

University of North Carolina at Greensboro
HIS 384: The Modern Transformation of China, 1800-present

MW 3:30pm -4:45pm, MHRA 1204

Fall Semester 2023

Instructor: James A. Anderson

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Course web site: <http://www.uncg.edu/~jaander2/HIS384> (No longer updated.)

Office Hours: MW 11:00-11:50am, and by appointment

History Department Social Media:

Instagram: <https://www.instagram.com/uncghistory1/>

Facebook: <https://www.facebook.com/UNCGDepartmentofHistory>

Website: <https://his.uncg.edu/>

YouTube: https://www.youtube.com/channel/UCCmAM-qIz-lVzKR_YmoHq4A

Introduction:

How is Modern China “modern”? We need to look behind the headlines to understand fully how China has changed over the past two hundred and twenty years. This course will examine the political, intellectual and social development of China since ca. 1800. Attention will be given to traditional Chinese culture and society, peasant revolutions, the May Fourth Movement, the rise of nationalism and communism, and domestic developments since the 1949 founding of the People’s Republic of China. Comparing and analyzing a variety of primary source materials, we will write our own history of China and in the end develop our skills in observing societies with different origins than our own.

History Learning Outcomes:

Students taking this history course should reach the following goals by the end of the semester:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis: Departmental and GEC HP goal]
3. Conduct original research by investigating and interpreting primary and secondary sources. [Historical Research]
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation: Departmental and GEC HP]

COURSE INFORMATION

Course Requirements:

There will be a “take home” final exam, an ungraded “history skills” quiz, five graded quizzes, and two 5-7 page (12-point font *Times New Roman* font, double-spaced, 1” margins) “think piece” papers. The first “think piece” paper will be due in class on **Wednesday, October 18th**. The second paper is due in class on **Monday, November 23rd**. The due date of the final “take home” exam is **Tuesday, December 5th at 11:59pm on Canvas**. Attendance at **all** lecture and discussion sections is expected; an attendance list may be compiled at the start of each class meeting. **Moreover, the completion of all required written assignments is necessary for a passing grade. There will be no “incompletes” granted in this class, so please plan ahead!**

E-mail Accounts:

I will require that **all** students to access their UNCG e-mail accounts regularly. This course will involve frequent interaction between the instructor and students outside of the in-person lecture periods. If you have any questions, please do not hesitate to contact me.

Grading:

Skills Quiz	<i>Ungraded</i>
5 Graded Quizzes	30% (6% each)
Class Participation (film responses, group discussion, general participation)	20%
*Film Responses	(10%)
*Canvas Discussion Questions <u>and</u> Reflections	(10%)
Paper #1	15%
Paper #2	15%
Final Exam	20%

Letter grades will be assigned as follows:

97-100 A+
 93-96 A
 90-92 A-
 87-89 B+
 83-86 B
 80-82 B-
 77-79 C+
 73-76 C
 70-72 C-
 67-69 D+
 63-66 D
 60-62 D-
 <60 F

Quizzes (Learning Goals 1, 4):

The quizzes will cover materials from the assigned readings, lectures, films, and other online presentations.. You are responsible for anything that is covered in lectures, whether or not you viewed the lecture for a given class period. **No make-up quizzes will be offered for this class.** Instead, your lowest quiz grade will automatically be dropped from your cumulative course score, **only** if you have taken the ungraded skills quiz at the beginning of the semester. Once the first quiz is dropped, all subsequent missed quizzes will be graded at 0% credit.

Final Take-home Examination (Learning Goals 1, 4):

There is a 5 page, typed take-home exam. I will distribute on Canvas three or four questions on the last day of the course, and you will be required to construct an essay that clearly answers two of these questions while using the primary sources and secondary provided for the class. **The exams will be due BY 3PM in MHRA 2121 on MONDAY, DECEMBER 7th.** We'll talk more about this exam later in the course.

