

Winter 2019 (CRN 23410)  
240A McKenzie Hall  
Tu-Th 2-3:20pm

Professor Goodman ([bgoodman@uoregon.edu](mailto:bgoodman@uoregon.edu))  
Office: 331 McK  
Office hours: M 4-5pm; Th 3:30-5pm

*Graduate Teaching Fellows:*  
*Marc Carpenter* ([marcc@uoregon.edu](mailto:marcc@uoregon.edu))  
*Kwangyeol Ko* ([kko2@uoregon.edu](mailto:kko2@uoregon.edu))

## History 191: China Past and Present

China has multiple pasts: imperial, republican, and revolutionary. China Past and Present introduces the epic sweep of China's modern transformations. Grasping these changes provides a key to the uneasy relationship between past and present in contemporary China. Since the end of the nineteenth century, Chinese rulers, intellectuals, reformers, and revolutionaries have attempted to modify, reject, even to eradicate elements of the Chinese past in order to construct a new and modern present. At the same time, they have sought to create a sense of specifically Chinese identity, and to redefine modernity in Chinese terms. The changing understandings of China's pasts and the meanings of Chinese ethnic and national identity in the present are the themes of this course.

HIST 191 is designed to acquaint you with the historical context for understanding contemporary China. It follows HIST 190, but there are no prerequisites.

**Section Discussions:** Section assignments give you an opportunity to focus on primary texts. Primary texts are the first-hand sources through which historians understand the past. Among these readings you will find political documents, news articles, and fiction from the past, as well as personal memoirs. Read these sources carefully and critically, *always taking into account the context in which they were written*. Discussion focuses on learning to interpret these primary texts. There is also a required map quiz in section.

**Course Objectives:**

- develop familiarity with transformations in China and Chinese culture, since late 19<sup>th</sup> c.
- understand changing Chinese definitions of “tradition” and what it means to be modern.
- build ability to think critically and analyze primary and secondary sources.
- learn to express ideas more clearly and confidently in discussion and writing.

**Learning Accommodations:** Please notify me in the first week of classes if elements of this class constitute barriers to your participation. You may also wish to contact the Accessible Learning Center (164 Oregon Hall) at 346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu)

**Requirements and Grading:** Grading criteria follow History Department policy:

<https://history.uoregon.edu/undergraduate/grading-policy/>

- Lecture attendance, section attendance, and all readings are required.* Quizzes and exams are based on familiarity with lecture, section, and course readings.
- Quizzes and short in-class writing assignments. Tu-Th classes will often have a short (5-min) pop reading quiz or written response. These together count 20% of your grade. \*If

you are ill one time and send an explanatory e-mail to me BEFORE lecture, you will be excused from that day's quiz/assignment (there are no makeups).

- Section: 20% (map quiz, attendance, and participation). You should attend the section you are enrolled in and participate *actively* in discussion.
- Midterm (on 2/12) and final (12:30 pm on 3/18) each count 20% (40% total).
- Two short 2-page papers (due dates on schedule), on historical questions raised by specified readings. Each counts 10% (20% total). Paper guidelines will be on Canvas. Be sure to follow the specific guidelines—do not write a vague or general paper.

**Readings** The following texts (listed in order of appearance) are at the bookstore:

- Harold M. Tanner, *China: A History*. Volume 2 (Indianapolis: Hackett, 2010)
- Primary source reading packet. Ask if you don't see it on the bookstore shelf!
- Yu Hua, *China in Ten Words*
- Shelly Chan, *Diaspora's Homeland: Modern China in the Age of Global Migration*

**\*\*Avoid distraction (and enable your classmates to focus):** Phones, computers and other devices should be put away in class. If you feel you must use your computer to take notes, be sure to sit in the back row to avoid distracting others. Web-surfing or texting in class risks points deducted from grade. Electronic devices hamper your focus:

<https://www.theguardian.com/education/2016/may/11/students-who-use-digital-devices-in-class-perform-worse-in-exams>

**In Fairness:** Absences (beyond one) are excused only for documented illness (be sure to contact me). All work submitted *must be your own*. Any work for credit that includes phrases or ideas of anyone else must fully, accurately, and completely cite your source. **\*\*Plagiarism or cheating will result in a failed grade. UO requires faculty to report any academic misconduct to the Dean of Students:** <https://dos.uoregon.edu/files/faculty-guide.pdf>

### **SCHEDULE OF READINGS AND LECTURES:**

With the exception of the first week, Tanner readings should be completed by Tuesday lecture. Other readings should be completed for your Wednesday section meeting, with the exception of readings listed for Thursday lecture and discussion.

#### **Week 1: Orientations and Themes**

1/8 *China's Pasts and China's Present (plus language and territory overview)*

1/9 Section:

•“Emperor Qianlong: Letter to George III, 1793” <https://china.usc.edu/emperor-qianlong-letter-george-iii-1793> (prepare for discussion)

- Map exercise (\*\*bring Tanner for reference to maps on pp. 25, 44, 64)

1/10 *The Late Imperial State and Society*

- Read Tanner, pp. 1-68

#### **Week 2: Imperialism, Internal Turmoil, and the Problem of Chinese Modernity**

1/15 *The Decline of Imperial China*

read: •Tanner, pp. 72-105; •Lin Zexu's Letter to Queen Victoria, 1839

[https://cyber.harvard.edu/ChinaDragon/lin\\_xexu.html](https://cyber.harvard.edu/ChinaDragon/lin_xexu.html)

**1/16 Section: Discussion and map quiz. Read and prepare for discussion:**

- “Placards Posted in Guangzhou” [packet]
- “Taiping Plan for Reorganizing Chinese Society” [packet]
- Kang Youwei, 1898 Memorial to the Throne [packet]

