



School of History, Philosophy, Politics and International Relations  
Victoria University of Wellington

History Programme  
2007 Trimester 2

## **HIST231: Changing China: Protest, Rebellions and Revolutions in Modern China, 1800s - 2007**

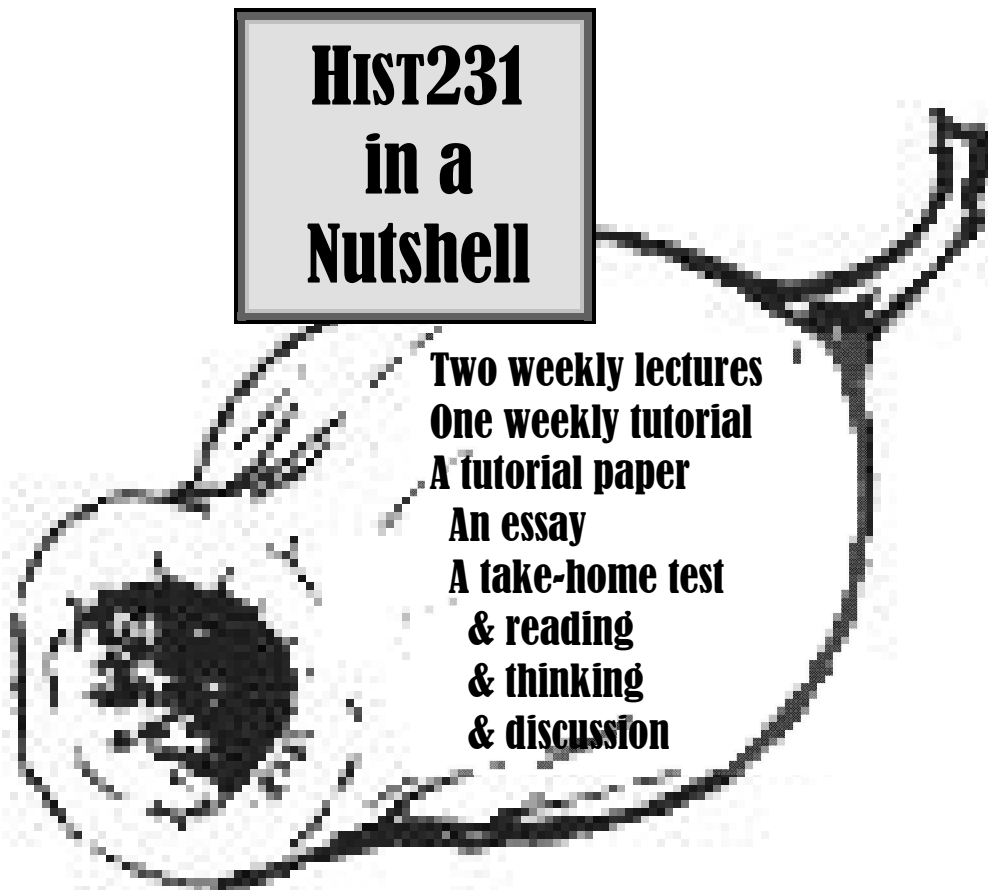
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**HIST231  
in a  
Nutshell**

**Two weekly lectures  
One weekly tutorial  
A tutorial paper  
An essay  
A take-home test  
& reading  
& thinking  
& discussion**

## 1. CONTACT DETAILS

**Lecturer:** Dr Pauline Keating  
Old Kirk 418, Phone: 463 6760  
email: [pauline.keating@vuw.ac.nz](mailto:pauline.keating@vuw.ac.nz)

**Office hours:** Advice about office hours will be posted on my door and on the “Staff Information” page of Blackboard

## 2. TIMETABLE

**Lecture:** Tuesdays and Thursdays at 2.10 p.m. in MY102.

**Tutorials:** Tutorial times will be arranged in the first week of term and will be posted on the History Programme’s notice-board by Friday 19<sup>th</sup> July

Information about any changes to the programme or timetable will be announced in lectures and posted on the programme noticeboard as well as under “Announcements” in Blackboard.

## 3. ASSIGNMENTS & DEADLINES

**Tutorial Paper (30%):** 2 weeks after the tutorial on your topic  
**Essay (45%):** any time before Monday 2nd October at 6 p.m.

**Take-home test (25%):** 12<sup>th</sup> - 15<sup>th</sup> October 2007



## 4. HOW TO USE BLACKBOARD

HIST231 is on-line in Blackboard.

To access Blackboard:

- open an internet browser;
- go to the VUW Blackboard Homepage:  
<http://www.blackboard.vuw.ac.nz>
- Click on Login;
- Enter your SCS username in the Username field;
- Enter your Student ID in the Password field;
- Click on **HIST231** under “My Courses”.

### **ANNOUNCEMENTS:**

This is where lecturers and tutors will post announcements and reminders.

### **COURSE INFORMATION:**

Here you'll find general information about course content, the course's objectives, mandatory requirements for passing the course etc..

### **STAFF INFORMATION:**

How to contact the course coordinator.

### **BIBLIOGRAPHY:**

A link to up-to-date lists, organised under topical headings, of the required and recommended readings for the tutorials and essay topics will be lodged here.

### **COURSE MATERIAL:**

Lecture summaries can be accessed two days before each lecture.

Resource materials referred to in the lectures, or links to the relevant resources, will be available here two days before each lecture.

### **ASSIGNMENTS:**

Instructions about the Tutorial Paper, and the list of essay questions are filed here.

### **DISCUSSION BOARD:**

Through the Discussion Board you can discuss, with other students and with the lecturer, any issues relating to course content, the assignments, the administration of the course etc..

### **TUTORIAL GROUPS:**

Each tutorial group gets its own space on Blackboard, and you are encouraged to use this space for, among things, collaborative work.



You will find click-on buttons with these headings on the left-hand side of HIST231's home page in Blackboard

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## 5. COURSE AIMS

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HIST231 aims to provide an introduction to modern China by means of a study of the popular movements of protest, rebellion and revolution that have featured so prominently in the 19<sup>th</sup> and 20<sup>th</sup> centuries and that drew on deep-rooted historical traditions.

Of necessity, therefore, the study of a “changing China” entails a study of **historical traditions** and of the forces that have resisted change. It also entails a study of the people, both elites and non-elites, who, in different (and often contradictory) ways have tried to “change China” and who have aimed to *transform* or to *conserve* (or to transform *and* to conserve) aspects of traditional Chinese society and culture.

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## 6. COURSE OUTLINE

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The course begins in the early 1800s, at the time when Western powers were aggressively trying to “open China” to foreign trade; this is the context in which China’s modern nationalist movement was born. We examine both the *elite* reformers who tried to “strengthen” China against the Western imperialism and the *popular* protestors against the foreign presence. This dual focus on elite and popular protest is sustained throughout the course.

Detailed attention is given to the 1839 – 1949 period (from the first Opium War to the Communist victory), and the lecture, tutorial and essay topics are essentially confined to that timeframe. But the study of each historical topic will also

include consideration of “historical *continuities*” in contemporary China. For example, when studying the republican movement in the early 1900s, we will also take a quick look at the democracy movement from the 1970s to 2007.

The following is a list of the movements of protest, rebellion and revolution that are the main subject matter of HIST231. The *contemporary* issue related to each topic is indicated in brackets.

- the anti-opium campaigns of the 1830s and ‘40s (*and nationalism in contemporary China*);
- the peasant rebellions of the mid-nineteenth century (*and secret societies in contemporary China*);
- anti-Christian movements, 1860s – 1900 (*and Christianity in China today*);
- the republican movement, 1895 - 1911 (*and the democracy movement in the 1970s – 2007 period*);
- student movements, 1898 – 1925 (*and the Red Guard movement in 1966 – 68, and student politics in the 21<sup>st</sup> century*);
- the urban labour movement of the 1920s (*and “workers’ rights” in contemporary China*);
- peasant protest movements in the 1930s (*and rural unrest since the mid-1980s*);
- the women’s movement, 1890s – 1930s (*and women in contemporary China*);
- the republican movement that began in the 1900s (*and the legacies of republicanism in the 21<sup>st</sup> century*);
- the communist movement that began in 1921 (*and the shape it is in at present*)

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## 7. COURSE OBJECTIVES

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This course has two sets of objectives. The first relates to **subject matter**, and the second to the acquisition of **skills** that an historian needs.

