

Winter 2022 (CRN 21535)
125 McKenzie Hall
Tu-Th noon-1:20pm
(and Th sections)

Professor Goodman (bgoodman@uoregon.edu)
Office: 331 McK
Zoom office hours: T 1:30-2:30pm; Th 2:30-3:20

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History 191: China Past and Present

“To articulate the past historically does not mean to recognize it ‘the way it really was.’ It means to seize hold of a memory as it flashes up at a moment of danger.”

Walter Benjamin, “On the Concept of History”

We live in a moment of battles over history, of orchestrated remembrance and suppression of possible pasts. As we have seen in contemporary US and Russian politics, such battles are hardly unique to China. Nonetheless, the long span of Chinese history and the wrenching violence of recent centuries make battles over history central to the forging of Chinese national identity, US-China relations, the anomalous status of Taiwan, ethnic struggles in Xinjiang and Tibet, and even to the management of coronavirus today. China has multiple pasts: imperial, republican, and revolutionary. China Past and Present introduces the epic sweep of China’s modern transformations and the narratives that infuse them with meaning. Study of history and ideologies of change illuminate the relationship between past and present in the People’s Republic of China. The past is not past; it poses political challenges in the present. Since the end of the nineteenth century, Chinese rulers, intellectuals, reformers, and revolutionaries have attempted to modify, reject, or eradicate elements of the Chinese past in order to construct a new political and cultural order. At the same time, they have sought to create a sense of specifically Chinese identity, and to redefine modernity in Chinese terms. The rise of the modern state and its changing understandings of China’s pasts, peoples, and borders 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 sequentially, but there are no prerequisites.

Section Discussions: Section assignments give you an opportunity to focus on key historical questions and on the interpretation of primary sources. 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 discerning relevant questions and learning to interpret primary texts in historical context. There is also a required map quiz in section, to ensure basic geographic familiarity with China.

Course Objectives:

- familiarity with political and territorial continuity and change since the late 19th c.
- ability to contextualize and analyze primary and secondary sources.

- nuanced awareness of ideas of “tradition” and what it means to be modern.
- ability to empirically interpret the meanings of political concepts (“revolution,” “republic,” “democracy,” etc.) in Chinese history.
- recognition of historical debates over what constitutes appropriate history.
- growing ability to express ideas clearly and confidently in discussion and writing.

Learning Accommodations: Please notify me and the Accessible Learning Center (164 Oregon Hall) at 346-1155 or uoac@uoregon.edu in the first week of classes.

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 quizzes or written response. These together count 20% of your grade. *If you are ill and send an explanatory e-mail BEFORE lecture/section, you will be excused from that day’s quiz/assignment (there are no makeups for in-class work).
- Section: 20% (map quiz, attendance, and participation). You should attend the section you are enrolled in and participate *actively* in discussion.
- Two midterm exams (2/8) and 3/10) each counting 20% (40% total).
- One short 3-page (double-spaced) paper (20%). Guidelines will be posted by Week 7. Paper Option A, if you choose that option, is due March 1. Paper Option B, if you choose that option instead, is due March 4. Papers give you the opportunity to pursue historical questions raised by specified readings. Be sure to follow the specific paper guidelines posted on Canvas (by Week 7). 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)
- Fang Fang, *Wuhan Diary* (Harper Collins, 2020)
- Li Zhang, *The Origins of Covid-19: China and Global Capitalism* ((Stanford, 2021).
- *All other assigned readings are available in weekly modules in Canvas (and as Canvas files), as marked on the syllabus.*

****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 for notes, be sure to sit in the back to avoid distracting others. *Web-surfing or texting in class risks points deducted from grade.* Please note that electronic devices interfere with focus:

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

Pandemic Protocols: **For everyone’s safety, masks must be worn, correctly, at all times in class, so that your nose and mouth are fully covered!! Office hours are by Zoom until further notice. Please do not come to the podium in class.

We understand in this time of winter weather and coronavirus that illnesses will circulate. Stay home if you have any symptoms and *be in touch with us* so that we understand your situation and may help you develop a plan to manage classwork. *Be sure to e-mail me and Emily or Kwangyeol in advance of missing any class or section.*

In Fairness:

- 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 Thursday lecture and section.

Week 1: Orientations and Themes

1/4 *China's Pasts and China's Present (plus language and territory overview)*

1/6 *The Late Imperial State and Society*

- Read Tanner, pp. 1-68

**Section Readings: •Encounters with Primary Sources

- “Emperor Qianlong: Letter to George III, 1793” [Canvas] prepare for discussion.
- Map exercise (**bring Tanner to section for reference to maps on pp. 25, 44, 64)

Week 2: Imperialism, Internal Turmoil, and the Question of Chinese Modernity

1/11 *The Decline of Imperial China*

- Read: •Tanner, pp. 72-105; •Lin Zexu's Letter to Queen Victoria, 1839 [Canvas]

1/13 *Migration and Transformative Circulations*

- “Liang Qichao on His Trip to America” [Canvas, 6pp] **read to discuss in class
- Chan, *Diaspora's Homeland*, “A Great Convergence” [Canvas, skim], 17-47.