**1/17 Migration and Transformative Circulations**

- “Liang Qichao on His Trip to America” [packet, 6pp] \*\*read to discuss
- Chan, *Diaspora’s Homeland*, chapter 1: “A Great Convergence”

**Week 3: Transforming Politics and Culture**

**1/22 Revolution and Republic: What is Revolution? What Changed in 1911/12?**

read: •Tanner, pp 111-137

**1/23 Section:** •Revolutionary Alliance, 1907, 5pp; •“Press Coverage 1911,” packet 8pp

- Lu Xun, “Diary of a Madman” (1918) [packet], 13pp.
- Mao Zedong, “Great Union of Popular Masses” (1919) [packet], 8pp

**1/24 New Culture, the New Woman, and the New Man**

- Chen Duxiu, “Way of Confucius and Modern Life” [packet] \*\*to discuss

**Week 4: Nationalism, Class and Violence**

**1/29 Marxism, Class and China**

read: •Tanner, 137-165

**1/30 Section:** •Mao Zedong, “Report on an Investigation of the Peasant Movement in Hunan” (March, 1927) [packet] 16 pp.

**1/31 First United Front (GMD-CCP) and Demise:** Film clip: “China in Revolution”

**Week 5: Jiang Jieshi’s Republic of China, Mao’s Rural Strategies, and War with Japan**

**2/5 The (GMD) Nanjing Decade and CCP Rural Base Areas**

Read: •Tanner 165-192

**2/6 Section:** • Mao Dun, “Spring Silkworms” (1933) [packet] 29pp.

- Chiang Kai-shek [Jiang Jieshi], “Nationalism and Traditionalism” (1934) [packet] 8pp

**2/7 Nation, State, and CCP Victory**

- “Generalissimo Jiang on National Identity” (1939; 1945) [packet]

**Week 6: Defining the Socialist State**

Read: •Tanner 193-211.

**2/12 \*\*MIDTERM** (Covers Weeks 1-5: readings, lectures and sections)

Bring green books to exam! (available at bookstore). No early or makeup exams given without documented medical or university request.

**2/13 Section:** •Ding Ling, “Thoughts on March 8” (1942) (packet)

- Mao Zedong, “On Art and Literature” (1942) and “On the People’s Democratic Dictatorship” (1949) (packet)
- ”Land Reform,” excerpt from Ding Ling, Sun Shines over the Sangan River, 1948 [packet] 5pp.

**2/14 First Decade of the PRC: Establishing Stability and Reforming Society**

- Mao Zedong, “The Chinese People Have Stood Up!” (1949)[canvas]

- "The Women Who Stayed Behind" *Diaspora's Homeland*, pp. 107-145.
- Week 7: Maoist Utopianism [look ahead to short paper #1 due in section]**
- 2/19 *Maoist Utopianism I: The Great Leap Forward***  
 Read: •Tanner 211-33.
- 2/20 Section:** •"Peng Dehuai's Critique of the Great Leap Forward" (1959);  
 •"Decision of the Central Committee of the CCP in regard to the Great Proletarian Cultural Revolution;" [packet]  
 •"Quotations from Chairman Mao" [packet]  
 •Yu Hua, *China in Ten Words* (section on "Leader") pp. 15-35.  
 \*\* *Looking ahead: 2-page PAPER on Yu Hua reading due 2/26*  
 [guidelines on canvas]
- 2/21 *Maoist Utopianism II: The Great Proletarian Cultural Revolution***  
 Film: "The Mao Years"
- Week 8: Post-Mao Reaction in the Reform Era and the Question of Democracy**  
 •Tanner 234-64. [\*\*Plan to turn in Yu Hua paper to your GE in class on 2/26]
- 2/26 *The Character of Reform: Socialism with Chinese Characteristics? Capitalism?***
- 2/27 Section:** •Deng Xiaoping, "Emancipate the Mind"  
 •Mok Chiu Yu and Frank Harrison, *Voices*, 95-97; 107-119.  
 •Yu Hua, *China in Ten Words* ("People:" "Revolution"), 1-14; 113-141.  
 •"Deng Xiaoping's Talks in Shenzhen (1992)," [packet] 3pp
- 2/28 Film: *China Blue***
- Week 9: Boundary Issues Past and Present: What is China? Who is Chinese?**  
 •Note short paper #2 [see assignment on Canvas], \*\*due in 3/13 section.
- 3/5 *National Minorities I: Tibet in Historical Perspective "Nowhere to Call Home"***  
 •Tanner, sections on Tibet and Taiwan (find all relevant sections in index)
- 3/6 Section:** •Gray Tuttle, "China's Race Problem"  
<https://www.foreignaffairs.com/articles/china/2015-04-20/china-s-race-problem>  
 •Joyman Lee, "Islands of History" [on Canvas]  
 •Linda van der Horst, "The Evolution of Taiwanese Identity" [packet]
- 3/7 Taiwan**
- Week 10: China, Democracy, and Global Capitalism**
- 3/12 *Socialism, Capitalism, and Democracy***  
 Read: •Tanner 264-75; •Yan Lianke, *The Day the Sun Died* (Translator's Note, Preface, Book 1), [Canvas]
- 3/13 Section:** •"Xi Jinping's Speech in Commemoration of the 2,565<sup>th</sup> Anniversary of Confucius's Birth" (Via China-US Focus). [packet] 4pp.  
 •Liu Xiaobo, "Yesterday's Stray Dog Becomes Today's Guard Dog" (2007), with introduction by Geremie Barmé [Canvas]  
 \*\*Turn in second short paper in section [see guidelines on Canvas]
- 3/14 *Culture and Memory in the Present***  
 In-class self-evaluation and Review

Final exam is March 18, 12:30-2:30 p.m. Bring Greenbook!