In terms of **SUBJECT MATTER**, the objectives of HIST 231 are:

- to give you a **general knowledge** of modern Chinese history and of the “major milestones” along the road to China’s twentieth century revolutions;
- to develop your understanding of the role and the dynamics of **mass movements** in modern Chinese history;
- to give you an appreciation of the **complex relationships** between elites and “the masses” within popular movements;
- to enable you to appreciate the power of **the past** in the shaping of **the present** in the case of China;
- to help you refine and deepen your **understanding of concepts** such as “tradition”, “modernity”, “westernisation”, “nationalism” and “revolution” in relation to China’s historical development.;
- to enable you to **distinguish between** “rebellion”, “reform” and “revolution” in Chinese contexts;
- to encourage you to **critique stereotypes** such as a “changeless China” and the “sleeping giant” on the one hand, and “new China” or “revolution as a clean break with the past” on the other.

A range of **SPECIFIC SKILLS** that are highly relevant to employment outside the university and necessary to historians will be progressively introduced and developed during undergraduate work in history. History graduates will be able to:

1. read with accuracy and discrimination
2. distinguish fact from opinion
3. weigh up evidence
4. come to terms with conflicting or different arguments
5. present an oral argument with lucidity and conviction
6. construct arguments convincingly and concisely in writing
7. write in a clear, logical and lively way
8. use information resources efficiently and constructively
9. understand the nature and development of history as a discipline

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## 8. THE RELATIONSHIP BETWEEN COURSE OBJECTIVES AND ASSESSMENT

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The weekly tutorials, your tutorial paper and your essay work all provide practice in applying your knowledge of modern Chinese history and the specific skills of the historian.

### TUTORIAL PAPER

The tutorial paper assignment gives you practice in skills that are basic to the historian’s craft (that is, practice in most of the “specific skills” listed above). The assignment includes:

- a. a **glossary exercise**, to draw attention to the correct use of terms and concepts
- b. a **chronology exercise**, which establishes the historical context for an analysis of the documents
- c. a **document study** that is informed by your secondary readings and that uses evidence from primary sources

### ESSAY

The essay provides you with the opportunity to apply the above skills in a longer piece of writing. The essay is evaluated on the following criteria:

1. research and subject matter (40% weighting)

2. analysis, argument & organization (30% weighting)
3. use of evidence (20% weighting)
4. style and presentation (10% weighting)

### TAKE-HOME TEST

The exam will test your general knowledge of modern Chinese history (as distinct from the *specialist* knowledge you gain when researching your essay and tutorial paper), and your understanding of broad trends through the 1800s – 1949 period. Prepare for the exam by regular attendance at lectures.

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## 9. MANDATORY REQUIREMENTS FOR PASSING THE COURSE

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HIST231 is an internally assessed course. For reasons of equity and fairness to all, the assessment requirements must be rigidly adhered to.

To pass the course each student must:

- a) Complete the assignments specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work). The assignments are:
  - (i) One tutorial paper (about 1500 words and worth 30%)
  - (ii) One essay (about 3000 words, and worth 45%), to be submitted any time before 2<sup>nd</sup> October at 6 p.m.
  - (iii) One take-home test (about 1500 words, and worth 25%). You will be given the questions on Friday 12<sup>th</sup> October; answers are to be submitted before 6 p.m. on Monday 15<sup>th</sup> October.

### b) Participation in Tutorials

Participation in at least 8 (out of the 11) tutorial workshops.

**NB:** A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

**All assigned work must be completed and submitted by Friday 19<sup>th</sup> October.** A list of students who have completed the assigned work will be posted on the History noticeboard.

*Please note that **Friday 19<sup>th</sup> October** is the **FINAL DATE** on which any written work can be accepted by the programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after **19<sup>th</sup> October** must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.*

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## 10. PENALTIES FOR LATENESS

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Students will be penalised for late submission of assignments — a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked.

However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such a request for an extension must be submitted before the deadline, and on an “Extension Request” form that can be downloaded from Blackboard or collected from OK405.

The HIST231 essay submission date is flexible (you select your own deadline, within limits!). If you want to change the deadline you set for yourself, you must do so before the end of the fourth week of the course (i.e. before 4<sup>th</sup> August).

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## 11. WORKLOAD

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In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to a stage-two course. This includes 2 hours of lectures per week, and a one-hour tutorial. In the case of HIST231 this means that after three hours of formal classwork, you can devote **at least 12 hours per week** to tutorial preparation, journal work, research and essay-writing.

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## 12. ACADEMIC GRIEVANCES

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If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

[www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances)

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## 13. ACADEMIC INTEGRITY AND PLAGIARISM

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Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one’s own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*



Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

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## 14. AEGROTAT

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Please note that under the Assessment Statute (Sections 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **second** trimester courses in 2007 the starting point for this period is **Monday 24 September 2007**.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical

certificate or other appropriate documentation, the student will be given an extension.

- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

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## 15. GENERAL UNIVERSITY POLICIES AND STATUTES

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Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

### Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

[www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)

The Policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct)

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## 16. STUDENTS WITH IMPAIRMENTS

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See Appendix 3 of the Assessment Handbook

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070 email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The History Disability Liaison Person is Giacomo Lichtner and he can be contacted on 463 6756 or email [giacomo.lichtner@vuw.ac.nz](mailto:giacomo.lichtner@vuw.ac.nz). His office is located in 412 Old Kirk Building.

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## 17. STUDENT SUPPORT

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Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

### *Manaaki Pihipihinga Programme*

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact [Manaaki-Pihipihinga-Programme@vuw.ac.nz](mailto:Manaaki-Pihipihinga-Programme@vuw.ac.nz) or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; [Pacific-Support-Coord@vuw.ac.nz](mailto:Pacific-Support-Coord@vuw.ac.nz) or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway

station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

### ***Student Services***

In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at:

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.



### **“LONG LIVE THE REPUBLIC”**

The five-coloured flag was the flag of the Republic of China from 1912 to 1928 (the five colours represented the Han, the Hui, the Manchu, the Mongol and the Tibetan people).

The flag on the left was the republican navy flag, and the flag on the right – the republican army flag.



