

**HIS-295-03, China's Revolutions**

Fall 2012, MWF, 9:00-9:50am

ARH 318 (MW), ARH 227 (F)

Instructor: Matthew D. Johnson

Mears 318 (office hours: M, 4:15-5:05pm, T, 4:15-5:05pm, or by appointment)

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**COURSE DESCRIPTION AND OBJECTIVES**

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China's early 20th century revolutions have massively impacted the evolution of state-society relationships during the past hundred years. In this class we will use social science and historiographical models prevalent since 1949 in Western writings on China to analyze changes in the perception of the revolution, and in the revolutionary process itself. Despite the focus on social revolution, it will be difficult to cover every aspect of China's social history and varieties of communal experience during the revolutionary period. However, a key component of the course will be to periodically employ spatial mapping tools, such as ArcGIS, in order to address questions of China's diverse human geography, and to locate the revolutionary narrative in spatial terms. To complement this spatial approach, readings will focus in part on issues of regionalism, urban-rural difference, and spheres of political and international influence within the borders of the Chinese nation-state. Each week, we will examine:

- The forces which pushed forward China's revolutionary process;
- How successive visions of revolution were implemented, politically, economically, culturally, and socially;
- The limitations which revolution encountered, and the inequalities which persisted in spite of (or, in some cases, as a result of) the particular forms of revolutionary state-making which China's leaders espoused.

In addition to analyzing and mapping China's "revolutionary geography," we will also be extrapolating larger sets of implications from the readings and grappling with their significance. Ultimately, the goal of this course is not solely to impart knowledge concerning China's revolutions (what educators would call a "content" goal) but also build skills in the following areas as part of a larger, evidence-driven agenda:

- Understanding and testing of big themes, often derived from social science and historiographical literature (e.g. revolution, state-society relations, imperialism, etc.), within a specific global and/or historical context;
- Effective reading and writing which allows you to engage constructively and critically with existing interpretations in a scholarly field;
- The ability to situate historical arguments, and evidence, within a broader spatial framework;
- Understanding of political events and micro-processes in relationship to long-term demographic and secular trends;
- Sensing where the fallacies of historical argument, and by extension most data-supported reasoning in general, may lie;
- Confidence participating in an intellectually open-ended and inquiry-based environment.



Fri, Sept 7: Introduction to WorldMap

- *National Geographic Atlas of China* (National Geographic, 2007), pp. 10-18.
- Xiaoyuan Liu, *Recast All Under Heaven: Revolution, War, Diplomacy, and Frontier China in the 20th Century* (Continuum, 2010), pp. 3-10.

Weds, Sept 19: Was It a Revolution?

- Gordon, *Sun Yatsen*, Ch. 6-9, pp. 43-77.
- [Press Coverage of the Wuchang Uprising] (1911); “The Nineteen Articles” (November 3, 1911); “Edict of Abdication” (February 12, 1912), in Cheng and Lestz, *The Search for Modern China*, pp. 206-213 [PWeb].

*Discussion questions*

Fri, Sept 21: Map-Making

- Zarrow, *China in War and Revolution*, Ch. 4, “From the Military Dictator to the Warlords,” pp. 75-94.
- Additional readings TBA.

*Lab: 1911 in Geographic Context*

Week 4: Early Republican Politics

Mon, Sept 24: Society and Locality

- Zarrow, *China in War and Revolution*, Ch. 5, “Social Conditions in the Countryside” & Ch. 6, “Urban Social Change,” pp. 95-127.
- David Strand, “‘A High Place Is No Better Than a Low Place’: The City in the Making of Modern China,” in Wen-Hsin Yeh, ed., *Becoming Chinese: Passages to Modernity and Beyond* (University of California Press, 2000), pp. 98-136 [PWeb].

*Discussion questions*

Weds, Sept 26: Intellectual Origins

- Zarrow, *China in War and Revolution*, Ch. 7, “Intellectuals, the Republic, and a New Culture,” pp. 128-143.
- Jay Taylor, *The Generalissimo: Chiang Kai-shek and the Struggle for Modern China* (Harvard, 2009), pp. 1-48.
- [Feng Yu-hsiang documents.]

*Discussion questions*

*Lecture/workshop: Online Resources and Research*

Fri, Sept 28: [CLASS CANCELLED]

Week 5: The 1927 Revolution

**\*\*MEETINGS**

Mon, Oct 1: The *Guomindang* - From Revolutionary Alliance to Revolutionary Party

- Gordon, *Sun Yatsen*, Ch. 11-13, pp. 86-117.
- Excerpts from: Sun Yat-sen, [Theory of Knowledge and Action] (1919) and [Adoption of the Russian Party System] (1923); Liang Qichao, [Review of China’s Progress, 1873-1919] (1922), in Teng and Fairbank, *China’s Response to the West*, pp. 258-274 [PWeb].

