HIST 182: Modern China
Fall 2014
Tuesday and Thursday, 4:15-5:30
Jonas Clark, Room 120

Instructor: Macabe Keliher
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Course website: Moodle

Course description
This course explores the social, political, and economic organization of modern and contemporary Chinese life. It takes as its focus the changes and transformations in China over the past four hundred years, and how the Chinese have faced the challenges of the modern world. Students will engage key issues in the formation of China’s modern states and societies, including urbanization and industrialization, international relations, government structure, and new intellectual programs. This will point towards an understanding of China’s contemporary situation and the development of a program for its future.

The course will begin with an outline of the structure of the late imperial state and explore why that state was unable to deal with the internal and external challenges of the nineteenth century. It will then turn to the revolutions of the twentieth century and the attempts to reorder social, political, and economic life. The course will look at the inability of Republican leaders to adequately understand or address key problems, and how this led to another upheaval in the form of the Communist revolution. It will then focus on the early attempts by the Chinese Communist Party at re-organizing life to face domestic social problems and the demands of the modern world. The shortcomings of this early project led to the reforms of the 1980s and 90s. The course will conclude with an exploration of how China is still grappling with these issues today, and the possible alternatives available to do so effectively.

Course instruction will take the form of lectures and discussions. Readings will be drawn from a selection of primary and secondary materials, with an emphasis on the primary sources in English translation.

Course Aims and Objectives
By the end of this course students are expected to have an understanding of the key struggles and structural transformations of China over the past four hundred years. They will be able to identify the fundamental challenges faced by the imperial state in the eighteenth and nineteenth centuries and the revolutionary governments in the twentieth century, and outline the various responses to those challenges. They will further gain an understanding of the social and economic concerns and activities in modern China. This will inform a historical understanding of China’s recent economic and social transformations, helping students develop a familiarity with the issues faced in contemporary China. Students will be encouraged to develop a position and positive program to address these issues.
Course Materials
William T Rowe, China’s Last Empire: The Great Qing (Harvard, 2009)
Harold Miles Tanner, China: From the Great Qing Empire through the People's Republic of China (Hackett Publishing Company, 2010)

Assignments and Grading Procedures
During the semester students will write on brief papers that will respond to a major problem or idea discussed in the course up to that time. It should be 5-8 double-spaced pages, and will count for 30% of the final grade. In lieu of a final examination, all students will write a final paper. This final paper will provide you with an occasion to respond to a central aspect of the argument of the course. It should have a minimum of 10 and a maximum of 15 double-spaced pages. The topics will be described in class. It will count for 40% of the final grade.

At the beginning of each class the instructor will issue a brief two-to-three-question quiz to test students knowledge of the assigned reading. This will count for 10% of the total grade. The remaining 20% of the final grade will be attributed to class participation.

Academic Integrity
The instructor supports the Clark code of academic integrity. It states, “Academic integrity is highly valued at Clark. Research, scholarship and teaching are possible only in an environment characterized by honesty and mutual trust. Academic integrity requires that your work be your own.” For the full policy see: https://web.clarku.edu/policies/detailpolicy.cfm?pid=43

Guidance Concerning Collaboration In Papers
Ideas are not born in a vacuum, and inspiration often arrives through interpersonal exchange. For this reason, discussion prior to the preparation of the writing assignments required of the course is allowed and encouraged. Each paper, however, should be written independently without assistance or direct input from others. With the submission of your papers you should be able to say in good faith that it is solely the product of your own efforts and sprung from your own mind.

Course Schedule
INTRODUCTION: THE CASE OF MODERN CHINA
Aug 26: The case of China and a program for our time
  Recommended: Mitter
Aug 28: What is China? Who is Chinese? What is the Chinese state?
  Reading: Tanner, 3-15
  Mitter, ch. 1

I. THE LATE IMPERIAL STATE AND ITS LIMITATIONS, 1600-1900

**Sept 2: China’s developmental path and the structure of the late imperial state**

*Reading:* Tanner, 16-30
- Mitter, 103-105
- Wasserstrom, 23-29

**Sept 4: Ming-Qing transition**

*Reading:* Tanner, 33-49
- Rowe, 11-30
- Roberto Unger, “Nomadic Adversaries,” in *Placticity into Power*, 70-80
- “Shunzhi’s head-shaving decree,” in Atwill, 5-6

**Sept 9: Qing innovations**

*Reading:* Rowe, 39-43, 54-59, 71-81
- “Qing rulers promoting and preserving Manchu identity,” in Atwill, 8-9

**Sept 11: Qing structural limitations**

*Reading:* Tanner, 60-68
- Atwill, 18-21
- Rowe, 149-165
  (Available online at [http://robertounger.com/social.php#6](http://robertounger.com/social.php#6))

**Sept 16: Western contacts: trade and religion**

*Reading:* Tanner, 65-68
- “Qing China and relations with Europe,” in Atwill, 11-18

**Sept 18: External intervention: The Opium War**

*Reading:* Tanner, 72-79
- Rowe, 165-174
- Wasserstrom, 29-30
- “The Opium War,” in Atwill, 22-45, 70-82
Peter Ward Fay, "Was the Opium War of 1840-1842 a Justified War?" in Ch’ing-shih wen-t‘i, (Dec. 1977), 17-31.