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## 18. LECTURE PROGRAMME

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|---|--|
| <p>Tuesday 10<sup>th</sup> Jly: <b>Changing China 1:</b> Introduction</p> <p>Thursday 12<sup>th</sup> Jly: <b>Changing China 2:</b><br/>China before the 19<sup>th</sup> century</p>  | <p>Thursday 16<sup>th</sup> Aug: <b>Chinese versus Manchus 2:</b><br/>The revolutionaries and the 1911 revolution<br/><b>MID-TRIMESTER BREAK</b></p>   |
| <p>Tuesday 17<sup>th</sup> Jly: <b>Protest and Rebellions 1:</b><br/>Elite criticism and dissent in imperial China</p> <p>Thursday 19<sup>th</sup> Jly: <b>Protest and Rebellions 2:</b><br/>Popular protest and rebellions in imperial China</p>   | <p>Tuesday 4<sup>th</sup> Sep: <b>Culture radicalism and the “new youth” 1:</b><br/>The New Culture Movement, 1915 – 1920s</p> <p>Thursday 6<sup>th</sup> Sep: <b>Culture radicalism and the “new youth” 2:</b><br/>The May 4<sup>th</sup> student movement, 1919</p>  |
| <p>Tuesday 24<sup>th</sup> Jly: <b>China and the West 1:</b><br/>Opium and the Western push into China, 1800 - 1860</p> <p>Thursday 26<sup>th</sup> Jly: <b>China and the West 2:</b><br/>The rise of Chinese nationalism, 1840s – 1880s</p>  | <p>Tuesday 11<sup>th</sup> Sep: <b>Shanghai 1:</b> “Paradise of Adventurers”</p> <p>Thursday 13<sup>th</sup> Sep: <b>Shanghai 2:</b> A seedbed of Chinese radicalism</p> <p>Tuesday 18<sup>th</sup> Sep: <b>Changing rural China 1:</b><br/>Reformers and the peasants in the 1930s</p> <p>Thursday 20<sup>th</sup> Sep: <b>Changing rural China 2:</b><br/>The Communists and the peasants in the 1930s</p> |
| <p>Tuesday 31<sup>st</sup> Jly: <b>Popular rebellion in the 19th century 1:</b><br/>The Taiping Rebellion, 1851 - 1864</p> <p>Thursday 2<sup>nd</sup> Aug: <b>Popular rebellion in the 19th century 2:</b><br/>The revolutionary consequences of rebellion, 1860s – 1890s</p>             | <p>Tuesday 25<sup>th</sup> Sep: <b>The Guomindang (GMD) and revolution 1:</b><br/>The GMD in opposition, 1905 – 1927</p> <p>Thursday 27<sup>th</sup> Sep: <b>The Guomindang (GMD) and revolution 2:</b><br/>The GMD in power, 1927 – 1949</p>  |
| <p>Tuesday 7<sup>th</sup> Aug: <b>Opposition to Western Christians 1:</b><br/>The Christian missionary push into China, 1830s – 1890s</p> <p>Thursday 9<sup>th</sup> Aug: <b>Opposition to Western Christians 2:</b><br/>The anti-Christian rebellions in the late-nineteenth century</p> | <p>Tuesday 2<sup>nd</sup> Oct: <b>The Communists (CCP) and revolution 1:</b><br/>The Communists as nationalists, 1921 – 1949</p> <p>Thursday 4<sup>th</sup> Oct: <b>The Communists (CCP) and revolution 2:</b><br/>The Communists as rural revolutionaries, 1927 – 1949</p>  |
| <p>Tuesday 14<sup>th</sup> Aug: <b>Chinese versus Manchus 1:</b><br/>The anti-Manchu reformers, 1890s - 1911</p>  | <p>Tuesday 9<sup>th</sup> Oct: <b>Women in a Changing China 1:</b><br/>The early feminists, 1800s – 1919</p> <p>Thursday 11<sup>th</sup> Oct: <b>Women in a Changing China 2:</b><br/>Women and the Chinese revolutions, 1911 – 1949</p>   |

## 19. COURSE OVERVIEW

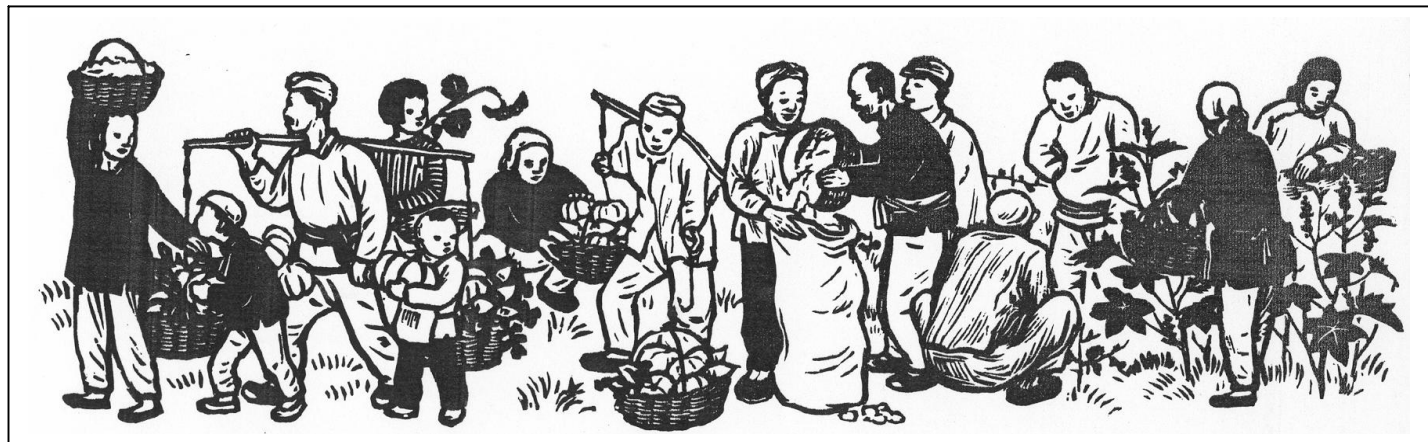
	<b>Dates</b>	<b>Lectures</b>	<b>Tutorial Workshops</b>	<b>Assignments</b>
<b>Week 1</b>	Tues 10 <sup>th</sup> Jly Thurs 12 <sup>th</sup> Jly	1. <b>Changing China 1:</b> Introduction 2. <b>Changing China 2:</b> China before the 19 <sup>th</sup> century	No tutorial workshops this week	
<b>Week 2</b>	Tues 17 <sup>th</sup> Jly  Thurs 19 <sup>th</sup> Jly	3. <b>Protest and Rebellions 1:</b> Elite criticism and dissent in imperial China 4. <b>Protest and Rebellions 2:</b> Popular protest and rebellions in imperial China	Traditions of dissent and rebellion in Chinese history	<b>TUTORIAL PAPER (30%)</b> Your tutorial paper can be submitted <i>any time</i> up to two weeks after the tutorial on your topic
<b>Week 3</b>	Tues 24 <sup>th</sup> Jly	5. <b>China and the West 1:</b> Opium and the Western push into China,  Thurs 26 <sup>th</sup> Jly The rise of Chinese nationalism, 1840s – 1880s	Anti-opium crusades and the Opium wars 1800 – 1860 6. <b>China and the West 2:</b>	
<b>Week 4</b>	Tues 31 <sup>st</sup> Jly  Thurs 2 <sup>nd</sup> Aug	7. <b>Popular rebellions in the 19<sup>th</sup> century 1:</b> - The Taiping Rebellion, 1851 - 1864 8. <b>Popular rebellions in the 19<sup>th</sup> century 2:</b> The revolutionary consequences of the rebellions	Rural rebellions in the mid-19 <sup>th</sup> century	<b>ESSAY (45%)</b> can be submitted any time before Monday 2nd October at 6 p.m.
<b>Week 5</b>	Tues 7 <sup>th</sup> Aug  Thurs 9 <sup>th</sup> Aug	9. <b>Opposition to Western Christians 1:</b> The Christian missionary push into China, 1830s – 1890s 10. <b>Opposition to Western Christians 2:</b> The anti-Christian rebellions in the late 19 <sup>th</sup> century	Anti-foreign protests and uprisings in the late-nineteenth century	