*\*\*DUE: Paper proposal and plan*

*Discussion questions*

*Workshop: Peer Perspectives on the Research and Writing Process*

Weds, Oct 3: Mobilizing the Revolution

- Zarrow, *China in War and Revolution*, Ch. 11, “Ideology and Power in the Nationalist Revolution,” pp. 210-229.
- “Manifesto of the First National Congress of the Kuomintang” (January 30, 1924); excerpts from Dai Qitao, *The National Revolution and the Chinese Kuomintang* (1925) and *The Road for Youth* (1928), in Gentzler, *Changing China*

Week 7: Field of Life and Death - War and State-Society Relations

Mon, Oct 15: The War of Resistance

- Zarrow, Ch. 15, "The War of Resistance, 1937-1945," pp. 299-323.
- Taylor, *The Generalissimo*, pp. 141-193.

*Discussion questions*

*Lecture: Wartime Mobilization Along China's Ethnic Frontiers*

Weds, Oct 17: U.S.-China Relations

- Taylor, *The Generalissimo*, pp. 194-244.
- Zou Taofen, "Alabama: Reds and Blacks" (1935) and Lin Yutang, "Impressions on Reaching America" (1936)," in R. David Arkush and Leo O. Lee, eds., *Land Without Ghosts: Chinese Impressions of America from the Mid-Nineteenth Century to the Present* (University of California Press, 1989), pp. 151-163 [PWeb].

*Discussion questions*

Fri, Oct 19: The China Theater

- Taylor, *The Generalissimo*, pp. 245-295.

*\*\*DUE: Paper outlines*

*Lab: China's Wartime Governments*

FALL BREAK, OCTOBER 20-28

Week 8: Reflection – Revolution, War, and Frontier Geopolitics

Mon, Oct 29: The Setting

- Liu, *Recast All Under Heaven*, pp.19-38.

*Discussion questions*

*Lecture: China, Russia, and Central Asia*

Weds, Oct 31:

- Liu, *Recast All Under Heaven*, pp. 39-84.
- Additional readings TBA [pan-Asianism].

*Discussion questions*

Fri, Nov 2:

- Taylor, *The Generalissimo*, pp. 296-335.
- [Chiang, *China's Destiny*].

INQUIRY UNIT II: THE COMMUNIST REVOLUTION

Week 9: Continuities – Nationalism, Revolution, and the Mass Party

Mon, Nov 5: Revisiting War, Nationalism, and Anti-Imperialism

- Zarrow, *China in War and Revolution*, Part II, “Nationalism and Revolution” & Ch. 8, “Politics and Culture in the May Fourth Movement,” pp. 145-169.

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Fri, Nov 16: Hinterlands and Borderlands

- Jieli Li, "Geopolitics of the Communist Party in the Twentieth Century," *Sociological Perspectives*, Vol. 36, No. 4 (Winter, 1993), pp. 315-333.

*Lab: The Geography of Chinese Communist Party Survival*

*Week 11: Border Regions and Base Areas*

Mon, Nov 19: Communist Party Wartime Governance

- "Terminology and Language: A Note to the Reader,"



*Lab: China's Human and Economic Geography*

*Week 13: Civil War*

Mon, Dec 3: Post-War Dilemmas

- Zarrow, *China in War and Revolution*, Ch. 17, "Revolution and Civil War," pp. 337-367.
- Liu, *Recast All Under Heaven*, pp. 85-106.

*\*\*DUE: Research paper revisions*

*Discussion questions*

*Lecture: Origins of the Cold War in Asia*

## COURSE REQUIREMENTS

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### Contribution to class discussions (25%)

Although class days will also include some short lectures and group work, the vast majority of our time together will be devoted to collective discussion. History happens in dialogue; therefore, I really do evaluate class participation. If you do not participate regularly and substantively, you will receive a significantly lower grade for the course. Note that this mode of evaluation assigns more worth to the quality than the quantity of your participation each day; offering one thoughtful, helpful, and well-substantiated comment will earn you more points than dominating the discussion with unfounded or tangential observations. Absences will be excused for personal issues, health issues, or extracurricular commitments if/when accompanied by documentation from the appropriate office. Late arrivals, early departures, and leaving the room during class time are disruptive and will be duly noted when calculating your participation. To prepare for discussion, you should engage in two levels of inquiry with the reading. The first is to understand what the texts are saying. To that end, you should come to class prepared to address the discussion questions concerning each assigned text, including marking where in the text you see these elements at work:

I do understand that speaking up in class is difficult for many people. As in honing any critical skill, contribution to group discussions requires strategy, practice, and feedback. The above requirements are designed to help you become more adept and more comfortable with posing and answering questions and responding to others' ideas. I will provide mid-semester participation grades and comments to give you a sense of how your participation is developing.

### Historiography/research paper (30%), including paper plan and progress report (5%), outline (5%), and final paper (20%)

This multi-part project will give you the opportunity to test the theory that early 20th century China was ripe for revolution, and will draw primarily from readings and data already encountered in class readings, with the addition of selected data sources provided by the instructor and library. The initial paper plan will require you to describe the key components of the revolutionary process, and develop a set of questions whose answer would, in your view, help to establish whether China was indeed revolutionary. In the progress report you will describe what readings and other data sources you have identified as important for answering those questions. In the outline you will map out the framework of an essay assessing China's revolutionary potential, including actual

quizzes and writing assignments on the course website. MCIL TypeS span A MCID 12 4BDC 0.0[(f.3 (ng a)]T)-7.7999 29I2Hisr3 Bch will ser0.6 0.5

expectations and formatting guidelines. Like the paper, the review must be typed and double-spaced, using a 12-