

21H.152

Modern China: 1644 to the Present

Spring 2019

W/F 1:30-3:00 PM

Location: 1-242

Massachusetts Institute of Technology

INSTRUCTOR

Dr. David Porter

Office: E51-091

Office Hours: Friday 3:30 PM – 5:00 PM or by appointment (appointments available only on class days)

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OVERVIEW

This course offers a history of China from the Manchu conquest in 1644, which established the rule of the final imperial dynasty, the Qing, over China, through the present day. We will explore the historical forces that have shaped the territory, people, culture, ideas, politics, and economics of China over the past 400 years, with an aim toward acquiring a better understanding of both China's past and its present.

Why start a course about “modern China” nearly 400 years ago? My hope is that, through this course, you will come to see modern China as more than the product of the Euro-American political, economic, and military intrusions in China that gained strength in the 19th century or the intellectual inspiration that Chinese reformers and revolutionaries drew from Western thinkers in the 20th century. China's own history as an imperial state has lasting legacies as important as those of Western imperialism. The challenges facing today's China are the result not just of three decades of Marxist-Leninist economics (or the capitalist economic reforms of the past four decades), but of the 17th and 18th century expansion of the Qing empire into the Inner Asian regions of Mongolia, Tibet, and Xinjiang.

The China we study in this course is not a homogenous monolith. We will emphasize the tremendous ethnic, linguistic, regional, intellectual, and cultural diversity hidden by the single label “Chinese,” and pay close attention to how the politics of identity, particularly in terms of gender, race, nation, and ethnicity, have shaped China.

COURSE GOALS

Through this course, you should acquire a solid grasp of the basic narrative of modern Chinese history, and a sense of China as a dynamic and diverse society that underwent massive changes over the four centuries that we study. My hope is not that you will learn a series of dry facts – names, dates, and the like (though knowing a few of the most important will be necessary to understanding some of the bigger themes) – but rather that you will acquire a big-picture sense of how imperial Chinese society functioned and evolved. Ideally, even years after you take this course, you will be able to relate what you learn here to the world you live in; making reference to the Chinese civil examination system when you discuss the virtues and drawbacks of a meritocratic society and thinking about footbinding to help understand how seemingly oppressive practices become culturally ingrained, and the risks that come with attempts to abolish them. You will, as well, come away with a sense of how China's present is informed by its past, both recent and relatively distant. When you read in a current newspaper about the hundreds of thousands of Uyghurs being put into re-education camps in Xinjiang, you will understand how what is happening today has been influenced by centuries of history, from the Qing defeat of the Dzungar khanate in the 18th century to the Muslim rebellions of the 19th century to Chinese state efforts (continuing from the 18th century to the present) to resettle ethnic Han people in Xinjiang to the official and popular attacks on religion and ethnic minorities during the Cultural Revolution of the 1960s and 70s.

In addition, you will develop some of the skills that are central to doing historical scholarship, but also will serve you well in nearly any job that relies on your intellectual labor. In particular, you will learn to read critically both primary sources and the writing of scholars, or, to put it in more concrete terms, to read material that was not designed with a reader like you in mind and extract valuable information from it and to read works written to argue for a particular interpretation and both comprehend that argument and assess its strengths and weaknesses. You will learn to synthesize and digest large amounts of information and explain it succinctly, as you will be asked to do in the midterm exam. But you will also learn to use sources to build an argument, as you will be asked to do in the final paper.

READINGS

Students should acquire copies of the following books, which can be purchased at the MIT COOP or online, and will be on reserve at Hayden Library.

Textbook: Jonathan D. Spence, *The Search for Modern China* (3rd edition, 2013).

Sourcebook: Janet Chen, Pei-Kai Cheng, and Michael Lestz, eds., *The Search for Modern China: A Documentary Collection* (3rd edition, 2014).

Additional readings will be supplied on the course website.