<i>COURSE OVERVIEW CONT</i>			
<b>Dates</b>	<b>Lectures</b>	<b>Tutorial Workshops</b>	<b>Assignments</b>
<b>Week 6</b> Tues 14 <sup>th</sup> Aug  Tues 16 <sup>th</sup> Aug	11. <b>Chinese versus Manchus 1:</b> The anti-Manchu reforms, 1890s - 1911 12. <b>Chinese versus Manchus 2:</b> The revolutionaries and the 1911 revolution	The causes of the 1911 revolution	
<b>Mid-Trimester Break</b>			
<b>Week 7</b> Tues 2 <sup>nd</sup> Sep  Thurs 4 <sup>th</sup> Sep	13. <b>Cultural Radicalism &amp; the New Youth 1:</b> The New Culture Movement, 1915 – 1920s 14. <b>Cultural Radicalism &amp; the New Youth 2:</b> The May 4 <sup>th</sup> student movement, 1919	Students for democracy and cultural revolution, 1919 to 1968	
<b>Week 8</b> Tues 9 <sup>th</sup> Sep Thurs 11 <sup>th</sup> Sep	15. <b>Shanghai 1:</b> “Paradise of Adventurers” 16. <b>Shanghai 2:</b> A seedbed of Chinese radicalism	Shanghai’s working class radicalism	
<b>Week 9</b> Tues 16 <sup>th</sup> Sep  Thurs 18 <sup>th</sup> Sep	17. <b>Changing rural China 1:</b> Reformers and peasants in the 1930s 18. <b>Changing rural China 2:</b> The Communists & the peasants in the 1930s	The rural crisis in the 1930s	
<b>Week 10</b> Tues 23 <sup>rd</sup> Sep  Thurs 25 <sup>th</sup> Sep	19. <b>The Guomindang &amp; revolution 1:</b> The GMD in opposition, 1905 – 1927 20. <b>The Guomindang &amp; revolution 2:</b> The GMD in power, 1927 - 1949	The Guomindang’s rise and fall	

<i>COURSE OVERVIEW CONT</i>			
Dates	Lectures	Tutorial Workshops	Assignments
<b>Week 11</b> Tues 2nd Oct  Thurs 4 <sup>th</sup> Oct	21: <b>The Communists and revolution 1:</b> The Communists as nationalists, 1921 – 1949  22: <b>The Communists and revolution 2:</b> The Communists as rural revolutionaries, 1927 – 1949	Why did the Communists win in 1949?	<div style="border: 1px solid black; padding: 10px;"> <p><b>TAKE-HOME EXAM</b> (worth 25%). You will be given the questions on Friday 12<sup>th</sup> October, and you must submit your answers by 6 p.m. on Monday 15<sup>th</sup> October</p> </div>
<b>Week 12</b> Tues 9 <sup>th</sup> Oct  Thurs 11 <sup>th</sup> Oct	23: <b>Women in a Changing China 1:</b> The early feminists, 1800s - 1919  24: <b>Women in a Changing China 2:</b> Women and the Chinese revolutions, 1919 – 1949	Women's liberation struggles to the 1940s	

*This is a 1940s woodblock print, an art form used extensively by CCP artists*

*Jinchaji jiefangqu mukexuan*  
 [A collection of Woodblock Prints from the Jinchaji Liberated Area],  
 Siuchuan Chubanshe, 1982, p. 46





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## 20. COURSE READING

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### Essential texts

*HIST231 Book of Readings* available at Student Notes

### *Writing History Essays*

Available at the **Student Notes Shop** for about \$5 and can be downloaded in PDF format from the History web site.

Textbooks can be purchased from Vicbooks located in the Student Union Building on Kelburn Campus. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays), 10.00 am – 1.00 pm Saturdays.

Phone: 463 5515

### Highly Recommended

Jonathan Spence, *The Search for Modern China* New York: WW Norton, 1990 [2nd edition: 1997]

R. Keith Schoppa, *Revolution and its Past: Identities and Change In Modern Chinese History*, Upper Saddle River, NJ: Prentice Hall, 2002

### Recommended

Patricia Buckley Ebrey, *China: A Cultural, Social and Political History* Boston & New York: Houghton Mifflin, 2006

John K. Fairbank, *China: A new history* Cambridge, Mass.: Belknap Press of Harvard University Press, 1992

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## 21. COURSE ASSIGNMENTS

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<b>1. Tutorial Paper (about 1500 words)</b>	<b>30%</b>
<b>Due Date:</b>	<b>Two weeks after your tutorial presentation</b>

This exercise is designed:

- ✦ To draw attention to the precise meanings of both Chinese and English terms that historians use when analysing a specific period of modern Chinese history
- ✦ To establish the narrative that underpins historical events (that is, the *sequence* of events) by charting a **chronology**
- ✦ To provide practice with using evidence to support an argument, and evidence from primary sources in particular
- ✦ As a training run for the big assignment – your essay

### CHOOSING YOUR TOPIC

- ✦ Nine topics will be divided up among members of each group at the first tutorial (week ending July 20<sup>th</sup>).
- ✦ You might not get your first choice because we need an equal spread of one or two presenters at each tutorial

### REQUIRED READING:

The required (minimum) readings for this assignment are:

- ✦ the tutorial materials for the tutorial at which you make your presentation, that is:
  - One or two secondary readings
  - A collection of primary documents

### FURTHER READING

You can improve your chances of getting a good grade by reading more widely and broadly. Get advice from your lecturer about further readings. Use the Reading Guide at the back of this Reader.

### YOUR ROLE AS PRESENTER:

- ✦ You are to lead part of the discussion at ONE tutorial. This will entail presenting to that tutorial:
  - Your **glossary** – that is, your definitions of selected terms (a minimum of **five**)
  - A chronology (timeline)
- ✦ **Before** the tutorial, post your glossary and chronology in your tutorial group's "File Exchange" folder on Blackboard
- ✦ **After** the tutorial, you are to write an answer to a question on the week's topic, using the required readings (secondary and primary) and the tutorial discussion. As indicated above, you will be rewarded for wider and deeper reading than the prescribed minimum.

### YOU ARE TO SUBMIT FOR ASSESSMENT.....:

... a tutorial paper that consists of:

- A **glossary**: definitions of at least **five** words (concepts, foreign-language words, personal names.....)
- A **chronology** (timeline)
- A **referenced** answer to the tutorial question (between 1200 and 1500 words) your bibliography. Note that "referencing" means using footnotes or endnotes.

**Highly recommended:** post a draft of your answers in your tutorial group's "File Exchange" folder on Blackboard, so that other members of your tutorial group can comment on it and make suggestions for improvement before you submit it.

### SUBMISSION DATE

Your tutorial paper is to be submitted **TWO WEEKS AFTER** your tutorial presentation.

**NB. Any assignments submitted after 23 September will not be eligible for an aegrotat pass (see p.viii). You might want to take this into account when selecting your topic.**

### COLLABORATION

- ✦ An aim of this exercise is to encourage collaborative work among members of each tutorial group
- ✦ Presenters should expect to get help from other members of their group both **DURING** the tutorial and **AFTERWARDS**.  
DURING the tutorial, the presenters will get help with:
  - refining their glossary definitions
  - improving their chronologies
  - developing an answer to the tutorial question

AFTER the tutorial, group members can continue to help the presenters by commenting on the draft answers posted on the group's "File Exchange" (on Blackboard).

### SKILLS DEVELOPMENT

What does this exercise test?

- ✦ your understanding of **key concepts and terms** related to modern Chinese history;
- ✦ your ability to construct a timeline – that is, to list in chronological order a series of events, within a specific timeframe, that are relevant to the topic you are studying
- ✦ an ability to analyse primary sources, and to discuss their meaning and implications;

- ✦ an ability to construct an answer to the set question;
- ✦ an ability to write clear and correct English;
- ✦ an ability to cite sources (i.e., **use footnotes or endnotes**) and construct a **bibliography**

### FOOTNOTES AND BIBLIOGRAPHY

*Writing History Essays* tells you how to format your footnotes (or endnotes). Note the use of *ibid*.

Your **Bibliography** should use the **full format**, as illustrated in the reading lists for each tutorial (you cannot use *ibid* in a Bibliography).

### DEFINITIONS OF KEY CONCEPTS AND PHRASES

The VUW Library does not yet have an electronic dictionary or encyclopaedia of modern Chinese History. Browse the DS700 – 799 shelves of the Library's Reference Section (Level 2) to see the hard-copy reference books in the field of China studies. You might need to use these when looking for the meanings of very specialised terms.

You will often find what you're looking for in the more general encyclopaedias or dictionaries.

