] Shapiro, “Sustainable Development and National Identity” @
<b>5/6 W</b>	<b>China’s Soft and Sharp Powers</b>	Asia Society: The Avoidable War (excerpts)
<b>5/8 F</b>	<b>Conclusion</b>	
<b>5/12-15</b>	<b>Exam week</b>	Final Paper due May 13, 5pm