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312 LeConte Hall

Office Hours:
Tuesday & Thursday 3:30-4:30
(and by appointment)

History 3663 HISTORY OF CHINA III: IDENTITIES AND REVOLUTIONS, 1600-2007

This reading- and writing-intensive course is a survey of modern Chinese history from the late Ming dynasty to the present. Designed to teach critical thinking skills and the historical method, assignments will emphasize the interpretation and analysis of primary source texts in translation. If you fall behind on the readings or writing assignments, your course grade will inevitably suffer.

READINGS:

Printed Books: All of these textbooks are available at the UGA Bookstore, but feel free to buy them cheaper online.

Cheng, Pei-kai and Michael Lestz, Eds., *The Search for Modern China: A Documentary Collection*. New York: W.W. Norton, 1999.

Sang Ye, *China Candid: The People on the People's Republic*, Ed. Geremie Barmé. Berkeley: University of California Press, 2006.

Spence, Jonathan D. *The Search for Modern China*. 2nd EDITION. New York: W.W. Norton, 1999.

PDFs: Buy a blank CD-R, and I will burn all of these files for you. These files are also available for download from the course WebCT page, which is organized week by week.

Birch, Cyril, ed., *Anthology of Chinese Literature*, vol. II. New York: Greenwood Press, 1988.

Crossley, Pamela. *The Manchus*. Cambridge, Mass: Blackwell, 1997.

De Bary, Wm. Theodore and Richard Lufrano, *Sources of Chinese Tradition*. 2nd ed., Vol. II. New York: Columbia University Press, 2000.

Ebrey, Patricia. *Chinese Civilization: A Sourcebook*. New York: Free Press, 1993.

Frolic, B. Michael. *Mao's People*. Cambridge: Harvard University Press, 1981.

Owen, Stephen. *An Anthology of Chinese Literature*. New York: W.W. Norton, 1996.

Marks, Robert. *The Origins of the Modern World*. Lanham, MD: Rowman & Littlefield, 2002.

Yang Hsien-yi and Gladys Yang, trans. *Selected Stories of Lu Hsun*. Beijing: Foreign Languages Press, 1971.

Web Materials and Email: We will be using the WebCT system. I will post course-related messages and announcements to WebCT, so you are responsible for checking the course page regularly. I will only respond to emails sent from your **uga.edu** account. For more information about how to email me, see p. 7.

A Warning: You and you alone are responsible for knowing how to adhere to the code of academic honesty. The penalties for academic dishonesty are severe, and ignorance is not an acceptable defense. If I suspect you have violated the code of academic honesty, you will be subjected to the university's official adjudication process. UGA's official policy on academic honesty can be found at:

http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

COURSE REQUIREMENTS:

Midterm (20%) and Final (30%) Examinations: Scheduled for 10/9 and 12/11. These will combine short-answer identifications and short thematic essays. Subject matter will be drawn primarily from lectures and sourcebook readings, with less emphasis upon the Spence textbook. Hence, it is imperative to attend class regularly, to take good notes, and to read all assignments. I will not give make-up exams without an official excuse from the Student Affairs office. If you fail to appear for an examination, you will automatically receive a course grade of withdraw failing (WF).

Two Analytical Essays (20%, 20%): First essay due on 9/11, second essay due on 11/13. You will submit them at the beginning of class. No extensions whatsoever will be granted, and late and sloppy work is unacceptable. For every 24 hours past the due date and time you submit your essay, you will be penalized one letter grade. If you submit your essay 4 days (96 hours) past the due date, or do not submit it at all, you will *automatically* receive a course grade of withdraw failing (WF).

While critical thinking is absolutely essential for the academic study of history, it is also the most important real-life skill you will ever learn. These essays require you to think like a historian, which means thinking critically, skeptically, and independently. These essays should offer your own critical analysis of **one** of the translated original Chinese primary sources from the Cheng sourcebook, or from the PDFs. Suggested paper topics will be provided, but feel free to write about a text that interests you, as long as you clear it with me at least **7** days before the due date. I will give you the first essay topics next week.

I will be happy to read and critique the first **8** paper drafts I receive by email, as long as you submit them to me at least **7** days before the due date.

Class Attendance (10%): Your most important responsibility is to attend class regularly. I will take attendance daily, and all absences are considered unexcused unless I decide otherwise. All those who neglect to sign the attendance sheet will be considered absent that day. Latecomers, nap-takers, and sleepers will be considered absent that day.