COURSE STRUCTURE

We will meet two days per week. This is likely to be a fairly small class, and class sessions will include both lecture and discussion. In general, Wednesdays will be more heavily weighted

toward lecture, and I will provide an overview of the period of time under study that week. You are expected to have read the assigned portion of the textbook (*The Search for Modern China*) prior to this class. In addition we will spend some time in discussion of a small number of primary source readings assigned for this meeting (which you should have read in advance of class). If you find that you cannot complete all your assigned reading in advance of class, it is of particular importance that you read these primary sources – though you should read the textbook as well.

Fridays will begin with a shorter lecture about a particular theme tied to the week's additional reading (this lecture may also continue the basic narrative begun on Monday, depending on whether we had time to finish it). You will be expected to read the journal article or chapter from an academic monograph assigned for the week prior to this meeting (these readings will be posted on the course website). The second part of the meeting will be devoted to discussion of that article. Finally, we will spend the last portion of class discussing a handful of primary sources assigned for the day, some or all of which will be connected thematically to the article or book chapter.

Primary source readings for both Wednesday and Friday meetings may either come from the assigned sourcebook (*The Search for Modern China: A Documentary Collection*) or may be posted on the course website. This will be indicated on the detailed weekly schedule. That schedule will in all cases take precedence over the general remarks about course structure above – please try to complete the readings listed on it by the class meetings for which they are listed.

ASSESSMENT

Map Quiz (5%)

We will have a quiz during the second week of class to ensure that you have basic familiarity with the geography of China. This is aimed at helping you contextualize the information that you encounter during the entire course. A guide to the quiz will be made available during the preceding week – you will be expected to have familiarity with the names and locations of the provinces, important cities, and major rivers of contemporary China.

Attendance and Class Participation (20%)

You will be expected to make thoughtful contributions to class discussions that show clear evidence of having done the required readings. Your contributions should be responsive to your classmates' comments and should always be respectful to everyone else in the room. Quality is more important than quantity – of course, if you don't say anything, you aren't participating – but one or two excellent comments will impress me far more than dominating the conversation with ideas that suggest that you haven't actually done the reading. Attendance is not graded explicitly, but since it is impossible to participate without being present, you will receive no credit for participation if you are absent without a valid excuse.

Midterm Examination (25%)

You will take an in-class midterm on March 22. In the midterm you will be expected to write identifications of 6 terms (which you will choose from a group of 8 possibilities), each worth 10% of the midterm grade, and write a short essay (you will have two choices of topics), worth 40% of the midterm grade.

When responding to an identification, you are not expected to write more than a paragraph. You should aim to 1) demonstrate that you know who or what the term refers to by providing a definition, basic biographical information, or other relevant information and 2) explain the significance of the person, institution, text, etc being identified. For 2), you do not need to explain every single significant aspect of the term, but you need to show a clear understanding of at least one reason that it was important. You must accomplish both 1) and 2) to receive full marks.

The essay question to which you respond will be fairly broad, and will not have a “right” answer (though there may be wrong answers). Your goal is not to provide a comprehensive answer to the question that explores every nuance, which could only be done in a book (or maybe many books), but to give a plausible answer that demonstrates your knowledge of course material. The ability to refer to particular readings (since this is closed-book, you won’t be expected to formally cite anything, and it’s ok if you are slightly off on the name of an author or title of a source as long as I can tell what you’re referring to) and/or specific historical facts that support your response will be essential.

Short Response Papers (20%)

You will write 4 short response papers (500 words MAXIMUM, or about 2 pages) over the course of the semester, each worth 5% of your grade. Two of these must be written AFTER the midterm exam. If you are unhappy with your grade on one of these papers, you will have an opportunity to write an extra paper (see below for more).

In two of these papers, you will analyze a single primary source (or 2-3 closely related sources, but beware of taking on more than you can cover in 500 words) of your choice (chosen from the assigned readings). The main goal of this paper is to explain the significance of the source – what do we learn from it about a bigger question in Chinese history? That is to say, a paper that merely summarizes a source will not receive an A; you will have to show your reader why your chosen source matters.

