

CHINA'S REVOLUTIONS

History 295- 04, Fall 2011

MWF, 11:00-11:50AM, ARH 315

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Mears Cottage 318

Fall office hours, MW, 2:15-3:15PM or by appointment

This course aims to familiarize you with China's 20th century experience with revolution, and to demonstrate the impact of Chinese revolutionary history on how social scientists have examined the revolutionary process and state-society relationships. To advance your understanding of China's experience with revolution, each week we will examine:

- The forces which pushed forward China's revolutionary process;
- How successive visions of revolution were implemented, politically, economically, culturally, and socially, and;
- The limitations which revolution encountered, and the inequalities which persisted in spite of (or, in some cases, as a result of) the particular forms of revolutionary state-making which China's leaders espoused.

To demonstrate the impact of Chinese history on theories of revolution and state-society relations in general, we will study and employ social science models prevalent in Western writings since 1949. Much of this literature has been produced by scholars of modern China who have sought to examine how some attempts at revolution and state-making have succeeded, while other failed.

In tracing both the Chinese revolutionary experience and social scientists' analysis of that experience, we will periodically employ mapping tools, such as ArcGIS, in order to spatially relate China's diverse human geography to the narrative of revolution. As a complement to this spatial approach, our readings will explore regionalism, urban-rural difference, and international influence within the borders of the Chinese nation-state.

In order to make sense of this tangled history, we will be relying on a combination of "primary" sources and "secondary" sources. Primary sources are texts produced during the period under investigation; they constitute pieces of the historical record. Secondary sources are historians' analyses of the past, their interpretation of primary sources. Attached you will find a guide to the sorts of questions you should habitually bring to your reading of each type of source.

The content goal of this course is to impart knowledge about China's revolutions and knowledge about how those revolutions have impacted scholarly thinking about revolution. But there is an important set of process goals, as well, intended to build your skills in the following areas:

- Understanding and testing of big themes, often derived from social science and historiographical literature (e.g. revolution, state-society relations, imperialism, etc.), within a specific global and/or historical context;
- Effective reading and writing which allows you to engage constructively and critically with existing interpretations in a scholarly field;
- The ability to situate historical arguments, and evidence, within a broader spatial framework;
- Understanding of political events and micro-processes in relationship to long-term demographic and secular trends;
- Sensing where the fallacies of historical argument, and by extension most data-supported reasoning in general, may lie.
- Confidence participating in an intellectually open-ended and inquiry-based environment.

Finally, a few words of wisdom from Zhou Enlai (from “Guidelines for Myself,” March 18, 1943):

1. *Study diligently, grasp essentials, concentrate on one subject rather than seeking superficial knowledge of many.*
2. *Work hard and have a plan, a focus and a method.*
3. *Combine study with work and keep them in proper balance according to time, place and circumstances; take care to review and systemize; discover and create.*

Questions to Ask of Course Readings:

I. For primary sources (texts produced during the period under investigation, i.e. pieces of the historical record):

- 1) What was the writer’s intent in creating that text?
- 2) Who or what is the subject of the piece? Whom does the author claim to represent or speak for?
- 3) Who was the intended audience? How does the author attempt to connect with that audience?
- 4) What kind of story is the author trying to tell, and how does he/she structure that narrative? What argument does the author seek to advance? Which passage best exemplifies the underlying point of the piece?
- 5) What rationale or evidence does the author employ to make his/her case? Which elements of the story are factual, and which are subject to interpretation?
- 6) What was the larger historical context in which the author was working?
- 7) What kind of background or bias shaped the author’s message?

(Note: if any of above questions cannot be answered by the text itself, or if any textual references are unclear, do a little digging!)

II. For secondary sources (historians’ analyses of the past):

- 1) What question is the writer posing?
How does the author answer that question? Which sentence(s) best state the writer’s overall argument?
- 2) What other interpretation(s) does the author appear to be arguing against?
- 3) How does the author develop the argument throughout the piece? What are the sub-arguments that bolster the main argument? What kind of story is the author trying to tell?
- 4) How does the author use evidence to prove the argument? (Note: you need to read footnotes in order to answer that question!)

You may be called upon to provide answers to any/all questions that apply on a given day, and to support your answers with specific points in the text.

