



New York University
A Private University in the Public Service

Class Title	Modern Chinese History
Listed as	"History of Modern China Since 1840" V33.9053001/V57.9053001 4 points
Instructor Contact Information	Name: Andrew Field
Class Time	Tuesday, 1:00-4:00
Course Description	This course covers the history of China focusing on the past two centuries and especially the 20 th century, when China underwent several major revolutions. We will follow chronologically the development of China starting with the foundation and consolidation of its last major dynasty, the Qing in 1644, moving through the collapse of the dynastic system and the rise of the first Republic of China in 1912, continuing through the Nationalist Revolution of 1927, and ending with discussions of the formation and development of the People's Republic of China since 1949. Large themes that run through the course include the impact of Western colonialism on China, the role of internal rebellions and wars in giving rise to new political and social formations, the impact of Japanese aggression on China's state and society, the Nationalist and Communist Revolutions, and the endurance of the centralized Chinese state. Three excursions to historic sites in Shanghai will reinforce students' knowledge and understanding of the subject matter while also highlighting the important role of Shanghai in modern Chinese history.
Course Objectives	Students who take this course will emerge with a deeper understanding of major issues and themes in modern Chinese history, which are important to understanding both how Chinese government and society operates today, and how Chinese people today think about their own society and their relations with other nations. Through essay assignments, students will hone their writing, research, and analytical skills. Through the excursions and associated readings, students will learn how to analyze critically the way that history is represented to the public and how a city and nation's history may be used to present and reinforce certain ideologies.
Grading Components	<ol style="list-style-type: none">1) Six 250-word thought papers based on the week's reading materials to be presented to the instructor at the beginning of six classes throughout the semester (5 percent each, 30 percent total)2) One 1500-word essay based on a field trip of the student's choice (20 percent)3) One 3000-word essay on a historical subject of the student's

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	<p>choice (30 percent)</p> <p>4) A final exam given at the end of the semester (20 percent)</p>
Instructor Bio	<p>Andrew Field graduated from Dartmouth College (BA Asian Studies 1991) and from Columbia University (PhD East Asian Languages and Cultures 2001). He has been studying East Asian languages, cultures, history, and societies for over 20 years and is fluent in Mandarin Chinese and Japanese. He has taught Chinese, East Asian, and World History at the University of Puget Sound in Tacoma Washington, University of New South Wales in Sydney Australia, and has taught for various study abroad programs in China. He has lived in China, mostly Shanghai, off and on since 1996 and has been teaching for NYU Shanghai since 2008. Andrew's first book, <i>Shanghai's Dancing World: Cabaret Culture and Urban Politics, 1919-1954</i>, was published in 2010 by Chinese University Press in Hong Kong. His second book, <i>Shanghai Nightscapes: Nightlife, Globalization, and Sexuality in the Chinese Metropolis, 1920-2010</i>, co-authored with James Farrer, is currently under review by the University of Chicago Press.</p>
Grading Expectations	<p>A: Excellent performance showing a thorough knowledge and understanding of the topics of the course; all work includes clear, logical explanations, insight, and original thought and reasoning.</p> <p>B: Good performance with general knowledge and understanding of the topics; all work includes general analysis and coherent explanations showing some independent reasoning, reading and research.</p> <p>C: Satisfactory performance with some broad explanation and reasoning; the work will typically demonstrate an understanding of the course on a basic level.</p> <p>D: Passable performance showing a general and superficial understanding of the course's topics; work lacks satisfactory insight, analysis or reasoned explanations.</p> <p>F: Unsatisfactory performance in all assessed criteria.</p>
Activities	<p>Optional and suggested trips and events will be discussed throughout the semester.</p>
Attendance Policy	<p>NYU in Shanghai has a strict policy about course attendance that allows <i>no unexcused absences</i>. Each unexcused absence will result in the deduction of three percentage points from the final grade. More than two unexcused absences will result in failure of the course. All absences due to illness require a signed doctor's note from a local facility as proof that you have been ill and have sought treatment for that illness. All absence requests and excuses must be discussed with the Academic Support staff. Non-illness absences must be discussed with the Academic Support staff or the Program Director <i>prior</i> to the date(s) in question.</p> <p>Students should contact their instructors to catch up on missed work but</p>