In the other two papers, you will analyze one of the journal articles or book chapters (note: this does *not* include textbook chapters) assigned as weekly reading. You will succinctly summarize and evaluate the author’s argument. Your summary should not simply repeat the information in the article, but explain the article’s purpose – of what is the author trying to convince us? Make sure to devote some space to an evaluation of the article’s argument – does the evidence the author provides support his or her point? Does the argument make sense in light of the other things you’ve learned that week (whether in lecture, the textbook, or primary source readings)?

Short papers are due by the start of class in which we discuss the primary source or article in question. Because you are free to choose which weeks you will write these papers, there will be no extensions granted, regardless of whether you have a good excuse.

If you receive a response paper grade that is lower than you would like, you will have the option of writing an additional response paper of the same type. You may only do this once for primary source-response papers and once for article-response papers (so you may write a total of three of each). Your final grade will be based on your two highest grades from each type of paper.

All writing should be double-spaced in an easily readable (and reasonably sized) font.

Final Paper (30%)

Your final paper will be between 1,500 and 2,000 words in length (5-8 pages). The topic is of your choosing, and you should pick a subject that interests you, but it must address an issue in modern Chinese history relevant to the course. I recommend that you come up with a specific question that you are seeking to answer (in general, the more specific you can be, the better). For instance, “footbinding” is a bad topic. “Why did footbinding end?” is a somewhat better topic, but still not ideal. And “to what extent was the campaign to end footbinding linked to a broader feminist movement and how did it impact the lives of Chinese women?” is a much better topic that would help you write a solid paper. It may require a bit of research to figure out how to productively narrow down your topic – do not neglect this step!

This paper will require a small amount of outside research, though if you choose your topic well, you should be able to use some material, particularly primary sources, from the assigned course reading. I will expect you to cite a minimum of 4 primary sources and 4 secondary sources (scholarly books and/or articles. Wikipedia articles, or other encyclopedia articles, do not count, though they can be a good way to find links to sources, and you are certainly welcome to use primary sources hosted on a site like Wikisource, which will count as primary sources. Though you may cite the textbook and lecture – as little as possible, I hope, since the goal is to get beyond them – these do not count toward your 4 secondary sources). Primary sources may include visual material as well as written texts. If you can read Chinese or another relevant foreign language, you are welcome to use sources written in it, though this is certainly neither required nor expected (if you are learning Chinese as a foreign language, please make sure that you have an accurate understanding of any Chinese-language sources you use – you would be well-advised to consult either with me or with your Chinese language teacher; sources from before the mid-20th century, in particular, are likely to be written in a very different style than you are accustomed to).

A few good places to start looking for primary sources on Chinese history that have been translated into English include (in addition to *The Search for Modern China: A Documentary Collection*, which you will be using regularly in class) *Sources in Chinese History: Diverse Perspectives from 1644 to the Present* (eds. David and Yurong Atwill), Volume 2 of *Sources of Chinese Tradition (From 1600 through the Twentieth Century)* (eds. William Theodore de Bary and Richard Lufrano) and *Chinese Civilization: A Sourcebook* (ed. Patricia Ebrey). You are free to peruse these during my office hours – and I will also aim to put them on course reserve at

Hayden Library. If extensive portions of a primary source are quoted in a secondary source, you may count those excerpts as a primary source, though please consult with me first to confirm. Some topics, particularly (but not only) those dealing with China's interactions with foreigners, will have primary sources originally in English, which you should also consider using.

As part of the paper writing process, I will ask you to complete three intermediate steps. First, you will need to submit a paper proposal, identifying the topic of your paper (again, as specific as possible) and at least two relevant primary sources and two relevant secondary sources. The proposal will be worth 5% of your grade on the final paper and is due April 6.

Second, I will ask you to write an analysis of one of your primary sources. This should look like the primary source-response papers that you are asked to do for class (maximum 500 words, but in this case, you may want to keep it a bit shorter if possible). You should be sure that when discussing the significance of the source, you connect it directly to your paper topic. The same source might be important in multiple ways – I want to know how it helps you answer your question. This will be worth 15% of your final paper grade and is due April 22.