Addressing Larger Questions:

Preparing for discussion involves extrapolating larger implications from the readings and grappling with their significance. To that end, you should bring these questions to each day's readings:

- how do the texts for the day relate to one another and to the larger themes and other readings in the course?
- do these readings reinforce or complicate a particular angle of interpretation?
- What overlaps or discrepancies emerge when you hold up these texts next to each other?
- What kind of story do they tell about continuity and change over time?

Course Texts:

These required texts are available at the college bookstore, or on reserve at Burling Library. Many other readings will be available online via JSTOR or PWeb.

- Lucien Bianco, *Origins of the Chinese Revolution* (Stanford, 1971 [1967])
- David B. Gordon, *Sun Yatsen: Seeking a Newer China* (Prentice Hall, 2010)
- Philip A. Kuhn, *Origins of the Modern Chinese State* (Stanford, 2002 [1999])

Course Requirements:

Contribution to class discussions (140 points)

Although class days will also include some short lectures and group work, the vast majority of our time together will be devoted to collective discussion. History happens in dialogue; therefore, I really do evaluate class participation. If you do not participate regularly and substantively, you will receive a significantly lower grade for the course. For each day of discussion, you may earn four potential points: one for being there, two for voicing your opinions, and three or four for engaging meaningfully with the texts under consideration in a way that helps advance the discussion. Note that this mode of evaluation assigns more worth to the quality than the quantity of your participation each day; offering one thoughtful, helpful, and well-substantiated comment will earn you more points than dominating the discussion with unfounded or tangential observations. Absences will be excused for personal issues, health issues, or extracurricular commitments if/when accompanied by documentation from the appropriate office. An excused absence counts for one point. Late arrivals, early departures, and leaving the room during class time are disruptive and will be duly noted when calculating your participation. To prepare for discussion, you should engage in two levels of inquiry with the reading. The first is to understand what the texts are saying. To that end, you should come to class prepared to address the following questions about each assigned text, including marking where in the text you see these elements at work:

I do understand that speaking up in class is difficult for many people. As in honing any critical skill, contribution to group discussions requires strategy, practice, and feedback. The above requirements are designed to help you become more adept and more comfortable with posing and answering questions and responding to others' ideas. I will provide mid-semester participation grades and comments to give you a sense of how your participation is developing.

Primary source write-up (40 points), including draft (20 points) and revision (20 points)

The goal of this exercise is to practice locating primary sources in the historical record, from a variety of vantage points.

Map quiz (30 points)

This quiz will reinforce basic knowledge of the physical and political geography of modern China.

Mid-semester quiz (60 points) and end-of-semester quiz (70 points)

These short examinations will build clarity concerning major historical figures, concepts, and events drawn from China's revolutionary history. The format will include: 1) identifications, 2) short documentary analysis, and 3) a narrative timeline.

Historiography/research paper (150 points), including paper plan and progress report (30 points), outline (30 points), and final paper (90 points)

This multi-part project will give you the opportunity to test the theory that early 20th century China was ripe for revolution, and will draw primarily from readings and data already encountered in class readings, with the addition of selected data sources provided by the instructor and library. The initial paper plan will require you to describe the key components of the revolutionary process, and develop a set of questions whose answer would, in your view, help to establish whether China was indeed revolutionary. In the progress report you will describe what readings and other data sources you have identified as important for answering those questions. In the outline you will map out the framework of an essay assessing China's revolutionary potential, including actual quotes and data gathered so far, which will serve as the basis for the subsequent final paper (6-8 pages). I will post further instructions on PWeb at least two weeks prior to the deadline, along with general paper expectations and formatting guidelines; the paper must be typed and double-spaced, using a 12-point font and 1-inch margins. Citations must be in footnotes or endnotes using Chicago (or Turabian) Style. I am happy to comment on full or partial drafts in advance, as long as you submit it to me at least one week before the deadline. Please feel free to come and talk to me about your ideas at any stage of the paper-writing process. The cumulative grade (i.e. the combined grade for your plan/report, outline, and paper) may be increased as a result of final paper revisions due by 5pm Friday, Exam Week.