ENCYCLOPAEDIA BRITANNICA:

<http://www.search.eb.com.helicon.vuw.ac.nz/>

OXFORD REFERENCE ONLINE:

<http://www.oxfordreference.com.helicon.vuw.ac.nz/views/GLOBAL.html?authstatuscode=202>

This provides access to a good range of dictionaries and encyclopaedia (e.g. the *Dictionary of World History*)

<p><b>2. Essay (approx 2500 – 3000 words) 45%</b>  <b>Due Date: Any time before Monday 2nd October at 6 p.m.</b></p>
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## Essay Questions

### A. Anti-Opium Crusades and Anti-foreignism, 1830s – 1860s

1. Why did China have an “opium problem” in the 19<sup>th</sup> century, and to what extent did it contribute to the process of “dynastic decline” before the 1900s?
2. Were Chinese people in the nineteenth century really as xenophobic and “anti-foreign” as many Europeans at the time made them out to be?  
 [Ask questions such as: how pervasive was anti-foreignism?; what were its causes? when and where and why do we find good relations between Chinese people and Westerners?]

#### Introductory Readings [use about 2 or three of these]:

##### For full book titles, see section 1 of Reading Guide.

Chesneaux et al., *China: From the Opium Wars.....*, chaps 2 & 3; Ebrey, *China: A cultural.....*, chap. ?; Fairbank et al., *China.....*, chap 10; Fairbank, *The United States and China*, chap. 7; Fairbank, *China: A New History*; Gray, chaps 2 & 4; Hsü, chaps 8 & 9; McAleavy, chaps 3 & 6; Meskill, chap 8; Schoppa, chap 2; Spence, *The Search for Modern China*, chaps 6 & 7; Pye, chap. 6; Wakeman, chap. 7.

#### Primary Material:

Baumler, *Modern China and opium*; Cheng & Lestz chaps 6 & 7; *HIST231 Readings*, 3; Pelissier, chaps 1, 2 & 4; Teng & Fairbank, chap 2;

#### Specialist Studies:

see Section 4 of the HIST231 General Reading Guide, especially: Bello [1]; Brooke [1]; Cameron, 1970 [1, 2]; Chang [1, 2]; Ch'en [2]; Cohen, 1970 [1]; Collis [1]; Dikotter [1]; Fairbank, 1953 [1] Franke [2]; Haine & Sanello [1]; Lodwick [1]; McMahan [1]; Polachek [1]; Spence, ‘Opium Smoking...’ [1];

Spence, *The China Helpers* [2]; Wakeman, 1966 [1]; Wakeman, *CHOC* [1]; Waley [1]; Wong [2]

See also Section 4(a) of the General Reading Guide (Histories of Christian Missions in China) for [2]

### B. The mid-19th Century Rural Rebellions

3. Was the Western push into China a major cause of the Taiping Rebellion?
4. In what ways was the Taiping Rebellion different from the other rural rebellions that erupted in China in the 1850s – 1870s period? How do you explain the difference?

#### Introductory Readings [use about 2 or three of these]:

##### For full book titles, see section 1 of Reading Guide.

Chesneaux et al., *China: From the Opium Wars.....*, chap 4 & pp. 324 - 44; Fairbank et al., *China.....*, chap 10 & pp. 376 - 83; Fairbank, *The United States and China*, chap. 8; Fairbank, *China: A New History*; Gray, chap. 3; Hsü, chaps 10 & 16; McAleavy, chaps 4, 5 & 11; Meskill, chap 8; Schoppa, chap. ?; Spence, *The Search for Modern China*, chap. 8; Wakeman, chap. 8.

#### Primary Material:

Cheng & Lestz chap 8; *HIST231 Readings*, Week 4; deBary, *Sources of Chinese Tradition*, vol. 2, chap 21; Cheng, *Chinese Sources for the Taiping Rebellion*; Clarke, P. and J. Gregory, *Western Reports on the Taiping: A Selection of Documents* (ANU Press, Canberra, 1982); Pelissier, chap. 2.

#### Specialist Studies:

see Section 3 of the HIST231 General Reading Guide, especially: Chesneaux, *Popular Movement...* [4]; Chesneaux, 1973 [3, 4]; Chesneaux, 1971 [4]; Chiang [3, 4]; Davis [4]; Eastman [3, 4]; Feuerwerker [3, 4]; Jen [3]; Kuhn [3, 4]; Peek [3]; Perry [3, 4]; Prazniak [3, 4]; Scalapino & Yu, chap. 1 [3, 4]; Spence, 1996 [3, 4], Wakeman [3]; Wang [3]; Weller [3]

### C. Christians, Anti-Christian Movements and the Boxers

5. Was the anti-Christian violence that occurred in China in the second half of the nineteenth century simply a case of “anti-foreignism”?
6. “The first-hand accounts by Westerners of the Boxer movement tell us much more about Western attitudes to China than they provide insights into the causes and nature of the rebellion”. Do you agree?

**Introductory Reading:**

On missionaries:

Spence, *The Search for Modern China*, pp. 204 - 210.

Use the indexes at the back of general textbooks (look under ‘Christianity’, ‘missionaries’, ‘anti-foreignism’....).

On the Boxers:

Chesneaux et al., *China: From the Opium Wars.....*, pp. 324 - 343; Fairbank et al., *China.....*, pp. 376 - 383; Fairbank, *China: A New History*; Gray, pp. 136 - 39; Hsü, chap. 16; McAleavy, chap. 11; Scalapino & Yu, pp. 97 - 108; Spence, *The Search for Modern China*, pp. 230 - 35; Wakeman, pp. 216 - 221.

**Primary Material:**

On missionaries:

Cheng & Lestz, chap ?; *HIST231 Readings*, Week 5; Teng & Fairbank, chap. 15; Clarke, P. & J. Gregory, *Western Reports on the Taiping* (numerous reports in this volume are by missionaries).

On the Boxers:

Cheng & Lestz chap ?; *HIST231 Readings*, Week 5; Bland & Backouse, *China under the Empress Dowager* (1910); Bland & Backouse, *Annals and Memoirs of the Court of Peking* (1914); Edwards, *Fire and Sword in Shansi* (1903); MacDonald; Pelissier, pp. 215 - 229; Sharf & Harrington; Teng & Fairbank, chap. 19.; Shanghai Mercury, *The Boxer Uprising*.

**Specialist Studies:**

see **Section 4** of the HIST231 General Reading Guide, especially:

Barnett & Fairbank [5]; Barnett, “National image ...” [5]; Barr [6]; Buck [6]; Cameron [6]; Ch'en [6]; Cohen, *CHOC* [5, 6]; Cohen, *History in Three Keys* [6]; Clements [6]; Cohen, 1963 [5]; Druiker [5, 6]; Dunch [5]; Edwards [5, 6]; Elliot [6], Esherick [6]; Fairbank, 1957 [5]; Fleming [6]; Gernet [5]; O'Connor [6] Purcell [5, 6]; Shanghai Mercury [6]; Sweeten [5]; Tan [5, 6]; Wherle [5, 6].

**D. Republican and Democracy Movements, 1895 - 1911**

7. Analyse the rise and growth of the republican revolutionary movement from the mid-1890s to 1911, and assess the role that the movement played in the overthrow of the Manchu dynasty.
8. Explain why the New Army came to play a major role in the republican revolution of 1911.
9. Compare the roles played by Liang Qichao and Sun Yatsen in the 1890s – 1912 period. Which, in your opinion, played the more important role in the drive to “change China” during the first decade of the 20<sup>th</sup> century?

**Introductory Readings** [use about 2 or three of these]:

**For full book titles, see section 1 of Reading Guide.**

Chesneaux, J. et al., *China: From the 1911 Revolution to ....*, chaps 1 & 2; Ebrey, *China: A Cultural ....*, chap. ?; Fairbank et al., *China.....*, pp. 395 - 427; Fairbank, *China: A New History*; Gray, pp. 139 - 46; Hsü, chaps 18 - 20; McAleavy, chaps 12 & 13; Meisner, *Mao's China and After*, chap 1; Scalapino & Yu, chaps 6 & 7; Schoppa, chap. ?; Sheridan, *China in Disintegration*, chaps 1 & 2; Spence, *The Search for Modern China*, chap. 11; Wakeman, chap. 11.

