Course title: Modern Chinese History
Course code: EAST 3003 SCGC / HIST 3001 SCGC
Programs offering course: Accelerated Chinese Language, Business, Language and Culture, China in a Global Context
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Spring 2021

Course Description

The first half of this course will survey chronologically the various eras of modern Chinese history, ranging from the late-Qing to Hu Jintao. The second half will build on the first half by focusing on the historical developments that have taken place in modern China in the areas of economic development; historical and dialectical materialism; crime and capital punishment; women, gender and sexuality; health and environment; international relations; and non-mainstream perspectives. Many questions will be raised in class discussion, such as: "What were the major causes of the collapse of the Qing Dynasty?", "What was the May 4th Movement and how did it shape modern Chinese?", "What were the social and political forces that culminated in civil war?", "What was the nature and significance of China's nascent 20th century nationalism?", "What was the Great Leap Forward and the Cultural Revolution and how did they shape Chinese history?", and "Despite all the changes in China over the last century, how does the past continue to influence the present?"

Learning Objectives

By completing this course, students will:

Students will begin to create or, more likely, substantially add to their knowledge and understanding of China's turbulent modern history as a means for better understanding China's present and emerging future.

Course Prerequisites

None.

Methods of Instruction

The course will rely primarily on lecture, discussion, and assigned readings, and will include a midterm exam and final exam. Lectures will be complemented with PowerPoint and other contemporary instructional aides. Students are not expected to complete all of the readings—this would be unreasonable if not impossible—but instead, they are encouraged to sample each and focus on those that enrich the historical narratives they deem most compelling and interesting. The purpose of lecture and discussion is to bring these various narratives together in a sensible, student-driven, instructor-guided way.

Assessment and Final Grade

1. Fieldtrip Report 20%
2. Special Topic Report 10%
3. Midterm 20%
4. Final Exam 30%
5. Class Participation 20%
TOTAL 100%

Course Requirements

Fieldtrip Report

Worth 20 points, i.e., 20% of the final grade, the Fieldtrip Report is based on two site visits conducted in Shanghai, one to the First Party Congress Museum, the other the Propaganda Poster Art Center. The report will follow standard academic formatting and consist of between 2000 and 3000 words. It should have three clearly...
marked parts with subheadings: 1) an introduction and overview of the two museums; 2) discuss their points in
common and their differences; and 3) offer a critical discussion/reflection on the museums, their subjects and
their points of view. The student should be prepared if asked to present the report in class. The report is due
within two weeks sessions of the scheduled museum visits.

Special Topic Report

Worth 10 points, i.e., 10% of the final grade, the Special Topic Report related to modern Chinese history. The
student chooses a special topic related directly or tangentially to one of the daily class topics (e.g., foot binding
during the Qing Dynasty, the what happened to the Gang of Four after they were deposed, what developments
have affected LGBTQIA in China, etc.) below and prepares a report following standard academic formatting and
consisting of between 1000 and 1500 words. It should have three clearly marked parts with subheadings: 1) an
introduction and overview of topic; 2) a discussion of how this topic relates to other developments, both
contemporary and historical; and 3) at least three questions to be addressed to the class aimed at furthering
discussion. The student should be prepared if asked to present the report in class. On the first day of class, each
student will be assigned an individual due date to facilitate potential presentation and discussion throughout the
term.

Midterm

Worth 20 points, i.e., 20% of the final grade, the midterm will consist of one question designed to cover material
discussed in class.

Final Exam

Worth 30 points, i.e., 30% of the final grade, the final exam will consist of two questions, each worth 15 points.
Questions will be sufficiently complex as to offer students the chance to illustrate at least eight aspects in each
answer, and therefore potentially qualify for full credit. Partial credit is possible.

Class Participation

Students are expected to arrive prepared for each class, including the fieldtrip, to have completed the assigned
readings in advance, and to remain for the entire duration of each class. Since class preparation and active
participation in class are very important to an effective learning community, this will represent 20% of the final
grade. Any student who due to unexcused absences misses more than four classes may receive a grade of F and
lose credit for the course. Late submissions are not permitted. Active participation includes asking questions,
participating in discussion, and helping to drive the course forward in a meaningful way. Each unexcused absence
reduces the final course grade by 3 points.

Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation
grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs,
absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent
from the first session(s) of their new class, provided they were marked present for the first session(s) of their
original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the
grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required
field placement. Students may not miss placement/work hours at an internship or service learning site unless
approved in advance by the Academic Director and placement supervisor. All students must complete all of the
requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for
academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel,
will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions
cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the
appointed time.