Book review (60 points)

Lucian Bianco's *The Origins of the Chinese Revolution* represents an archetypical text in the modern Chinese history field dealing with the theme of social revolution. The review (4-5 pages) will require you to engage critically with this work by using other secondary and primary sources encountered in the course of the semester. I will post further instructions on PWeb at least two weeks prior to the deadline, along with general paper expectations and formatting guidelines. Like the paper, the review must be typed and double-spaced, using a 12-point font and 1-inch margins. Citations must be in footnotes or endnotes using Chicago (or Turabian) Style. I am happy to comment on full or partial drafts in advance, as long as you submit it to me at least one week before the deadline. Please feel free to come and talk to me about your ideas at any stage of the paper-writing process.

Group presentation (30 points)

This exercise will give you the opportunity to use ArcGlobe together with existing internet resources to create a collaborative project linking key texts, images, information, and data with famous revolutionary sites drawn from China's history. The result will be a living, intertextual map which will serve as a basis for future undergraduate learning at the college.

Evaluation Policy

Primary source write-up

Draft = 20 points

Revision = 20 points

Map quiz = 30 points

Mid-semester quiz = 60 points

End-of-semester quiz= 70 points Historiography/research paper

Plan and progress report = 30 points Outline = 30 points

Final paper = 90 points Book review = 80 points

Group presentation = 30 points

Class participation = 140 points (@10 points per week after Week 1)

----- TOTAL POINTS POSSIBLE: = 600 points

In general, those who earn 90% or more of these points will receive an A or A-; those who earn between 80% and 89% will receive some sort of B grade; and those who earn between 70% and 79% will receive a C grade ... and so on down the line. If you have any concerns about your grade, please contact me. Likewise, I will do my utmost to help you to improve your performance in the class, particularly if you are encountering challenges in meeting the requirements.

Important Notes:

Grinnell College makes reasonable accommodations for students with documented disabilities. Students need to provide documentation identifying any special needs to the Dean for Student Academic Support and Advising, Joyce Stern, whose office is located on the third floor of the Rosenfield Center. Students should then notify me within the first few days of class. Students should also be aware of Grinnell's policy on academic honesty. Plagiarism, it goes without saying, will not be tolerated in this course

Schedule of Meetings and Assignments:

INTRODUCTION

Week 1: Empire's End

Fri, Aug 26: Overview; The Qing State

- Bianco, *Origins of the Chinese Revolution, 1915-1949* (Stanford University Press, 1971 [1967]), Ch. 1, "The End of a World," pp. 1-26.
- H. Lyman Miller, "The Late Imperial Chinese State," in David Shambaugh, ed., *The Modern Chinese State* (Cambridge University Press, 2000), pp. 15-41 [PWeb].

Discussion questions

INQUIRY UNIT I: THE REPUBLICAN AND NATIONALIST REVOLUTIONS

Week 2: Revolution and Nationalism

Mon, Aug 29: Social revolutions

- Theda Skocpol, *States & Social Revolutions* (Cambridge University Press, 1979), Ch. 1, “Explaining Social Revolutions: Alternatives to Existing Theories,” pp. 3-43 [PWeb].
- Excerpts from: Yan Fu, *On Power* (1895); Kang Youwei, [Memorial to the Guangxu Emperor] (January 29, 1898); Liang Qichao, *A General Discussion of Reform* (1896-1897); [Editorial in *China and Foreign News*] (August 23, 1898); Mai Menghua, “China Should Venerate the Power of the Ruler and Restrain the Power of the People” (1898); Ou Qujia, “On the Relationship Between Institutional Reform and the Preservation of China” (1898); Sun Yu, *Materials on the Heterodox Teachings* (1898); Wang Xianqian, [*Xushou tang shu-zha*] (c.a. 1898); Tan Sitong, *The Study of Humanity* (1898); Kang Tongwei, “On the Advantages and Disadvantages of Educating Women” (1898); Zhang Zhidong, *Exhortation to Learn* (1898), in J. Mason Gentzler, ed., *Changing China: Readings in the History of China from the Opium War to the Present* (Praeger, 1976), pp. 80-103 [PWeb].