Third, I will ask you to write an analysis of one of your secondary sources. This should look like the article-response papers that you are asked to do for class. Here, you will want to be sure to identify how the argument of the article/book relates to the question you are exploring in your final paper. In addition, your assessment of the article/book should include some consideration of how you will use it in your paper. Does it provide evidence for a crucial argument that you want to make – if so, why do you think that evidence is reliable? Do you disagree entirely with its conclusions – if so, what do you think is wrong with the argument and how will you challenge it? This will be worth 15% of your final paper grade and is due April 30.

Finally, you will submit the paper itself. You should make use of the intermediate assignments as you write the paper – you probably won't want to include the entirety of either of them, verbatim, but they are an opportunity for you to begin developing the arguments that you are making in your paper, and, assuming they were successful, I expect that you will want to incorporate the analysis that you did in them into your final product. You may re-use the same phrasings that you used in the earlier assignments – I consider them stages of the writing process, not separate assignments. Be sure to cite your sources appropriately (you may want to refer to the *Chicago Manual of Style* for help with this) and include a full bibliography (again, the *Chicago Manual of Style* is your friend). Footnotes that are used merely for citations and your bibliography will not count toward the paper's word-limit (again, you're aiming for 1,500-2,000 words. Be absolutely sure not to exceed 2,200). Double space your paper, include page numbers, and use a readable and appropriately sized font. These all make reading your paper easier for the reader (i.e., me the person who is grading you). The remainder of your final paper grade (65%) will be based on the final product that you submit, which is due May 14.

COURSE POLICIES

Absences and Late Work

You are expected to attend all class meetings and to submit all work on time. Missed class will result both in failing to learn the material covered (which can affect your success in other assignments) and in a failure to participate in discussion, directly lowering your participation grade. Late papers will be marked down by 1/3 of a letter grade (i.e., A to A-, A- to B+, etc) for each day late, though in no case will a paper that would otherwise receive a passing grade receive a failing grade (which is to say, you won't drop below a D-), as long as it is submitted by the end of the semester.

I recognize that there will be situations that make it impossible (or unwise) for you to attend class or to submit a paper on time, including illnesses (if you're sick, please rest and recover; don't come to class). I treat my students as responsible adults; if you are genuinely unable to come to class or submit a paper on time for a legitimate reason, I simply ask that you inform me in advance and let me know the reason. However, I reserve the right to request documentation of your excuse if it seems to me that you are taking advantage of this policy more frequently than is reasonable.

Remember that short response papers cannot be submitted late for any reason – in practice, these policies will apply only to the intermediate steps of the final paper (MIT policies prevent me from offering extensions beyond the last day of class for the final paper itself).

Office Hours

I hold regular office hours on Fridays from 3:30-5:00 PM in my office in E51-091, and am available for appointments outside those times if they are incompatible with your schedule. I encourage you to come by early in the semester to chat so that I can get to know you a bit better, as well as to visit whenever you have questions about course material or assignments or simply wish to talk about Chinese history or your academic goals.

Academic Integrity

All work that you submit for this course must be your own, and any sources you use in preparing your work must be appropriately cited.

MIT's Academic Integrity policy reads, in part: "MIT anticipates that you will pursue your studies with purpose and integrity. The cornerstone of scholarship in all academic disciplines is honesty. MIT expects that you will approach everything you do here honestly – whether solving a math problem, writing a research or critical paper, or writing an exam" (see complete policy at <http://integrity.mit.edu>). In this course, I will hold you to the high standard of academic integrity expected of all students at the Institute. I do this for two reasons. First, it is essential to the learning process that you are the one doing the work. I have structured the assignments in this course to enable you to gain a mastery of the course material. Failing to do the work yourself will result in a lesser understanding of the content, and therefore a less meaningful education for you. Second, it is important that there be a level playing field for all students in this course and at the Institute so that the rigor and integrity of the Institute's educational program is maintained. If society is to view a degree from MIT as meaningful, we must ensure that the work done toward the degrees awarded is honest.