Pop Quizzes: I will also occasionally resort to one-question pop quizzes on the day's assigned readings. Students who pass the quiz will be considered present that day. Students who fail the quiz will be considered absent that day.

My Distraction Policy: Please turn off all pagers, cell phones, iPods, and other electronic devices before entering the classroom. If your cell phone rings, you will be considered absent that day. So that you will be listening to my fascinating and humorous lectures and not surfing the Internets, laptops are not permitted in class, unless you email me your lecture notes immediately after class.

My Absence Policy: After your second unexcused absence from class, I will begin deducting *one percentage point* from your final course grade for each subsequent unexcused absence. If your course grade is on the borderline between A- and B+, or B- and C+, repeated absenteeism will cause you to receive the lower final grade for the semester.

SYLLABUS:

PART I: LATE IMPERIAL CHINA, 1600-1800

Week 1

8/16 Introduction to the Course

Web Reading: For a background briefing on China today, read the most recent China survey from *The Economist*, available for download from course WebCT site.

Week 2

8/21 Peasants, Gentry, and Merchants: Late Imperial Society

Assignment: Take Online Map Quiz, available for download from course WebCT site. To be submitted in class 8/21

8/23 Dynastic Cycles: The Rise and Fall of the Ming Empire

Reading: Spence 3-25; Cheng 1-20

Week 3

8/28 Degeneration and Regeneration: The Ming-Qing Transition

Reading: Spence 26-48; Cheng 21-39

PDF: "The Yangzhou Massacre" (in Ebrey 271-279)

8/30 A Delicate Balance: the Shunzhi Reign

PDF: Pamela Crossley, *The Manchus* 47-74

Week 4

9/4 Models of Emperorship: the Kangxi Reign

Reading: Spence 49-73; Cheng 45-51, 54-64

9/6 A Political Maestro: the Yongzheng Reign

Reading: Spence, 74-95; Cheng 65-70

FIRST PAPER DUE IN CLASS 9/11

Week 5

9/11 The Gilded Age: the Qianlong Reign

Reading: Spence 96-101, 110-137; Cheng 81-109

9/13 Calm Before the Storm: Chinese Society in the 18th Century

Reading: Spence 101-110; Cheng 71-81

PDFs: "Six Chapters from a Floating Life" by Shen Fu (in Birch 260-275); "Lianxiang" by Pu Songling (in Owen 1103-1113)

PART II:
THE COLLAPSE OF THE IMPERIAL ORDER, 1800-1911

Week 6

9/18 The Great Divergence: The 19th Century Economic Crisis

PDFs: Robert Marks, *The Origins of the Modern World*, 1-19; Jack Goldstone, "The Rise of the West— Or Not?"

9/20 Just a Pinprick: The Opium War and the Western Intrusion, 1800-50

Reading: Spence 145-171; Cheng 110-127

Week 7

9/25 Burning Down the House: The Taiping Rebellion & Its Aftermath, 1850-65

Reading: Spence 171-191; Cheng 132-149

9/27 Fantasies and Delusions: The Failure of Self-Strengthening, 1865-95

Reading: Spence 192-214; Cheng 154-163, 172-177

Week 8

10/2 Disaster after Disaster: A Decade of Total Humiliation, 1895-1905

Reading: Spence 214-242; Cheng 184-189

PDF: "Liang Qichao on His Trip to America" (in Ebrey 335-340); Kang Youwei (in de Bary II 266-273)

10/4 Betraying an Unfinished Revolution, 1905-1916

Reading: Spence 243-263, Cheng 190-194, 197-213

Week 9

10/9 IN-CLASS MIDTERM EXAM

PART III:
THE REPUBLICAN ERA AND ITS DISCONTENTS, 1911-1949

Week 9

10/11 Mere Anarchy: Politics in the Warlord Era

Reading: Spence 267-289, Cheng 214-232

Week 10

10/16 Reconstructing Culture & Nation: From May 4th to Marxism

Reading: Spence 290-313, Cheng 241-246

PDFs: Yang Hsien-yi, Trans. *Selected Stories of Lu Hsun*, 7-18, 65-112 ("Diary of a Madman" "The True Story of Ah Q")

10/18 Strange Bedfellows: the GMD and/vs. the CCP

Reading: Spence, 314-341; Cheng 238-241, 252-269

Week 11

10/23 The Hollow Years: Chiang Kai-shek and the Nanjing Decade

Reading: Spence 341-374; Cheng 270-277, 286-289, 294-304

10/25 NO CLASS: FALL BREAK

Week 12

10/30 Peasant Revolution, Prairie Fire: The Rise of Mao Zedong

Reading: Spence 375-409; Cheng 290-294

Web Page: *Print and Read:*

Mao Zedong, "Report on an Investigation of the Hunan Peasant Movement"