Discussion questions

Wed, Aug 31: Revolutionaries

- David B. Gordon, *Sun Yatsen: Seeking a Newer China* (Prentice Hall, 2010), Ch. 1-5, pp. 1-42.
- Excerpts from: Sun Yat-sen, [Letter to Li Hongzhang] (1894); “The Manifesto of the Tongmeng Hui” (1905), in Ssu-yu Teng and John K. Fairbank et al., eds., *China’s Response to the West: A Documentary Survey, 1839-1923* (Harvard University Press, 1954), pp. 223-229 [PWeb].

Discussion questions

Fri, Sep 2: The military

- Edward A. McCord, “Militia and Local Militarization in Late Qing and Early Republican China: The Case of Hunan,” *Modern China*, Vol. 14, No. 2 (Apr, 1988), pp. 156-187 [JSTOR].
- Excerpts from: Feng Yuxiang, *My Life* (1944); Zou Rong, *The Revolutionary Army* (1903), in Pei-kai Cheng and Michael Lestz (with Jonathan D. Spence), eds. *The Search for Modern China: A Documentary Collection* (W. W. Norton & Company, 1999), pp. 194-202 [PWeb].

Primary source write-up due

Discussion questions

Week 3: The 1911 Revolution

Mon, Sep 5: Why revolution?

- Mary C. Wright, “Introduction: The Rising Tide of Change,” in Wright, ed., *China in Revolution: The First Phase, 1900-1913* (Yale University Press, 1968), pp. 1-63 [PWeb].

Lecture: 1911 as revolutionary case study

Wed, Sep 7: Was it a revolution?

- Gordon, *Sun Yatsen*, Ch. 6-9, pp. 43-77.
- Liang Qichao, "The Renovation of the People" (1902), in Teng and Fairbank, *China's Response to the West*, pp. 220-223 [PWeb].
- [Press Coverage of the Wuchang Uprising] (1911); "The Nineteen Articles" (November 3, 1911); "Edict of Abdication" (February 12, 1912), in Cheng and Lestz, *The Search for Modern China*, pp. 206-213 [PWeb].

Discussion questions

Map quiz

Fri, Sep 9: Locating "1911" in geographic context

- Danke Li, "Popular Culture in the Making of Anti-Imperialist and Nationalist Sentiments in Sichuan," *Modern China*, Vol. 30, No. 4 (Oct, 2004), pp. 470-505 [JSTOR].

DASIL workshop and worksheet - meeting details TBA

Week 4: Early Republican Politics

Mon, Sep 12: Intellectual ferment

- Bianco, *Origins of the Chinese Revolution*, Ch. 2, "Intellectual Origins of the Chinese Revolution," pp. 27-52.
- David Strand, "'A High Place Is No Better Than a Low Place': The City in the Making of Modern China," in Wen-Hsin Yeh, ed., *Becoming Chinese: Passages to Modernity and Beyond* (University of California Press, 2000), pp. 98-136 [PWeb].

Discussion questions

Online resources mini-workshop

Wed. Sep 14: Warlordism

- James E. Sheridan, *Chinese Warlord: The Career of Feng Yu-hsiang* (Stanford University Press, 1966), Ch. 1, "The Emergence of the Warlords," pp. 1-30 [PWeb].
- J. A. G. Roberts, "Warlordism in China," *Review of African Political Economy*, No. 45/46 (1989), pp. 26-33 [JSTOR].
- Edward A. McCord, "Warlords against Warlordism: The Politics of Anti-Militarism in Early Twentieth-Century China," *Modern Asian Studies*, Vol. 30, No. 4 (Oct, 1996), pp. 795-827 [JSTOR].

Discussion questions

Fri, Sep, 16: The *Guomindang* - from revolutionary alliance to revolutionary party

- Gordon, *Sun Yatsen*, Ch. 11-13, pp. 86-117.
- Excerpts from: Sun Yat-sen, [Theory of Knowledge and Action] (1919) and [Adoption of the Russian Party System] (1923); Liang Qichao, [Review of China's Progress, 1873-1919] (1922), in Teng and Fairbank, *China's Response to the West*, pp. 258-274 [PWeb].
- Michael Tsin, *Nation, Governance, and Modernity in China: Canton, 1900-1927* (Stanford University Press, 1999), "Introduction: Social Unity and Modern Governance" and Ch. 5, "The Riddle of Mobilization," pp. 3-15, 143-176.