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

- “Taiping Plan for Reorganizing Chinese Society” 1853 [Canvas]
- Kang Youwei, 1898 Memorial to the Throne [Canvas]

Week 3: Transforming Politics and Culture

1/18 *Revolution and Republic: What is Revolution? What Changed in 1911/12?*

- Read: •Tanner, pp 111-137

1/20 *New Culture, the New Woman, and the New Man*

- Chen Duxiu, “Way of Confucius and Modern Life” [Canvas] **to discuss
- “New Lives in the South: Chinese American Merchant and Student Immigrants,” in Charlotte Brooks, *American Exodus: Second-Generation Chinese Americans in China, 1901-1949* (Berkeley: UC Press, 2019) [Canvas, skim].

**Section: •Revolutionary Alliance, 1907; “Press Coverage 1911” [Canvas] 13pp
• Lu Xun, “Diary of a Madman” (1918) [Canvas], 13pp.

Week 4: Nationalism, Class and Violence

1/25 *Marxism, Class and China*

- Read: •Tanner, 137-165

1/27 *First United Front (GMD-CCP) and Demise*, Film clip: “China in Revolution”

**Section: •Mao Zedong, “Report on an Investigation of the Peasant Movement in Hunan” (March, 1927) [Canvas] pp. 23-39 (be sure to also read footnotes)

Week 5: Leninist Parties and State Formations

2/1 *The (GMD) Nanjing Decade and CCP Rural Base Areas*

- Read: •Tanner 165-192.
- 2/3 Nation, State, and CCP Victory**
- “Generalissimo Jiang on National Identity” (1939; 1945) [Canvas]
- **Section:** • Jiang Jieshi [Chiang Kai-shek], “Nationalism and Traditionalism” (1934) [Canvas] 8pp
- “The Golden Age Ends: Chinese Americans and the Rise of Anti-Imperialist Nationalism,” in Brooks, *American Exodus*, pp. 75-114 [Canvas, skim].
 - Mao Zedong, “On the People’s Democratic Dictatorship!” (1949) [Canvas]

Week 6: Defining the Socialist State

- Read: •Tanner 193-211.
- 2/8 **MIDTERM** (Covers Weeks 1-5: readings, lectures and sections)
Bring green books to exam! (available at bookstore).
- 2/10 First Decade of the PRC: Establishing Stability and Reforming Society**
- **Section:**
- Ding Ling, “Thoughts on March 8” (1942) [Canvas]
 - Mao Zedong, “On Art and Literature” (1942) 4 pp [Canvas]
 - Ding Ling, Land Reform (1948) [Canvas]

Week 7: Maoist Utopianism

- 2/15 Maoist Utopianism I: The Great Leap Forward**
- Read: *Tanner 211-233.
- 2/17 Maoist Utopianism II: The Great Proletarian Cultural Revolution**
- Film clip: “The Mao Years”
- **Section:**
- “Peng Dehuai’s Critique of the Great Leap Forward” (1959) [Canvas]
 - “Decision of the Central Committee of the CCP in regard to the Great Proletarian Cultural Revolution” [Canvas]
 - “Quotations from Chairman Mao” [Canvas]

Week 8: Post-Mao Reaction in the Reform Era and the Question of Democracy

- Read: •Tanner 234-264, and two primary sources [Canvas]: •Deng Xiaoping, “Emancipate the Mind (1978); •“Deng Xiaoping’s Talks in Shenzhen” (1992).
- 2/22 The Character of Reform: Socialism with Chinese Characteristics? Capitalism?**
- 2/24 1989 and Remembrance**
- **Section:**
- Mok Chiu Yu and Frank Harrison, *Voices*, 95-97; 107-119 [Canvas]
 - Yu Hua, “People,” *China in Ten Words* (2011) 3-14. [Canvas]

Week 9: Boundary Issues Past and Present: What is China, Who is Chinese?

- 3/1 Qing Borders and Modern Ethnicities: Tibet and Xinjiang**
- Tanner, sections on Tibet and Taiwan (find all relevant sections using index)
 - Mark Elliot, “What is the Source of Ethnic Tension in China?” (*China Questions: Critical Insights into a Rising Power*, 2018) [Canvas]
 - Tom Mullaney, “How China Went from Celebrating Ethnic Diversity to Suppressing it (*Guardian*, 2021) [Canvas]
- **PAPER OPTION A DUE IN CLASS** (guidelines will be posted by Week 7).
- 3/3 Hong Kong and Taiwan**
- Linda van der Horst, “The Evolution of Taiwanese Identity” [Canvas]
- **Section:**

- Wilfred Chan, “The Infinite Heartbreak of Loving Hong Kong,” *The Nation* (2020)
- “In Hong Kong We Thought We Had More Time” *The Nation* (2021)

3/4 ** PAPER OPTION B DUE [under door of 331 MCK by noon on 3/4]

Week 10: China, Democracy, and Global Capitalism

Read: •Tanner 264-75; Fang Fang, *Wuhan Diary*, 1-60; Li Zhang, *The Origins of Covid-19*, 1-75.

3/8 *Socialism, Capitalism, and Democracy*

*In-class self-evaluation

3/10 *Culture and Memory in the Present: Two Views of History*

•”Xi’s Explanation of Resolution on History” (2021) [Canvas]

•Yan Lianke, “What Happens After Coronavirus? Community Memory and Repeating our Own Mistakes” (2021) [Canvas]

** **MIDTERM II** (bring greenbook to class!).

****Section: Debrief and discuss 3/10 readings (Xi and Yan).**