Violating the Academic Integrity policy in any way (e.g., plagiarism, unauthorized collaboration, cheating, etc.) will result in official Institute sanction. Possible sanctions include receiving a failing grade on the assignment or exam, being assigned a failing grade in the course, having a formal notation of disciplinary action placed on your MIT record, suspension from the Institute, and expulsion from the Institute for very serious cases. Please review the Academic Integrity policy and related resources (e.g., working under pressure; how to paraphrase, summarize, and quote; etc.) and contact me if you have any questions about appropriate citation methods, the degree of collaboration that is permitted, or anything else related to the Academic Integrity of this course.

STUDENT FEEDBACK

I encourage you to complete an evaluation for this course upon its conclusion. Your experiences and observations will help me make this class, and all classes I teach, better for future students.

STUDENTS WITH DISABILITIES

If you need disability-related accommodations, I encourage you to meet with me early in the semester. If you have not yet been approved for accommodations, please contact [Student Disability Services](#) at sds-all@mit.edu.

I look forward to working with you to assist you with your approved accommodations.

STUDENT MENTAL HEALTH

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may impact your ability to attend class, concentrate, complete work, take an exam, or participate in daily activities.

Please discuss this with [Student Support Services](#) (S³). You may consult with Student Support Services in 5-104 or at 617-253-4861.

For urgent or after-hours concerns, please contact MIT Police.

DIVERSITY

MIT values an inclusive environment. I hope to foster a sense of community in this classroom and consider this classroom to be a place where you will be treated with respect. I welcome individuals of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. If this standard is not being upheld, please feel free to speak with me.

WEEKLY SCHEDULE

Key to readings:

SMC = *The Search for Modern China*

SMCDC = *The Search for Modern China: A Documentary Collection* (the primary source reader)

(w) = posted as .pdf on course website

Week 1 – Manchus and Ming

February 6 – Course Introduction and China in the Late Ming

Reading: SMC, pp. 3-25; SMCDC, documents 1.3 (pp. 4-5), 1.5-1.7 (pp. 6-12)

February 8 – The Rise of the Qing

Reading: SMC, pp. 26-47; SMCDC 2.1-2.7 (pp. 19-32), 5.3 (pp. 67-68), “From Orphan to Princess: the Story of Liu Sanxiu” (w) (21 pp.)

Week 2 – Consolidating Qing Rule

February 13 – Expansion and Reform under Kangxi and Yongzheng

Reading: SMC, pp. 48-93; SMCDC, documents 3.3-3.4 (pp. 39-47); “Lan Dingyuan’s Casebook” (w) (5 pp.); “Lan Dingyuan on Female Education (1712)” (w) (2 pp.)

February 15 – Ethnicity and the Qing Banner System

Reading: Mark Elliott, “Ethnicity in the Qing Eight Banners” (w) (31 pp.); SMCDC, documents 4.1-4.3 (pp. 48-53); “Qing Rulers Promoting and Preserving Manchu Identity (1635-1850)” (w) (2 pp.); “The Justification of Social and Cultural Divisions” and “The Preservation of Chinese Political and Cultural Integrity” both by Wang Fuzhi (w) (4 pp.)

Week 3 – The High Qing and Its World

February 20 – Qianlong and the High Qing

Reading: SMC, pp. 94-135; SMCDC, documents 5.1-5.2 (pp. 54-67); “Qing’s 29 Regulations for Reorganizing Tibet (1792)” (w) (2 pp.), “Chen Hongmou and Mid-Qing Statecraft” (w) (13 pp.)

February 22 – Lord Macartney and the Qing-British Encounter

Reading: Henrietta Harrison, “The Qianlong Emperor’s Letter to George III and the Early-Twentieth-Century Origins of Ideas about Traditional China’s Foreign Relations” (w) (22 pp.)
SMCDC, 6.1-6.5 (pp. 77-93)

Week 4 – The Qing in Crisis

February 27 – Wars and Rebellions in the Nineteenth Century

Reading: SMC, pp. 137-185; SMCDC, documents 7.1-7.3 (pp. 94-103), 7.5 (pp. 106-110); “Placards Posted in Guangzhou” (w) (2 pp.)