Discussion questions

Week 5: The 1927 Revolution

Mon, Sep 19: War, empire, and popular nationalism

- Arthur Waldron, *From War to Nationalism: China's Turning Point* (Cambridge University Press, 1995), "Introduction" and Ch. 11, "1925: Politics in a New Key?," pp. 1-10, 241-262.

Paper plan due

Lecture: republican China's foreign relations

Wed, Sep 21: Reconstructing the republican state

- Antonia Finnane, "What Should Chinese Women Wear?: A National Problem," *Modern China*, Vol. 22, No. 2 (Apr, 1996), pp. 99-131, OR Poon Shuk Wah, "Refashioning Festivals in Republican Guangzhou," *Modern China*, Vol. 30, No. 2 (Apr, 2004), pp. 199-227 [both JTOR].
- "Manifesto of the First National Congress of the Kuomintang" (January 30, 1924); excerpts from Dai Qitao, *The National Revolution and the Chinese Kuomintang* (1925) and *The Road for Youth* (1928), in Gentzler, *Changing China*, pp. 193-205 [PWeb].

Discussion questions

Slide show: the Sun Yat-sen Mausoleum

Fri, Sep 23: Center-local relations

- Robert E. Bedeski, *State-Building in Modern China: The Kuomintang in the Prewar Period* (Institute of East Asian Studies, University of California, Berkeley, 1981), Ch. 2, "Military Unification of the KMT State," pp. 22-49 [PWeb].
- Harold Scott Quigley, "The New 'Break-Up' of China," *The North American Review*, Vol. 222, No. 828 (Sep - Nov, 1925), pp. 102-111 [JSTOR].
- Joseph W. Esherick and Mary Backus Rankin, "Introduction," in Esherick and Rankin, eds., *Chinese Local Elites and Patterns of Dominance* (University of California Press, 1990), pp. 1-24 [PWeb].

Discussion questions

Week 6: The "Nanjing Decade"

Mon, Sep 26: Foundations and limits of *Guomindang* national rule

- Lloyd E. Eastman, *The Abortive Revolution: China Under Nationalist Rule, 1927-1937* (Harvard University Press, 1974), "Preface" and Ch. 4 "Democracy and Dictatorship: Competing Models of Government," pp. vii-xiv, 140-180 [PWeb].
- Harold S. Quigley, "The National Government of China," *American Political Science Review*, Vol. 23, No. 2 (May, 1929), pp. 441-449 [JSTOR].

Lecture: modernization, missionaries, media, militarization, and the masses - five key issues in KMT governance

Wed, Sep 28: The tutelary state - revolution postponed?

- Robert E. Bedeski, "The Tutelary State and National Revolution in Kuomintang Ideology, 1928-1931," *The China Quarterly*, No. 46 (Apr - Jun, 1971), pp. 308-330 [JSTOR].

- Sections: “Democracy and Absolutism: The Debate Over Political Tutelage” and “Chiang Kai-shek: Nationalism and Traditionalism,” in Wm. Theodore de Bary, *Sources of East Asian Tradition, Volume Two: The Modern Period* (Columbia University Press, 2008), pp. 688-698 [PWeb].
- “Reactions Toward Propaganda Campaigns,” in Sherman Cochran and Andrew C. K. Hsieh (with Janis Cochran), *One Day in China: May 21, 1936* (Yale University Press, 1983), pp. 76-92 [PWeb].

Discussion questions

Slide show: consolidation and conflict along China's ethnic frontier

Fri, Sep 30: China's place in the world

- William C. Kirby, “The Internationalization of China: Foreign Relations at Home and Abroad in the Republican Era,” *The China Quarterly*, No. 150 (Jun 1997), pp. 433-458 [JSTOR].
- Chih Meng, “The American Returned Students of China,” *Pacific Affairs*, Vol. 4, No. 1 (Jan, 1931), pp.1-16 [JSTOR].
- Zou Taofen, “Alabama: Reds and Blacks” (1935) and Lin Yutang, “Impressions on Reaching America” (1936),” in R. David Arkush and Leo O. Lee, eds., *Land Without Ghosts: Chinese Impressions of America from the Mid-Nineteenth Century to the Present* (University of California Press, 1989), pp. 151-163 [PWeb].