Sept 23: Internal crisis
Reading: Tanner, 79-87
Mitter, 23-25
Rowe, 175-190
Wasserstrom, 31-34
“Taiping rebellion,” in Atwill, 46-58

II. REFORM AND REVOLUTION: 1900-1920

Sept 25: The Reform Movement
Reading: Tanner, 87-92, 99-104
Rowe, 200-219, 236-243, 255-262
“Hundred-Days Reform movement,” in Atwill, 64-69, 98-104

Sept 30: The Boxer uprising
Reading: Tanner, 92-99
Rowe, 231-236, 243-246
Wasserstrom, 35-37
“Sino Japanese War,” in Atwill, 89-93; “Boxer uprising,” in Atwill, 96-97, 104-110

Oct 2: The 1911 revolution
Reading: Tanner, 104-105, 111-117
Mitter, 27-30
Wasserstrom, 37
Rowe, 236-243, 262-283

Oct 7: Struggles for power: Revolutionary parties, dictators, and warlords
Reading: Tanner, 117-123
Wasserstrom, 41-43
“Warlord era,” in Atwill, 154-162

Oct 9: The May Fourth movement and intellectual programs
Reading: Tanner, 123-132
Mitter, 34-35, 121-125
Wasserstrom, 43-47
“May Fourth movement,” Atwill, 146-147, 162-171

**Oct 14:** Fall break: no classes  
**Oct 16:** Discussion of papers  

**Oct 20:** Mid-term paper due

### III. PARTIES AND STATE BUILDING

**Oct 21: The birth of the Communist Party**  
*Reading:* Tanner, 132-144  
“Origins of the CCP,” Atwill, 174-177  
*Recommended:* Benjamin Schwartz, *Chinese Communism and the Rise of Mao*, Ch. 1-2  
(Available online: https://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm)

**Oct 23: The Nationalist revolution**  
*Reading:* Tanner, 149-55  
Mitter, 37-39  
Wasserstrom, 47-50  
“Rise of the Guomindang,” Atwill, 183-191  

**Oct 28: The Nanjing decade**  
*Reading:* Tanner, 155-60  
Mitter, 41-46  
“The Nanjing decade,” Atwill, 207-11  

**Oct 30: The Communist Party search for strategy**  
*Reading:* Tanner, 160-165  

### IV: WAR

**Nov 4: War with Japan**  
*Reading:* Tanner, 165-179  
Mitter, 45-55  
Atwill, 200-207, 211-213, 215-229, 231-238

**Nov 6: Civil War and Communist Victory**  
*Reading:* Tanner, 179-187  
Wasserstrom, 52-54  
“Taiwan and the KMT’s road to defeat,” Atwill, 238-242

V. CCP STATE BUILDING: 1949-1976

**Nov 11: The Founding of the PRC: Socialist Transformation**

*Reading:* Tanner, 193-204

Mitter, 55-59

“New China,” Atwill, 252-253, 259-262


**Nov 13: The Maoist model**

*Reading:* Tanner, 204-211

“New China,” Atwill, 248-249, 264-271


**Nov 18: The Cultural Revolution**

*Reading:* Tanner, 211-228

Mitter, 60-63

Wasserstrom, 63-71

“China in the 1960s,” Atwill, 274-289, 291-293


VI. REFORM AND RETRENCHMENT: 1976-2014

**Nov 20: Deng Xiaoping’s economic reforms**

*Reading:* Tanner, 234-250

Mitter, 64-69; 109-113

Wasserstrom, 75-80

“China reemerges,” Atwill, 298-299, 306-312, 322-327

**Nov 25: Political and social consequences**

*Reading:* Tanner, 250-264
   Mitter, 69-73, 113-117
   Wasserstrom, 80-101
   “Tiananmen” Atwill, 329- 335,

**Nov 27: Thanksgiving break**

**Dec 2: China today**

*Reading:* Mitter, 85-92
   Wasserstrom, 101-112, ch. 5-6
   Atwill, 344-351


Macabe Keliher, “The Rise of China,” in *Asia Times* (Feb 10-12, 2014)

**Dec 4: Existing programs and their alternatives**


**Dec 15: Final paper due at 5pm**
Course Policies and Expectations

ATTENDANCE
Students are expected to attend all classes and prepare all assigned readings in advance of the scheduled class. It is particularly important that students arrive on time, as in-class assignments will be issued at the very beginning of class.

EXPECTATIONS
Come to class inspired to debate, ask questions, and engage, but do so in turn and to the point. Bring the week’s readings and refer to them in discussion. Raise questions, concerns, contradictions, new ideas, and generally contribute to and participate in class discussion.

ELECTRONIC DEVICES
Laptops are permitted for the taking of notes only. Please do not distract yourself and others by checking email or opening your gchat or other social media. No other electronic devices are to be used during class. Students found abusing this policy will be asked to leave for the remainder of the class session and forfeit their participation grade for that day.

GRADING
1. Your participation grade will be determined based on your weekly attendance and participation. If you attend each class and are prepared, thoughtful, and engaged you will receive maximum points. If you miss a class your grade will be impacted.
2. In-class assignments are designed to be simple exercises based on the assigned reading. They are graded pass-fail. If you have done the reading, these assignments will pose no problem.
3. Writing assignments are graded on originality, argument, and clarity. (More on this when paper topics assigned.)
4. Total course grade is based on participation and quizzes, term papers, and the final paper.

MAKE-UPS
Make-ups for missed classes and in-class assignments will be permitted only for documented medical emergencies, religious observances, or participation in university events (e.g. varsity sports). Any such excuse requires prior notification by the student to the instructor; medical excuses must be supported by a doctor’s note.

RELIGIOUS HOLIDAYS
Students may be excused from class for observed religious holidays. The student must notify the instructor of the holiday observed by email by the second week of the class.

LATE WORK
All assignments are due by the date and time stated on the syllabus. Papers turned in after the due date will be penalized one third of a letter grade (i.e. a plus or minus letter grade) for each day after the due date. All assignments turned in seven minutes after the stated time will count as being one day late.

COURSE ADJUSTMENTS
The instructor retains the right to revise readings or assignments over the course of the class. Any changes will be announced in class and sent out in an email to all students.