March 1 – Living through Chaos

Reading: Susan Mann, “Wang Caipin, Governess” (from *The Talented Women of the Zhang Family*) (w) (35 pp.) Note that, though written by an academic, this chapter has an unusual style, presenting the life of a single woman in almost novelistic fashion. To give you a bit of help dealing with this, the pdf on the website will also include a section from the book’s epilogue entitled “Crisis and Change in the Nineteenth Century” (11 pp.), which provides some historical contextualization for the narrative. I also include the prologue (2 pp.) in which Mann sets out her vision of the project. If you choose to write your reflection paper on this reading, you may want to consider Mann’s stylistic choice – what about it is effective or ineffective? Should more historians write this way?

SMCDC 8.4-8.6 (pp. 122-131), “Mid-Century Rebels” (w) (5 pp.), “Taiping Anti-Manchu Proclamation (1852)” (w) (3 pp.), “The Days when the Taipings Arrived at Nanjing (1853-1854)” (3 pp.)

Week 5 – Reform, Reaction, and Defeat

March 6 – The Qing Responds to Disaster

Reading: SMC, pp. 186-233; SMCDC, documents 9.1-9.2 (pp. 134-140), 10.1 (pp. 155-158).

March 8 – The Boxer Rebellion

Reading: Joseph Esherick, “Guan County, 1898: the Emergence of the ‘Boxers United in Righteousness’” (from *The Origins of the Boxer Uprising*) (w) (31 pp.); SMCDC, documents 9.6 (pp. 153-154), 10.5-10.6 (pp. 174-178); “Malan Boxer Proclamations (1900),” “Spirit Boxer Possession (1900),” “Imperial Edict to ‘Declare War’ (June 21, 1900),” “Imperial Edict to Slay Foreigners and Converts (July 1, 1900),” and “Boxer Protocol (September 7, 1901)” (w) (7 pp.)

Week 6 – The 1911 Revolution: Before and After

March 13 – A Revolution Creates a Republic! (Or Does It?)

Reading: SMC, pp. 234-278; SMCDC, documents 11.1 (pp. 179-183), 11.4-11.6 (pp. 187-197); “Sun Zhongshan’s Reply to Yuan Shikai and Resignation (February 12, 1912)” (w) (2 pp.), “Convention between Great Britain, China, and Tibet: Simla (1914)” (w) (3 pp.), Zhang Xun’s Reasons for Restoring the Monarchy (w) (2 pp.)

March 15 – Footbinding and the New China

Reading: Dorothy Ko, “The Body Inside Out: The Practice of *Fangzu*, 1900s-1930s” (from *Cinderella’s Sisters: A Revisionist History of Footbinding*) (w) (31 pp.) – Note that the word *tianzu* (the second sentence of the chapter) means “natural feet” (as in, feet that had not been bound)

SMCDC, documents 11.2-11.3 (pp. 183-187), 11.7 (pp. 197-200), 12.6 (pp. 210-218); “Ridding China of Bad Customs” (w) (7 pp.); He Zhen, “What Women Should know about Communism” and Han Yi, “Destroying the Family” (7 pp.)

Week 7 – May 4th and New Political Movements

March 20 – GMD and CCP

Reading: SMC, pp. 279-326; SMCDC, documents 13.2 (pp. 225-228), 14.1-14.2 (pp. 244-249), 14.4-14.7 (pp. 251-257).

March 22 – MIDTERM EXAM

Spring Break – March 25-29

Week 8 – The 1930s

April 3 – The Nanjing Decade

Reading: SMC, pp. 327-387; SMCDC, documents 15.1-15.2 (pp. 258-265)

April 5 – Building Rural Revolution

Reading: Stephen Averill, “The Transition from Urban to Rural in the Chinese Revolution” (35 pp.); SMCDC document 16.1 (pp. 290-296); Mao Zedong, “Report on an Investigation of the Peasant Movement in Hunan” - https://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1_2.htm

Final paper proposal due April 6 by 5:00 PM

Week 9 – War, Revolution, and Liberation

April 10 – Two Wars over China

Reading: SMC, pp. 391-459; SMCDC, documents 18.1 (pp. 345-347), 18.4-18.5 (pp. 360-364); “Li Zongren’s ‘The Disintegration of Our Military Forces’” (w) (3 pp.)