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	<p>should <i>not</i> approach them for excused absences. If you must miss class (for any reason), the Academic Support staff will determine whether or not it is an unexcused absence. If your absence is not excusable, you risk missing class as a detriment to your grade.</p> <p>Students are expected to arrive to class promptly both at the start of class and after breaks. The Academic Assistant will check attendance 15 minutes after class begins. Arriving more than 15 minutes late or leaving more than 10 minutes early will be considered an unexcused absence.</p> <p>Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from an exam by the Academic Support staff, your instructor will decide how you will make up the exam.</p> <p>This attendance policy also applies for classes involving a field trip or other off-campus visit. It is the student's responsibility to arrive at the agreed meeting point on time.</p> <p>There will be no adjustment of attendance records after the end of the semester. If you wish to contest a marked absence, you must do so before you leave Shanghai; so if you think that there may be a discrepancy about your attendance in class on a given day, ask the NYU in Shanghai academic staff to let you look at the attendance record.</p>
Submission of Late Work	<p>Written work due in class must be submitted during class time.</p> <p>Late work should be submitted <i>in person</i> to the Academic Support staff during regular office hours (9:30-6:00, Monday-Friday). The Academic Support staff will mark down the date and time of submission in the presence of the student.</p> <p>Work submitted within five weekdays will be penalized one portion of a grade for every day that it is late (so if it is late by one day, an assignment marked an "A" will be changed to an "A-," and so on). Work submitted more than five days after the due date without an agreed extension will be given a zero.</p> <p>Please note that final essays must be submitted on time.</p>
Plagiarism Policy	<p><i>Plagiarism</i>: the presentation of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.</p> <p>Students must retain an electronic copy of their work until final grades</p>

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	<p>are posted on Albert. They must be prepared to supply an electronic copy if requested to do so by NYU in Shanghai. Not submitting a copy of their work upon request will result in automatic failure in the assignment and possible failure in the class.</p> <p>Penalties for confirmed cases of plagiarism are set out in the Academic Guide.</p>
Required Text(s)	<p>Harold Tanner, <i>China: A History, Volume 2, From the Great Qing Empire through the People's Republic of China</i> (Hackett Publishing Company, 2010) plus Course Reader</p>
Week 1 <i>Tuesday, February 22nd</i>	<p>Lecture: Overview of Course; China's Dynastic System and Imperial Culture, from Origins to Qing</p> <p>Reading (for the following week's class): Tanner, <i>China: A History</i> V. 2 Introduction 3-30</p>
Week 2 <i>Tuesday, March 1st</i>	<p>Class Discussion 1: How was China able to persist for so long since antiquity? What were the major crises faced by China over the centuries? What were the institutions that helped China to overcome these crises and maintain its integrity as a state and a civilization?</p> <p>Lecture: Foundation and Consolidation of the Manchu Qing Dynasty (1644-1799)</p> <p>Reading: Tanner, <i>China: A History</i> V. 2 Chapter 1 Cheng & Lestz, "Kangxi Emperor's Valedictory Edict"</p>
Week 3 <i>Tuesday, March 8th</i>	<p>Class Discussion 2: By what means and methods did the Manchus overcome antipathy and resistance to their rule over China? How did the Manchu rulers balance their own identities as Chinese-style emperors and as Manchu warrior kings?</p> <p>Lecture: China and the West; the Opium Trade and the Opium Wars of the 19th Century (1800-1911)</p> <p>Reading: Tanner, <i>China: A History</i> V. 2 Chapter 2 Cheng & Lestz, "Memorials on Opium" pp. 110-127</p>
Week 4 <i>Tuesday, March 15th</i>	<p>Class Discussion 3: Form two groups for a debate on opium in the Qing court during the 1830s. One group will argue for the legalization of opium in China. The other group will argue for the complete prohibition of opium in China. Drawing on the readings, discuss how these policies could be effectively implemented.</p> <p>Lecture: Late Qing: China's Internal Rebellions and the Reform Movement of the late Qing era; the Boxer Uprising of 1900 and the</p>