**Primary Material:**

Cheng & Lestz, chap 11; *HIS231 Readings*, Week 6; de Bary, vol. 2, chap. 23; Pelissier, chap. 7; Teng & Fairbank, chaps 20 - 23. Wei et al, *Prescriptions for Saving China*, Lust (translator) of *Tsou Jung – The Revolutionary Army*

**Specialist Studies:**

see Section 5 of the HIST231 General Reading Guide, especially:

Bernal [7]; Borokh [7]; Dreyer [8]; Esherick [7]; Fincher [7]; Fogel & Zarrow [9]; Fung [8]; Gasster [7, 8, 9]; Hsueh [7, 9]; Lewis [7, 9]; Liew [7, 8]; Lust, 'Secret Societies ...7]; Price [7]; Rankin [7, 8, 9]; Rhoads [7, 8, 9]; Schiffrin, 1968 [7, 9]; Spence [7]; Wang [7]; Wright [7, 8, 9]; Zarrow, *China in War and Revolution* [7, 8, 9]

### E. The May 4<sup>th</sup> Movement, 1915 - 1923

10. In its broad meaning, the May Fourth Movement incorporated the New Culture Movement. In your judgment, which aspect of the May Fourth Movement is more historically important: the New Culture Movement based at Peking University from 1917, or the student activism that burst onto the streets in early May 1919?
11. What was the appeal of Marxism for the "May Fourthers" who, in 1921, founded the Chinese Communist Party?
12. In what ways did May 4th activists try to achieve the broader aims of the May 4th Movement in the immediate aftermath of the May 4th Incident (from, say, mid-1919 to 1925)?<sup>1</sup>  
[You can answer this question by following the careers of some leading May 4thers such as Zhang Guotao, Zhou Enlai, Mao Zedong, Cai Hesen, Qu Qiubai, Fu Sinian, Luo Jialun, Peng Pai .....].

**Introductory Readings** [use about 2 or three of these):

**For full book titles, see section 1 of Reading Guide.**

Bianco, chap. 2; Chesneaux, *China: From the 1911 Revolution.....*, chap. 3; Clubb, chap. 3; Fairbank & Reischauer, pp. 428 - 22; Fairbank, *China: A New History*, chap. 13; Hsü, chap. 21; Gray, chap. 9; McAleavy, chap. 15; Sheridan, chap. 4; Spence, *The Search for Modern China*, chap. 13.

**Primary Sources:**

Cheng & Lestz, chap 13; *HIST231 Documents Week 7*; Chang Kuo-t'ao, *The Rise of the Chinese Communist Party, 1921 - 27* Lawrence: Uni. of Kansas Press, 1971; Cheng et al., *The Search for Modern China: A Documentary Collection*, chap.13;

deBary, vol. 2, chap. 24 & pp. 196 - 203; Li, *The Road to Communism*, chap. 2; Pelissier, pp. 268 - 78; Schurmann & Schell *China Readings Book 3*, pp. 51 - 121; Teng & Fairbank, chaps 24 - 26.

**Specialist Studies:**

see **Section 6 (a), (b) and (c)** of the HIST231 General Reading Guide, especially:

Bailey [12]; Chang [11, 12]; Chen [11, 12]; Chow, *The May Fourth Movement ...* [10, 11, 12]; Chow, 'The Anti-Confucian Movement ...' [10]; Dirlik, 1989 [11, 12]; Duiker, [2]; Feigon, *Chen Duxiu* [12]; Feigon, "A Legacy...", [10]; Furth, *CHOC* [10]; Galbiati [12]; Grieder, 1970 [10]; Grieder, 1981 [10, 11, 12]; Hofheinz [12]; Hsueh [11]; Kagan [11]; Luk [11]; Marks [12]; McDonald [12]; Meisner [11]; Scalapino, "The evolution...." [11, 12]; Scalapino and Yu [10, 11]; Schaffer [12]; Schwartz, *CHOC* [11, 12]; Schwarcz [10, 11, 12]; Spence [11, 12]; Wang [11]; Wasserstrom and Liu [11, 12]; Yin [12]; Wasserstrom [11, 12]; Weston [11, 12]

See also **Section 9 (b)** for sources on feminism and women student activists in the May 4<sup>th</sup> period, especially:

Croll [2, 3, 5]; Gilmartin [5]; Johnson [2]; Ono Kazuko [2, 3, 5].

### F. Shanghai in the 1920s and 1930s

13. Examine the attempts by Chinese Communist labour organisers to break the power of the Green Gang within the Shanghai labour movement in the 1921 - 1927 period. How much progress had the Communists made by 1927?
14. "Old Shanghai" was variously described as a "paradise of adventurers", the "whore of Asia", "an ulcer on the face of China".<sup>2</sup> It was also a stronghold of Chinese nationalism in the 1920s and '30s. Write a history of Shanghai from the 1840s to the outbreak of World War II, and offer your assessment of the city's importance in modern Chinese history.

<sup>1</sup> The *immediate* aims of the May 4<sup>th</sup> activists focussed on the Treaty of Versailles and the punishment of government officials in May-June 1919. A first task for people who choose this essay question is to specify the *broader* aims of the May 4<sup>th</sup> movement.

<sup>2</sup> John Gunther, quoted by Edgar Snow, *Journey to the Beginning*; see extract in the week 8 readings.

15. Was the May 30<sup>th</sup> Movement (1925) in Shanghai a *student* movement or a *workers'* movement?

#### Introductory Readings

You will not find in the general textbooks a special focus on the history of Shanghai. Use the chapters that cover the 1920s and 1930s. For example: Chesneaux et al, *China: From the 1911 Revolution ...*, chapter 4; Gray, chaps 9 – 10; Fairbank, *China: a new history*, chaps 13 – 14; Hsü, chaps 21 – 22; Spence, *The Search ...*, chap. 14.

#### Primary Sources:

Cheng & Lestz, chap 14; *HIST231 Documents Week 8*; Chang Kuo-t'ao, *The Rise of the Chinese Communist Party, 1921 – 27* Lawrence: Uni. of Kansas Press, 1971; Cheng et al., *The Search for Modern China: A Documentary Collection*, pp. 257 – 269; Isaacs, *The China Forum* [PK has copy].

#### Specialist Studies:

see **Section 7 (a), (b) and (c)** of the HIST231 General Reading Guide, especially:

Chesneaux, *The Chinese Labour Movement* [13, 15]; Clifford [13, 14, 15]; Henriot [14]; Honig, *Sisters and Strangers* [15]; Honig, “The Contract Labour System ...”, [15]; Howe [14]; Isaacs [13, 15]; Lee [14]; Lu [14]; Martin [13]; Murphey, 1970 [14]; Murphey, 1971 [14]; Perry, *Shanghai on Strike*, [13, 14, 15]; Perry, *Challenging ...* [15]; Rigby, [15]; Sergeant [14]; Thomas [13, 15]; Wakeman, *Policing Shanghai* [13, 15]; Wei [14]; Yeh [14].

See also **Section 6 (b)** for sources on the student movement, especially:

Wasserstrom & Liu [15]; Wasserstrom [15]; Yin [15]

### G. Village China in the 1920s and 1930s

16. Select at least **six** (6) short stories by left-wing writers that are set in rural China in the 1920s or '30s. What rural problems did the writers identify? Did they propose solutions to those problems? And does the authors' left-wing bias limit the usefulness of the stories as primary-source documents?

17. Explain and evaluate the “rural strategy” developed by Mao Zedong and colleagues in the Jiangxi Soviet after 1926. How effective was this strategy in mobilising peasant support for the Communists in the 1927 – 34 period?
18. What were the goals and strategies of the Rural Reconstruction Movement in China, and what were the main factors that limited the movement's achievements in the 1926 – 1937 period?