Progress reports due

Discussion questions

Week 7: Field of Life and Death - War and State-Society Relations

Mon, Oct 3:

- Maps 1-14 and Edward J. Drea and Hans van de Ven, “An Overview of Major Military Campaigns during the Sino-Japanese War, 1937-1945,” in Mark Peattie, E. Drea, and H. van de Ven, eds., *The Battle for China: Essays on the Military History of the Sino-Japanese War of 1937-1945* (Stanford University Press, 2011), pp. 27-47 [PWeb].

Discussion questions

Film clips - narratives of war and resistance

Wed, Oct 5:

- Arthur Waldron, “War and the Rise of Nationalism in Twentieth-Century China,” *The Journal of Military History*, Vol. 57, No. 5 (Oct, 1993), pp. 87-104 [JSTOR].
- Chang-tai Hung, *War and Popular Culture: Resistance in Modern China, 1937-1945* (University of California Press, 1994), “Introduction,” pp. 1-15 [PWeb].

Discussion questions

Film clips and slide show - wartime propaganda

Fri, Oct 7:

- Rana Mitter, “Modernity, Internationalization, and War in the History of Modern China,” *The Historical Journal*, Vol. 48, No. 2 (Jun, 2005), pp. 523-543 [JSTOR].

Outlines due

Discussion questions

Week 8: Reflection - Revolution, Reform, and Reconstruction: What Made It New?

**MEETINGS

Mon, Oct 10:

- Philip A. Kuhn, *Origins of the Modern Chinese State* (Stanford University Press, 2002), "Introduction," pp. 1-26.
- Ramon H. Myers, *The Chinese Economy, Past and Present* (Wadsworth, Inc., 1980), Ch. 1, "Economic Growth and Structural Change," pp. 3-22 [PWeb].

Quiz 1

Discussion questions

Wed, Oct 12:

- Kuhn, *Origins of the Modern Chinese State*, Ch. 1, "The Thought of Wei Yuan" and Ch. 2, "Reform on Trial," pp. 27-79.
- Feng Gui-fen, "On the Adoption of Western Knowledge," "On the Manufacture of Foreign Weapons," and "On the Better Control of the Barbarians," (c.a. 1860-1861), in Teng and Fairbank, *China's Response to the West*, pp. 51-57 [PWeb].

Discussion questions

Fri, Oct 14:

- Lloyd E. Eastman, *Family, Fields, and Ancestors: Constancy and Change in China's Social and Economic History, 1550-1949* (Oxford University Press, 1988), Ch. 10, "The Yin Side of Society: Secret Societies, Bandits, and Feuds," pp. 217-240 [PWeb].
- R. Bin Wong, *China Transformed: Historical Change and the Limits of European Experience* (Cornell University Press, 1997), Ch. 10, "State Making, Fiscal Negotiations, and Tax Resistance," pp. 231-251 [PWeb].
- *Discussion questions*

FALL BREAK

INQUIRY UNIT II: THE COMMUNIST REVOLUTION

Week 9:

Mon, Oct 24: Revolutionary continuities

- Robert E. Bedeski, "The Evolution of the Modern State in China: Nationalist and Communist Continuities," *World Politics*, Vol. 27, No. 4 (Jul, 1975), pp. 541-568 [JSTOR].
- A. James Gregor, *A Place in the Sun: Marxism and Fascism in China's Long Revolution* (Westview, 2000), Ch. 1, "On Understanding the Twentieth Century," pp. 1-23 [PWeb].

Lecture: China's "New Culture" and "May Fourth" movements and the origins of the CCP

Wed, Oct 26: Early socialism and communism in Chinese politics

- Robert A. Scalapino and Harold Schiffrin, "Early Socialist Currents in the Chinese

Revolutionary Movement: Sun Yat-sen versus Liang Ch'i-ch'ao," *The Journal of Asian Studies*, Vol. 18, No. 3 (May, 1959), pp. 321-342 [JSTOR].

Bianco, *Origins of the Chinese Revolution*, Ch. 3, "The Early Years of the Communist Party," pp. 53-81.