CANVAS ASSIGNMENTS**Film Responses** (Learning Goal 1):

Three in-class film screenings will take place throughout the semester. Written responses will always be due posted to Canvas the Monday evening at 11:59pm following the film screening. (Example. For the film available for viewing on **Wednesday, September 9**, the written response is due **Monday, September 13 by 11:59pm**.) Prior to each screening, you will receive a film-guide handout featuring questions which address the film in terms of weekly course readings. You are expected to prepare well-written and thoughtful responses to each film guide, taking care to thoroughly answer all questions. A thorough response requires a minimum of one well-developed paragraph for each of 3-5 questions present. **These responses must be posted to the appropriate forum on Canvas by the following Monday at midnight.** These due dates are listed on the Canvas forums themselves. **All film responses are required assignments.**

*If you miss an in-class film screening, the films are located on reserve at the circulation desk of the Jackson Library.

Discussion Questions and Discussion Reflections (Learning Goals 1, 2, 4):

Many Wednesdays we'll have in-person discussions in the classroom, and you will also be enrolled through Canvas in several smaller groups in the classroom to discuss primary and secondary sources illustrative of themes in this course. In preparation for these discussions, please post a brief passage from an assigned reading. You don't say why you chose the passage. The passage may be a point that confused you, summarized an important point perfectly, or it may be a point that you completely disagree with. **Please post your passage to the appropriate forum on Canvas by the preceding Wednesday evening at 11:59pm.**

Following your Wednesday in-person discussion, please offer on Canvas in the relevant discussion thread your interpretations of at least two passages offered by two different classmates and comment on at least two interpretations you received for your passage. **Please post your interpretations by Friday at 11:59pm.**

During the weekend you are responsible for submitting a one-paragraph (3-5 sentences) discussion reflection, reveal the reasoning behind your choice as well as your reactions to other student comments. These reflections must be posted to the appropriate forum on Canvas by the following Monday evening at 11:59pm. Were there points in the passage that you wish had been discussed or elaborated upon in greater depth? Have you come to a new understanding of the passage (or the article) since the Wednesday meeting? If so, please feel free to note those points here. The written exercises will be graded on a 6-point scale. If you receive straight "fours" for all exercises, you will have earned a "B" for this part of the course. To earn a "six" you need to demonstrate that you have thought imaginatively about the question and have put some genuine effort into your answer. The purpose of these exercises is to gain experience in reading, analyzing and writing, and they should therefore help prepare you for the paper and the take-home exam.

Discussion Questions and Reflections will be evaluated together as one assignment by your instructor. **Late submissions will receive no credit. You are required to submit at least 8 (eight) Discussion Questions and Reflections during the semester to receive a passing grade.**

*If you are unfamiliar with Canvas, it is your responsibility to learn to use this online learning tool.

"Think Piece" Papers (Learning Goals 1, 2, 4):

The two "think piece" papers, to be written on assigned topics, will be based on your readings,

discussions and the lectures. The first paper will focus on documents from *The Search for Modern China: A Documentary Collection* and the *China Monthly Review*, a journal available on-line through the Jackson Library. The second paper will focus on Dychtwald's *Young China: How the Restless Generation Will Change Their Country and the World*. and other course materials. These papers are not full-fledged research papers; therefore, no additional outside reading is required. However, the quality of your writing, particularly the clarity and persuasiveness of your argument, will factor into the final grading. Papers will be due, both posted to Canvas's "Turnitin" and in class, on the dates indicated in the syllabus. **Late papers will be penalized half a letter grade for each day beyond the original due date.**

Academic Integrity Policy:

In this class I expect that everyone will abide by the UNCG Student Code of Conduct when submitting all assignment to avoid plagiarizing the work of others and to avoid the appearance of plagiarism. Please refer to the Students Code of Conduct in the Student Policy Handbook, posted online by the Division of Student Affairs (<http://sa.uncg.edu/handbook/student-code-of-conduct/>). If you have any questions regarding plagiarism and other academic integrity violations, please don't hesitate to contact me at any time. Each student is required to include and sign the Academic Integrity Policy pledge on all major work submitted for the course:

I HAVE ABIDED BY THE UNCG ACADEMIC INTEGRITY POLICY ON THIS ASSIGNMENT.