#### Introductory Readings

Few of the general textbooks give special attention to rural China in the 1920s and '30s; Spence, Bianco and Gray are important exceptions. Use also the chapters that deal with the Communist Movement in the 1921 – 37 period. For example: Bianco, chaps. 3 & 5; Chesneaux et al, *China: From the 1911 Revolution ...*, chapter 5, 8 & 9; Gray, chap 7, and pp. 219 – 222, & chap. 12; Fairbank, *China: a new history*, chap. 15; Hsü, pp. 665 - 677; Sheridan, *China in Disintegration*, chap 5; Schoppa, chap.?.; Spence, *The Search ...*, chap. 16.

#### Primary Sources:

Cheng & Lestz, chap 16; *HIST231 Documents Week 9*; Brandt et al., *A Documentary History of Chinese Communism*, pp. 51 – 233; Cheng et al., *The Search for Modern China: A Documentary Collection*, pp. 246 - 251; deBary, vol. 2, pp. 203 – 221; Isaacs, *the China Forum* [PK has copy]; Li, *The Road to Communism*, chap. 6; Mao Zedong, *Selected Works*, vols. 1 & 2; Pelissier, pp. 328 – 41; Snow, *Journey to the Beginning*; Snow, *Red Star over China*; Schram, *Mao's Road to Power*, vols. 1 – 3; *Stories of the 1930s* [we have in translation a number of the fictional writings of the 1930s; PK has copies that can be borrowed]

#### Specialist Studies:

see **Section 8 (a) and (b)** of the HIST231 General Reading Guide, especially:  
Alitto [18]; Bianco, “Peasant Movements” in *CHOC* [17, 18]; Bianco, *Peasants without the Party* [10]; Billingsley [10]; Buck [9]; Chao [17]; Chesneaux [17]; Gamble [18]; Hayford [18]; Hsiao [17]; Huang [17]; Thomson [18]; Wou [17]

**Readings for Essay Question 16:**

See **Reading Guide, Section 8 (c)** for a list of fictional stories by left-wing writers about rural China and **Section 8 (d)** for secondary sources about the left-wing literature of the 1930s

**Readings for Essay Question 17:**

See **Section 11 (a)** for sources on the CCP's Jiangxi period (1927 – 34), especially:  
Ch'en, 1967; Ch'en, *CHOC*; Harrison; Hsiao, 1961; Huang [17]; Kim; Rue; Salisbury; Schram, 1967 & 1969; Schwartz; Swarup; Thompson; Waller; Womack; Yakhantoff.

**Readings for Essay Question 18:**

See **Section 8 (d)** of the HIST231 General Reading for sources on Rural Reconstruction

**H. The Guomindang (Nationalist Party), 1911 - 1949**

19. Why was the Nationalist Party, which won huge popular support during the Northern Expedition of 1926 - 27, so unpopular by 1930?
20. Analyse the rise and influence of the Blueshirt faction within the Guomindang. Were the Blueshirts “fascists”?
21. Why did the attempt to form a coalition government in China after the end of World War II fail?
22. How do you explain the Guomindang's surprisingly swift defeat in the 1946 – 1949 civil war?

**Introductory Readings**

Note that this topic covers a very broad period, and is usually divided into at least four narrower periods:

1. 1911 – 1927;
2. 1927 – 1937 (Nanjing Period);
3. 1937 – 1945 (Sino-Japanese War);
4. 1945 – 1949 (GMD-CCP Civil War).

Once you have chosen your essay question, establish the time period it covers, and then select the relevant section from two or three of the general textbooks listed here.[use about 2 or three of these]:

**For full book titles, see section 1 of Reading Guide.**

Bianco, chaps 6 & 7; Chesneaux, *China: From the 1911 Revolution....*, chaps 2, 5 - 12; Clubb, chaps 4, 5, 6, 7 & 8; Fairbank et al., *China: Tradition and Transformation.....*, pp. 416 – 27; 439 – 64; 472 - 82; Hsü, pp. 584 – 88; 623 – 48; chap. 23; 723 – 41; & chap. 25; Fairbank, *China: A New History*; chaps 14, 16 & 17; Gray, chaps 8, 10 & 11; McAleavy, chaps 13, 14, 16, 17, 18 & 20; Schoppa, chap. ?; Sheridan, *China in Disintegration*, chaps 3, 5, 7 - 9; Spence, *The Search for Modern China*, 288 – 90 & chaps 14, 15, 16, 17 & 18; Zarrow, chaps ?

**Primary Sources:**

Cheng & Lestz (use index); *HIST231 Course Reader*, Documents Week 11; Belden, *China Shakes the World* New York, 1949; Cheng et al., *The Search for Modern China: A Documentary Collection*, chap.15, & pp.294 – 304, chap. 18; deBary, vol. 2, pp. 134 – 50, 232 - 71; Li *The Road to Communism*, chaps 1, 3, 4, 5, 8, 9 & 10; Pelissier, 252 – 65; chaps 9- 13; Shieh, Milton S. T., *The Kuomintang: Selected Historical Documents, 1894 - 1962* (St John's University Press, Taipei, 1970); Shurmann & Schell, *China Readings, Book 3*, pp. 133 – 59, 222 - 236.

**Specialist Studies:**

see **Section 10** of the HIST231 General Reading Guide, especially: Botjer [19, 20, 21, 22]; Brandt [19]; Cavendish [20]; Chan [19]; Chang [20]; Dirlik, ‘The Ideological ...’ [20]; Dreyer [18]; Eastman, *CHOC* [19, 20]; Eastman, 1972 [20]; Eastman, 1974 [19, 20]; Eastman, 1976 [20]; Fewsmith [18, 19]; Fitzgerald [20]; Tien [19, 20]; Thornton [19, 20]; Wakeman [20]; Wei [20]; Wilbur, *CHOC* [19]; Zarrow [22, 23]

**I. The Communist Movement, 1921 – 1949**

23. What, in your judgment, is the main reason why the Communists' Long March is historically important?<sup>3</sup>

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<sup>3</sup> This question asks you to identify as many reasons as possible for the “historical importance” of the Long March. You have to weigh those reasons, decide which is the most important, and defend your choice.



24. “The Communists cleverly exploited the Second United Front so that it worked to their advantage and to the Guomindang’s disadvantage”. Do you agree?
26. To what extent and why did peasants support the Communist Party during the Sino-Japanese War of 1937 – 1945?
27. Describe and assess the ways in which Edgar Snow, Harrison Forman and Agnes Smedley depicted the Chinese Communists in *Red Star over China* (1937), *Report from Red China* (1946) and *Battle Hymn of China* (1944). How useful are these books as historical sources?
28. The Chinese Communists claimed that the land revolution they led in the 1946 - 49 period put economic and political power into the hands of the peasantry. Did it?

**Introductory Readings** [use about 2 or three of these]:

**For full book titles, see section 1 of Reading Guide.**

Bianco, chaps. 3 & 6; Chesneaux, *China: From the 1911 Revolution.....*, chaps 5, 8 to 12; Clubb, chaps 7 & 8; Hsü, pp. 665 – 679; chaps 24 & 25; Fairbank, *China: A New History*, chaps 15, 16 & 17; Gray, chap.13; McAleavy, chaps 19 - 20; Sheridan, *China in Disintegration*, chap. 5, 8 & 9; Spence, *The Search for Modern China* 2<sup>nd</sup>. ed., pp. 397 - 409, chaps 17 & 18; Zarrow, chap. ?