<http://www.marxists.org/reference/archive/mao/works/1927/03.htm>

11/1 The Blackest Hole in History: Total War and Civil War

Reading: Spence 413-488; Cheng 314-330, 333-357

PART IV:
CHINA UNDER THE PEOPLE'S REPUBLIC, 1949-2007

Week 13

11/6 China Stands Up: Building the People's Republic

Reading: Spence 489-513; Cheng 360-373

11/8 Utopia Postponed: Land Reform and Central Planning

Reading: Spence 514-543; Cheng 381-399

PDF: "Land Reform" (in Ebrey 416-421)

SECOND ESSAY DUE IN CLASS 11/13

Week 14

11/13 Permanent Revolution: Collectivization and the Great Leap Forward

Reading: Spence 544-564; Cheng 400-413

PDFs: "Peng Dehuai's Critique of the Great Leap Forward" (in Ebrey 435-439)

"Lei Feng, Chairman Mao's Good Fighter" (in Ebrey 442-446)

11/15 Making Sense of Insanity: The Cultural Revolution

Reading: Spence 565-586; Cheng 421-434; Sang 266-271

PDFs: B. Michael Frolic, *Mao's People* 9-22, 71-86, 157-177

11/20 NO CLASS: THANKSGIVING BREAK

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Week 15

11/27 To Get Rich Is Glorious: The Deng Xiaoping Era

Reading: Spence 589-676; Cheng 447-456; Sang 13-27, 40-58, 272-285

11/29 The Fate of Chinese Democracy: The Tian'anmen Massacre

Reading: Spence 677-704; Cheng 487-506

Before class, watch one of these videos:

http://news.bbc.co.uk/onthisday/hi/dates/stories/june/4/newsid_2496000/2496277.stm

<http://www.pbs.org/wgbh/pages/frontline/tankman/view/>

Week 16

12/4 Invisible Hands, Visible Fists: The Jiang Zemin Era

Reading: Spence 705-728; Sang 59-84

12/6 Sweatshop to the World: The Hu Jintao Era

Reading: Sang 137-144, 157-65, 252-265, 298-323

FINAL EXAM 12/11 3:30 - 6:30 pm

How to email your professor

(adapted from <http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>)

I usually check my email once a day, and respond to emails within 48 hours (except when I'm extremely busy, at a conference, or on vacation). Since I receive a high volume of mail every day, I get frustrated with people who are clueless about email etiquette. It's in your best interest to adhere to the following guidelines:

Send it from your UGAMail account. This immediately lets me know that your e-mail is legitimate and not spam, and saves me from having to fish your legitimate message out of my spam folder. Don't send it through the WebCT system. Don't send it from an external account, especially if your address is cryptic or cutesy or salacious or offensive.

Include the course number in your subject line. "Question about 3661 paper" is clear and sounds genuine, while "Question" looks like spam.

Think carefully about what you're writing. This is a formal letter to your professor, not an instant message to a peer. You want your professor to take you and your request seriously. So make sure to use proper English spelling, punctuation, and capitalization. Smiley faces are not appropriate for junior high graduates.

Choose an appropriate greeting. "Dear Prof. Levine" is always appropriate. Please spell my surname correctly. "Sir" is much too obsequious. "Dude" is way too informal. Do not use "Hey" or "Hello" as a greeting.

Avoid boilerplate apologies for missing class. I don't need to know the details of your personal medical history, or your car's service record. If you missed class because of some especially serious or tragic circumstances, it might be better to mention that in person than in an e-mail.

Ask politely. "Could you e-mail me the paper topics? Thanks!" is a lot better than "Hey! I lost my syllabus. And I need the paper topics now!"

Proofread what you've written. You want your e-mail to show you in the best possible light. Sounding whiny, self-absorbed, and demanding is not only inappropriate and annoying, but totally counterproductive.

Sign with your full name. Far too many students carelessly neglect to sign their emails, which makes it hard for me to identify the sender. Signing is an obvious courtesy, and it eliminates the need for stilted self-identification ("I am a student in your such-and-such class").

When you get a reply, say thanks. Just hit Reply and say "Thanks." The old subject line (which will now have a "Re:" in front) will make the context clear. It's always appropriate to acknowledge that someone's message got through, and it's just common courtesy to say thanks.