Signature _____ Date _____

For more information, please refer to Appendix A of the Academic Integrity Policy as stated on the UNCG website at URL: <http://sa.uncg.edu/handbook/academic-integrity-policy/>

Special Accommodations:

Students requesting accommodations based on a disability must be registered with the Office of Disability Services in 215 Elliott University Center, 334-5440, <http://ods.dept.uncg.edu/>, ods@uncg.edu. If you have a documented disability and want to discuss academic accommodations, please talk with me before the end of the second week.

Website:

This class is served by a companion Canvas site, through which you access all the on-line e-reserves. I also have created a web site for this classroom, which I will continue to expand as the semester progresses. Here students can access course information, such as scheduled events, as well as terms mentioned in lecture. I will also list links to web sites of interest to our class. Please refer to the class site periodically for such materials.

Required Texts:

The following books are required reading for this course, and may be purchased at the UNCG Bookstore or at Addams Bookstore:

1. Spence, Jonathan. *The Search for Modern China* (3rd edition). New York: Norton, 2013. ISBN: 9780393934519.
2. Chen, Janet, Pei-Kai Cheng, Michael Lestz with Jonathan Spence, eds., *The Search for Modern China: A Documentary Collection*. (3rd Edition) New York: Norton, 2013.

ISBN: 9780393920857.

3. Yu, Hua, and Michael Berry. *To Live: A Novel*. New York: Anchor Books, 2003. ISBN: 9781400031863.
4. Tursun, Perhat. *The Backstreets: A Novel from Xinjiang*. New York: Columbia University Press, 2022. ISBN: 9780231202916.

Lecture Schedule:

WEEK'S TOPIC	READINGS AND DISCUSSION
"TRADITIONAL" CHINA	
August 16: Introduction to the course. Geographical features of China. Cultural Characteristics of Chinese society.	Discussion reading: Haas, "How China is responding to escalating strategic competition with the US" (on Canvas)
August 21: The Chinese State and Society through the High Qing Period.	Reading: Spence, pp. 4-25, 94-114. Discussion reading: Chen, et. al. (eds.), <i>A Documentary Collection</i> , Documents 2.7 & 5.6.
"Practice" Skills/Map Quiz, Monday 8/21	
Wednesday, August 23	NO CLASS MEETING
THE AGE OF IMPERIALISM	
August 28- 30: China in Early Encounters with Western Powers.	Reading: Spence, pp. 115-135. Discussion reading: Chen, et. al. (eds.), <i>A Documentary Collection</i> , Documents 6.1 and 6.5.
September 6: Struggling to Maintain the Emperor's World Order. Clash with the West. The First Opium War	Reading: Spence, pp. 139-163. Film: <i>Two Coasts of China: Asia and the Challenge of the West</i>
Monday, September 4	LABOR DAY HOLIDAY
GRADED QUIZ #1, Wednesday 9/6	
September 11-13: Domestic Unrest. The Taiping Rebellion. Further Clashes with the West at Home and Abroad. The Tongzhi Restoration.	Reading: Spence, pp. 164-185. Discussion reading: Chen, et. al. (eds.), <i>A Documentary Collection</i> , Documents 8.4 and 8.6.