Discussion questions

Fri, Oct 28: NO CLASS MEETING

- **Recommended: Kathleen Hartford and Steven M. Goldstein, "Perspectives on the Chinese Communist Revolution," in Hartford and Goldstein, eds., *Single Sparks: China's Rural Revolutions* (M. E. Sharpe, 1989), pp. 3-33 [PWeb].

Week 10: Chinese Communists as Rural Reformers

Mon, Oct 31: Why Mao?

- Howard L. Boorman, "Introduction: Chinese Leaders and Chinese Politics," in Chun-tu Hsueh, ed., *Revolutionary Leaders of Modern China* (Oxford University Press, 1971), pp. xiii-xxiii.
- Zheng Yangwen, "Hunan - Laboratory of Reform and Land of Revolution: Hunanese in the Making of Modern China," *Modern Asian Studies*, Vol. 42, No. 6 (Nov, 2008), pp. 1113-1136 [JSTOR].
- Mao Zedong, "Report on an Investigation of the Peasant Movement in Hunan" (February, 1927), in Conrad Brandt, Benjamin Schwartz, and John K. Fairbank, *A Documentary History of Chinese Communism* (Atheneum, 1966 [1952]), pp. 77-89 [PWeb].

Papers due

Discussion questions

Wed, Nov 2: The setting of rural reform - continuities

- Bianco, *Origins of the Chinese Revolution*, Ch. 4, "Social Causes of the Chinese Revolution," pp. 82-107.
- Eastman, *Family Fields, and Ancestors*, Ch. 4, "Agriculture: An Overview," pp. 62-79 [PWeb].

Lecture: the Jiangxi Soviet

Fri, Nov 4: The setting of rural reform - crisis

- Bianco, *Origins of the Chinese Revolution*, Ch. 5, "Reform or Revolution?," pp. 108-139.
- Eastman, *Family Fields, and Ancestors*, Ch. 5, "The Agricultural Sector in the Early Twentieth Century: The Problem of 'Peasant Immiseration'," pp. 80-100 [PWeb].

Discussion questions

Week 11: Border Regions and Base Areas

Mon, Nov 7: Internal narratives of early CCP history

- Laszlo Ladany, *The Communist Party of China and Marxism 1921-1985: A Self Portrait* (Hoover Institution Press, 1988), pp. 1-50 [PWeb].

Discussion questions

Mini-lecture: the Long March and the rise of Mao

Wed, Nov 9: Border regions and base areas

- “Terminology and Language: A Note to the Reader,” [Maps 1-5], and Feng Chongyi and David S. G. Goodman, “Introduction: Explaining Revolution,” in Feng and Goodman, eds., *North China at War: The Social Ecology of Revolution, 1937-1945* (Rowman & Littlefield, 2000), pp. xi-xiv, 1-23 [PWeb].
- Diana Lary, “Introduction: The Context of the War,” in S. MacKinnon, D. Lary, and E. Vogel, eds., *China at War: Regions of China, 1937-1945* (Stanford University Press, 2007), pp. 1-14 [Pweb].

Discussion questions

Slide show: wartime mobilization and culture

Fri, Nov 11: Party organization and the ‘Yan’an Way’

- Chen Yung-fa, “Suspect History and the Mass Line: Another ‘Yan’an Way’,” in Gail Hershatter, Emily Honig, Jonathan N. Lipman, and Randall Stross, eds., *Remapping China: Fissures in the Historical Terrain* (Stanford University Press, 1996), pp. 242-257 (**and notes, pp. 329-333) [PWeb].
- Excerpts from: Liu Shaoqi, “On the Training of a Communist Party Member,” (August 7, 1939); “Decision of the CC [Central Committee] on the Work of Penetrating the Masses” (November 1, 1939); Mao Zedong, “Correcting Unorthodox Tendencies in Learning, the Party, and Literature and Art” (February 1, 1942), in Brandt, Schwartz, and Fairbank, *A Documentary History of Chinese Communism*, pp. 337-344, 346-349, 375-392 [Pweb].