**Primary Sources:**

Cheng & Lestz, chap 2 17 & 18; *HIST231 Course Reader* Week 12 Documents; Benton & Hunter, chap ?; Brandt et al, *A Documentary History of Chinese Communism*, pp. 239 - 438; Cheng et al., *The Search for Modern China: A Documentary Collection*, pp. 290 – 294, 309, 313, chaps. 17 & 18; deBary, vol. 2, pp. 203 – 221, 232 - 71; LI, *The Road to Communism*, chaps 6, 8, 9 & 10; Mao Ze-dong, *Selected Works*, vols 2, 3 & 4; Pelissier, pp. 328 – 41, chaps 11 - 13; Schram, *Mao’s Road to Power*, vol.?.; Shurmann & Schell, *China Readings, Book 3*, pp. 123 - 32, 195 – 222, 222 – 326; Snow, *Red Star over China*.

**Specialist Studies:**

see **Section 11 (a), (b) and (c)** of the HIST231 General Reading Guide, especially:

Chao [25]; Ch’en, *CHOC* [24]; Ch’en, 1967 [24]; Chen [25, 26]; Chesneaux [24, 26]; Eastman, 1984 [25]; Goodman [26]; Harrison [24, 25, 26, 28]; Johnson [26]; Kataoka [25, 26]; Mackerras [27]; Meisner [24, 25, 26]; Myrdal [26]; Pepper 1978 & *CHOC* [28]; Saich [25, 26]; Salisbury [24]; Schram, 1967 [24, 25]; Schwartz [24, 25]; Schurmann [24, 25, 26, 28]; Selden [25, 26]; Service [25, 26, 27]; Shewmaker [27]; Shillington [28]; Shum [26]; Thornton, 1973 [24, 25]; Thaxton, 1983 [25, 26]; Van Slyke, *CHOC* [25, 26]; Van Slyke, 1967 [25, 26]; Wilson [24]; Xiao & Wiles, *Women of the Long March* [24]; Yang [28];

**First-hand reports by foreigners**

Belden [28]; Crook, 1959 & 1979 [28]; Forman [27]; Gelder [27]; Hinton [28]; Peck [26, 27]; Service [27]; Smedley [27]; Snow [24, 25, 26]; White and Jacoby [27]

**J. Students and Intellectuals**

29. Can you find common ideological themes and common protest strategies in the Chinese student movements of the 1930s and 1940s, or was each movement quite distinctively different?<sup>4</sup>
30. Make a study of the “middle way” (or “third force”) parties and their attempt to develop a “democratic” alternative to the CCP and GMD in the 1930s and 1940s. Did the “middle way” parties achieve anything?

**Introductory Reading:**

This topic is rarely given detailed treatment in the general textbooks. See Spence, *The Search for Modern China*, pp. 410

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<sup>4</sup> The most important student movements in the 1930s were the 1931 protests about Japan’s annexation of Manchuria and the **December 9<sup>th</sup> Movement** of 1935. There were no further big demonstrations until after the end of the war. So the next burst of student protest activity occurred during the 1946 – 1949 period.

– 18 on students, and Bianco *The Origins of the Chinese Revolution*, pp. 130 – 39 on the “middle way”.

**Primary Sources:**

Cheng & Lestz pp. 258 – 262, 304 - 309; *China Forum* is a primary source for the student movement in the early 1930s [photocopies can be borrowed from PK];

**Specialist Studies:**

see **Section 6 (a) and (b)** of the HIST231 General Reading Guide, especially:

Alitto [29], Chow [29]; Israel and Klein [29]; Israel [29]; Lutz 1965 & 1971 [29]; Schwarcz [29]; Spence [29]; Wasserstrom and Liu [29]; Wasserstrom [29]; Yin [29];

For question 29, see also HIST231 General Reading Guide Section **11 (c)**.

Pepper, 1978; Pepper, *CHOC*; Eastman

For question 30, see also HIST231 General Reading Guide Section **10 (c)**.

Chen; Eastman; Fung; Jeans; Mi

**K. Chinese Women in Imperial and Republican China**

31. Describe, compare and evaluate the “liberation” offered to Chinese women by:
- the 19<sup>th</sup> century rural rebel movements
  - the Christian missionary movement
  - The 1898 reform movement

In which movement do you find most promise of real progress for women?

32. Compare and evaluate the contributions to the early Chinese women’s movement made by Qiu Jin (Ch’iu Chin) and He Zhen (Ho Chen). Who, in your judgment, made the more important contribution?

**Introductory Readings:**

You will find little detailed discussion of Chinese women's history in the general textbooks. Ono Kazuko’s book is probably the best introduction to the subject. Sally Borthwick offers a good overview of late 19th century developments, and

Elisabeth Croll's early chapters of *Feminism and Socialism in China* (chaps 1 - 3) also provide a solid introduction to the history of the Chinese women's movement.

You might find Katie Curtin's *Women in China* useful, but only as an introduction. It is a *very general* treatment of the subject, and is inaccurate in places.

**Primary Material:**

Cheng & Lestz, chap ?; Clarke & Gregory, *Western Reports on the Taiping* [look up index entries under ‘women’]; Ebrey, Patricia (ed.) *Chinese Civilization and Society: A Sourcebook*, selections 10, 16, 20, 24, 25, 58 and 61; Verschuur-Basse, *Chinese Women Speak*, pp.?

**Specialist Studies:**

see **Section 4(a)** of the HIST231 General Reading Guide for material on missionaries and women; for example: Boyd; Ch'en; Hunter; Lutz.

see **Section 9(a)**, especially:

Beahan [31, 32]; Borthwick [32]; Borthwick, *Education ...* [32], Cameron [31]; Croll, 1978 [31, 32]; Croll, 1990 [31, 32]; Hu Ying [31, 32]; Li Yu-ning [31]; Lust [31], Ono [31, 32]; Prazniak [32]; Pruitt [19]; Rankin, 1971 [32]; Rankin, ‘The Emergence ...’ [32]; Scalapino & Yu [32]; Sheridan [32]; Shin [32]; Spence [32]; Wolf [32], Zarrow [32].

**Section 5(a):** Borthwick [31].

33. Make a study of the feminist theme in the New Culture Movement of the late 1910s. To what extent were feminist ideas translated into practice in the early 1920s?
34. To what extent did the Chinese women’s movement in the 1920s involve working-class and peasant women?
35. Do you think that Ding Ling betrayed her feminist ideals after 1942?

36. To what extent did the Chinese Communist Party achieve improvements for women in the areas it controlled before 1949?<sup>5</sup>

**Introductory Reading:**

Use index entries under ‘women’, ‘feminism’ etc. in Spence (1990/1997), Chesneaux et al., Ebrey, Schoppa

**Primary Sources:**

Cheng & Lestz, chap ?; *HIST231 Course Reader Documents* Week 10; Barlow and Bjorge, *I Myself am a Woman: The Writings of Ding Ling*; Cheng et al., *The Search for Modern China: A Documentary Collection*, pp. 233 - 238; Dooling and Torgeson; Lan & Fong; Lu Xun, *Selected Works and Short Stories* (the issue of women's liberation was consistently a theme in Lu Xun's writings); Snow, *Chinese Communists: Sketches and Autobiographies of the Old Guard*; Verschuur-Basse, *Chinese Women Speak*.

**Specialist Studies:**

see **Section 9 (b)** of the HIST231 General Reading Guide, especially: Barlow and Bjorge [35]; Croll [33, 34, 35, 36]; Davin [34, 36]; Diamond, 1975 [34]; Dooling & Torgenson [33, 35]; Feuerwerker, 1977 & 1982 [35]; Gilmartin, 1989 [33, 34]; Gilmartin, 1995 [33, 34, 36]; Honig, 1986 [33, 34]; Honig, 1983 [33, 34]; Johnson [34, 36]; Lan and Fong [33, 34, 35]; Liu Nienling [33, 35]; Ono [33, 34, 35, 36]; Price [34, 36]; Spence [33, 35]; Stacey [36]; Stranahan [34, 36]; Xiao & Wiles [35].



<sup>5</sup> Most of the information we have is from the CCP's northwest base area (with Yan'an as its capital). But there are also some first-hand reports about "woman-work" from other bases, particularly during the 1946 - 49 civil war period (when the bases were called "liberated areas").