April 12 – Nanjing, Massacre and Collaboration

Reading: Timothy Brook, “Complicities / Nanjing” (from *Collaboration: Japanese Agents and Local Elites in Wartime China*) (w) (34 pp.); SMCDC, documents 17.1-17.2 (pp. 318-322), 17.4-17.7 (pp. 327-342).

Week 10 – Building a New State

April 17 – The Early Years of the PRC

Reading: SMC, pp. 460-513; SMCDC documents 20.3-20.5 (pp. 398-411)

April 19 – Managing China’s Diversity and Land Reform

Reading: Thomas Mullaney, “The Consent of the Categorized” (from *Coming to Terms with the Nation: Ethnic Classification in Modern China*) (w) (28 pp.); SMCDC, documents 19.2-19.4 (pp. 375-389), “Land Reform” (w) (6 pp.)

Week 11 – Calamity

Primary source analysis for final paper due April 22, 5:00 PM.

April 24 – The Great Leap Forward and the Great Proletarian Cultural Revolution

Reading: SMC, pp. 514-555; SMCDC, documents 21.1-21.3 (pp. 412-422), 21.5 (pp. 436-438); “Peng Dehuai’s Critique of the Great Leap Forward” (w) (5 pp.)

April 26 – City vs Countryside

Reading: Li Huaiyin, “The Cultural Revolution: A Multifaceted Experience” (from *Village China under Socialism and Reform: A Micro-History, 1948-2008*) (w) (21 pp.). Note that this chapter (and the book it is taken from) is focused on a single place – Qin Village, in Dongtai County, Jiangsu.

SMCDC, documents 22.3-22.7 (pp. 448-459); “Revolutionary Masses of Various Nationalities in Lhasa Thoroughly Smash the ‘Four Olds’ (1966)” (w) (2 pp.)

Week 12 – Retreating from Revolution

Secondary Source Analysis for Final Paper due April 30, 5:00 PM

May 1 – Mao’s Final Years

Reading: SMC, pp. 559-614; SMCDC, documents 23.1-23.2 (pp. 460-467)

May 3 – Reforming the Rural Economy

Reading for mini-discussion: Yang Dali, “The Political Struggle over Reform” (from *Calamity and Reform in China: State, Rural Society, and Institutional Change Since the Great Leap Famine*) (w) (36 pp.); SMCDC, documents 24.1-24.4 (pp. 493-513); “Shen Rong’s *At Middle Age* (1980)” (w) (3 pp.)

Week 13 – The Deng Era

May 8 – The Road to Tian’anmen

Reading: SMC, pp. 615-665; SMCDC documents 25.1-25.2 (pp. 514-528), “The Changing Course of Courtship” (w) (8 pp.), “The One-Child Family” (w) (4 pp.)

May 10 – Tian’anmen Square Protests

Reading: Marie-Claire Bergère, “Tiananmen 1989: Background and Consequences” (w) (17 pp.); SMCDC, documents 26.1-26.5 (pp. 547-565); “Economic Liberalization and New Problems for Women” (w) (6 pp.)

Week 14 – China Today

May 15 – Contemporary China and Its Future

Reading: SMC, pp. 666-707 (feel free to skim); Rian Thum, “China’s Mass Internment Camps Have No Clear End in Sight” (<https://foreignpolicy.com/2018/08/22/chinas-mass-internment-camps-have-no-clear-end-in-sight/>); Spencer Sheehan, “China’s Hukou Reforms and the Urbanization Challenge” (<https://thediplomat.com/2017/02/chinas-hukou-reforms-and-the->

[urbanization-challenge/](#)); Edward Wong, “China Blocks Access to ‘Under the Dome’ Documentary on Pollution” (<https://www.nytimes.com/2015/03/07/world/asia/china-blocks-web-access-to-documentary-on-nations-air-pollution.html>).

Final Papers due May 14, 5:00 PM