Discussion questions

In-class readings: Wang Shiwei, Ding Ling, and intellectual dissent

Week 12: Nationalism and Revolution

Mon, Nov 14: The communist revolution - preliminary assessments

- Bianco, *Origins of the Chinese Revolution*, Ch. 6, “Nationalism and Revolution,” pp. 140-166.
- Chalmers Johnson, *Peasant Nationalism and Communist Power: The Emergence of the Revolutionary State, 1937-1945* (Stanford University Press, 1962), Ch. 7, “Communism and the Nation-State,” pp. 176-187 (**and notes, pp. 237-236) [PWeb].

Workshop: constructing a historical narrative

Wed, Nov 16:

- Bianco, *Origins of the Chinese Revolution*, Ch. 7, “The Red Army Triumphs,” pp. 167-198.
- Suzanne Pepper, *The Civil War in China: The Political Struggle, 1945-1949* (University of California Press, 1978), Ch. X, “The Politics of Civil War,” pp. 423-435 [PWeb].

Discussion questions

Fri, Nov 18

- Odd Arne Westad, *Decisive Encounters: The Chinese Civil War, 1946-1950* (Stanford University Press, 2003), “Introduction,” pp. 1-13 [PWeb].
- Xiaobing Li, *A History of the Modern Chinese Army* (The University Press of Kentucky, 2007), Ch. 2, “The Formative Years,” pp. 45-78 [PWeb].

Quiz 2

Week 13:

Mon, Nov 21

- Mao Zedong, "On the People's Democratic Dictatorship" (July 1, 1949), in Brandt, Schwartz, and Fairbank, *A Documentary History of Chinese Communism*, pp. 449-461 [PWeb].
- Joseph R. Levenson, "Western Powers and Chinese Revolutions: The Pattern of Intervention," *Pacific Affairs*, Vol. 26, No. 3 (Sep, 1958), pp. 230-236 [JSTOR].

Lecture: CCP foreign policy during the war years

Wed, Nov 23

- TEAM 1: Sergei N. Goncharov, John W. Lewis, and Xue Litai, *Uncertain Partners: Stalin, Mao, and the Korean War* (Stanford University Press, 1993), Ch. 1, "Stalin, Mao, and the Chinese Civil War," pp. 1-35.
- TEAM 2: Michael H. Hunt, *The Genesis of Chinese Communist Foreign Policy* (Columbia University Press, 1996), Ch. 6, "The Trials of Adversity, 1945-1951," pp. 159-200.
- TEAM 3: Chen Jian, *Mao's China and the Cold War* (The University of North Carolina Press, 2001), Ch. 1, "The Chinese Civil War and the Rise of the Cold War in East Asia, 1945-1946," and Ch. 2, "The Myth of America's Lost Change in China," pp. 16-48.
- TEAM 4: Simei Qing, *From Allies to Enemies: Visions of Modernity, Identity, and U.S.-China Diplomacy, 1945-1960* (Harvard University Press, 2007), Ch. 5, "Two Sides of One Coin: The CCP's Policies toward the Soviet Union and the United States," pp. 113-142.

Debate: what role did the Soviet Union and U.S. play in the outcome of China's revolution?

THANKSGIVING BREAK

Week 14: Summing Up - Was China's Communist Revolution a Social Revolution?

Mon, Nov 28:

- "The Common Program for the People's Republic of China" (September 30, 1949), in Mark Selden, ed., *The People's Republic of China: A Documentary History of Revolutionary Change* (Monthly Review Press, 1979), pp. 186-193 [PWeb].
- Bianco, *Origins of the Chinese Revolution*, "Conclusion," pp. 199-208.

Bianco review essay due

Film: China in Revolution

Wed, Nov 30:

- Kuhn, *Origins of the Modern Chinese State*, Ch. 3, "Maoist Agriculture and the Transformation of the Old Regime," and Ch. 4, "The Transformation of the Constitutional Agenda," pp. 80-135.

Fri, Dec 2

- Jieli Li, "Geopolitics of the Communist Party in the Twentieth Century," *Sociological*

Perspectives, Vol. 36, No. 4 (Winter, 1993), pp. 315-333 [JSTOR].
DASIL ArcGlobe orientation - meeting details TBA

Week 15:

Mon, Dec 5: Digital humanities lab, Day 1

Wed, Dec 7: Digital humanities lab, Day 2

Fri, Dec 9: Digital humanities class project presentation

EXAM WEEK

Paper Revisions Due by Friday, December 16