Absences for classes will lead to the following penalties:
<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements, 3% grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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</tbody>
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_N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site._

**Weekly Schedule**

**Week 1**

Class: Part I: A Survey of Major Historical Developments, Late Dynastic Period-Present

**Week 2**

Class:

Historical Context: From the Shang Dynasty to the Late Dynastic Period

_Description:_ Provide a historical overview of key developments in Chinese history as a whole, with a focus on 19th century events leading up to the modern period.

Readings:


Field trip to Propaganda Museum and the Site of the First CPC Congress

**Week 3**

Class:

The 1911 Republic, the May Fourth Era, Japanese Invasion, the Kuomintang and the Rise of the CPC

_Description:_ Review the history of the overthrow of the Qing Dynasty, the founding of the Republic of China, the rise of the Warlord Era, the May Fourth Era, Japanese Invasion, the successes and failures of the Kuomintang, and the rise of the Communist Party of China.

Reading:

Spence, *The Search for Modern China*, 275-513.

**Week 4**

Class:

The CPC’s Early Years to Mao Zedong
Description: Provide a historical overview of the development of the CPC, the Chinese Civil War, the founding of the People’s Republic of China, and the Mao Era

Readings:
Zhu, “Memories of My Mother,” 116-120.
Chen Yun, “Late One Night,” 114-116.

Week 5
Class:

The Deng and Jiang Eras

Description: Focus on the Deng and Jiang Eras of Chinese history.

Readings:
From Deng Xiaoping:
“Hold High the Banner of Mao Zedong Thought...,” 137-139.
“Emancipate the Mind, Seek Truth From Facts and United as One Looking to the Future,” 150-163.
“We Should Make Use of Foreign Funds and Let...,” 166-167.
“Excerpts from Talks Given in Wuchang, Shenzhen, Zhuhai and Shanghai,” 358-370.
“Address to the Officers at the Rank of General and Above...” 294-299.
From Jiang Zemin:
“Speech at the Rally in Celebration of the 80th Anniversary of the Founding of the Communist Party of China.”
“Eulogy at Comrade Deng Xiaoping’s Memorial Ceremony,” 611-624.
“Order for the Hong Kong Garrison” and “The Handover of Hong Kong,” 633-635.

Week 6
Class:

The Hu and Xi Eras; Midterm

Description: Focus on the Hu and Xi Eras of recent Chinese history, followed by a brief review and midterm exam.

Readings:
Introduction to the Scientific Outlook on Development.
Hu, “Hold High the Great Banner of Socialism...,” 1-73.
Mahoney, “On the Chinese Dream.”

**Week 7**

Class: Part II: Issue-Focused Histories

Economic Development

*Description*: Focus on modern historical developments concerning China’s economy.

*Readings*:

Zhang, “Historical Comparisons of the Two Transformations of the Chinese Economic System.”

**Week 8**

Class:

Crime and Capital Punishment

*Description*: Focus on modern historical developments concerning crime and capital punishment. We will review the documentary, “Interviews Before Execution.”

*Readings*:

Sang, “Parting Shot,” 298-316.

**Week 9**

Class:

Historical and Dialectical Materialism

*Description*: Explain and contextualize the importance of historical and dialectical materialism on historical development in modern China.

*Readings*:


**Week 10**

Class:

Women, Gender and Sexuality

*Description*: Focus on modern historical developments concerning women, gender and sexuality in China.

*Readings*:

Jones, “Women, Gender, and Family Relations,” 428-472.
Week 11
Class: Questioning Mainstream Perspectives

Description: Provide a conclusion for the course with reference to recent, non-mainstream, "alternative histories" of China, followed by a brief exam review.

Readings:

Week 12
Class: Final Exam

Course Materials
Readings
---, “Uphold the Four Cardinal Principles” (1979), Ibid., pp. 168-191.
---, “We Should Make Use of Foreign Funds and Let Former Capitalist Industrialists and Businessmen Play their Role in Developing the Economy” (1979), Selected Works of Deng Xiaoping, Vol. II, pp. 166-167.
---, “Hold High the Great Banner of Socialism...: Report to the 17th National Congress of the Communist Party of


---, “一个西方学者眼中的中国梦,” 社会科学报, May 16, 2013, p. 3. (English provided).