September 18-20: The Self -Strengthening Movement. One Hundred Days of Reform. The Boxer Rebellion.	Reading: Spence, pp. 186-233. Discussion reading: Chen, et. al. (eds.), <i>A Documentary Collection</i> , Documents 9.3-9.4 and 10.4.
THE AGE OF NATIONALISM	
September 25-27: The Road to Revolution. Sun Yat-sen and the Tongmenhui. 1911: What happened?	Reading: Spence, pp. 234-254. Discussion reading: Chen, et. al. (eds.), <i>A Documentary Collection</i> , Document 11.2-11.3 & 11.7.
GRADED QUIZ #2, Monday 9/25	
October 2-4: The Warlord Period. Testing Ground of Chinese Marxism. The May Fourth Movement.	Reading: Spence, pp. 257-300. Discussion reading: Chen, et. al. (eds.), <i>A Documentary Collection</i> , Documents 12.6 and 13.2.

FALL BREAK: October 6, Friday: Instruction ends for Fall Break, 6:00 p.m.

October 11, Wednesday: Classes resume after Fall Break, 8:00 a.m.

WEEK'S TOPIC	READINGS AND DISCUSSION
October 11: The Rise of Chiang Kai-shek. The Nanjing Decade. World War Two as Crisis and Opportunity. The Long March.	Reading: Spence, pp. 301-432. Film: <i>China In Revolution (Part 2): Battle for Survival</i>
October 16-18: The KMT Defeat. The Cold War. Communist China and Nationalist Taiwan.	Reading: Spence, pp. 433-483. Discussion reading: Chen, et. al. (eds.), <i>A Documentary Collection</i> , Documents 18.5 and 19.5.
GRADED QUIZ #3, Monday 10/16	
WEDNESDAY, OCTOBER 18th	FIRST PAPER DUE ON CANVAS <u>BY</u> 11:59pm
THE AGE OF IDEALISM	
October 23-25: The PRC Struggle for Domestic Reconstruction and International Prestige. The Anti-Rightist Campaign.	Reading: Spence, pp. 484-513. Discussion reading: Chen, et. al. (eds.), <i>A Documentary Collection</i> , Documents 20.3, 20.4 and 20.5.
October 30- November 1: Mao's Increasing Political Utopianism. The Great Leap Forward and its Aftermath. The Cultural Revolution. The Gang of Four.	Reading: Spence, pp. 514-555. Film: <i>The Mao Years (Part 2)</i>
GRADED QUIZ #4, Monday 10/30	
THE AGE OF REFORM	

November 6-8: Nixon's China Visit. The Age of Deng Xiaoping. Wei Jingsheng and the Democracy Wall Movement.	Readings: Spence, pp. 559-614. Discussion reading: Chen, et. al. (eds.), <i>A Documentary Collection</i> , Documents 23.3 and 24.2.
November 13-15: The Trials of Reform and Growth. China's "June Fourth" Crisis.	Readings: Spence, pp. 615-665. Wednesday Special Lecture: PowerPoint Presentation by Instructor (No Discussion Readings)
GRADED QUIZ #5, Monday 11/13	
November 20: Deng Xiaoping's 1992 Tour of the South. Hong Kong's Return to China in 1997. 2008 Beijing Olympics.	Reading: Spence, pp. 666-707.
MONDAY, NOVEMBER 20th	SECOND PAPER DUE ON CANVAS BY 11:59pm
NOVEMBER 22nd – 26th	THANKSGIVING HOLIDAY
November 27-29: The Xi Jinping Era. Concluding Points and Review	
WEDNESDAY, NOVEMBER 29th	TAKE HOME EXAM QUESTIONS DISTRIBUTED IN CLASS
WEDNESDAY, NOVEMBER 29th	LAST DAY OF HIS 384 CLASSES
TUESDAY, DECEMBER 5th	TAKE HOME EXAM DUE BY 11:59pm on Canvas



MAP: (Please note the location of the following cities of Mainland China and Greater China; Tianjin, Beijing, Shanghai, Chengdu, Wuhan, Xian, Nanjing, Lhasa, Guangzhou, Hong Kong, Ürümqi, Xiamen, Taipei, Chongqing, Kunming, Macau, Harbin, Lüshun.