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	<p>Collapse of the Qing Dynasty in 1911</p> <p>Reading: Cheng & Lestz, "Precepts and Odes by Hong Xiuquan" pp. 139-146; "Zeng Guofan Proclamation Against the Bandits..." pp. 146-149; Cheng & Lestz, "Sun Yat-sen's Reform Proposal to Li Hongzhang, 1893" pp. 168-172; Cheng & Lestz, "Zhang Zhidong on the Central Government, 1898" pp. 181-184; Wm. Theodore de Bary, Wing-Tsit Chan, and Chester Tan, eds. <i>Sources of Chinese Tradition Volume II</i> (New York: Columbia University Press, 1960) "Feng Kuei-fen on the Manufacture of Foreign Weapons & on Western Learning" pp. 45-49</p>
<p>Week 5 Tuesday, March 22nd</p>	<p>Class Discussion 4: Form three groups for a debate on reforming the Qing government and society. One group will advocate the restoration of imperial power and influence under a Confucian order; another will advocate the overthrow of the dynasty and the establishment of a Republic; the third group will propose a middle way, arguing for the reformation of government and society with a constitutional system and other western institutions, but leaving the Qing dynasty intact. Use the readings to support your arguments.</p> <p>Lecture: The Early Chinese Republic: the Formation of Political Parties, The May Fourth Movement, and the Breakdown of China into Warlord Regimes (1912-1926)</p> <p>Film: 20th Century China Part 1/1</p> <p>Tanner, <i>China: A History</i> V. 2 Chapter 3</p>
<p>Week 6 Tuesday, March 29th</p>	<p>Fieldtrip 1: Walking tour in Heart of French Concession</p> <p>Reading: Kirk Denton, "Museums, Memorial Sites and Exhibitionary Culture in the People's Republic of China." <i>The China Quarterly</i> 183 (Fall 2005): 565-86.</p>
<p>Week 7 Tuesday Makeup Day Friday, April 1st</p>	<p>Fieldtrip 2: The Bund and Shanghai History Museum</p> <p>Cheng & Lestz, Li Dazhao: "The Victory of Bolshevism, 1918" pp. 238-241 De Bary et al, "Ch'en Tu-hsiu, The Way of Confucius and Modern Life" pp. 153-156; De Bary et al, "Hu Shih on Pragmatism," pp. 169-172</p>
<p>Week 8 Tuesday, April 5th</p>	<p>Class discussion 5: Divide into two groups to debate the future course of China during the May Fourth era (early 1920s). One group will advocate radical revolution; another group will advocate gradual and methodical change. Use the readings to support your positions.</p> <p>Lecture: The Nationalist Revolution and the Nanjing Decade of</p>

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	<p>Guomindang Rule (1927-1937)</p> <p>Tanner, <i>China: A History</i> V. 2 Chapter 4 Cyril Birch, ed., <i>Anthology of Chinese Literature Volume 2</i> (New York: Grove Press, 1972), "Lu Hsun [Lu Xun], Benediction (chu fu)" pp. 303-320; plus other readings by Lu Xun including preface to Call to Arms, Diary of a Madman, and Kong Yi Ji</p>
<p>Week 9 Tuesday, April 12th</p>	<p>Fieldtrip 3: Lu Xun Museum</p>
<p>Week 10 Tuesday, April 19th</p>	<p>Class Discussion 6: Why was Lu Xun such a significant writer? What were his greatest aspirations as a writer? What do his stories tell us about Chinese society? Where does he fit within the political spectrum of May Fourth era writers and intellectuals?</p> <p>Lecture: Japanese Invasion, the Eight-Year War of Resistance, and the Communist Revolution (1937-1949)</p> <p>Film: 20th Century China Part 1/2</p>
<p>Study Break</p>	<p>Program study break from Friday, April 22nd until Sunday, May 1st</p>
<p>Week 11 Tuesday, May 3rd</p>	<p>Lecture: The Mao Years (1949-1976)</p> <p>Film: 20th Century China Part 2</p> <p>Reading: Tanner, <i>China: A History</i> V. 2 Chapter 5</p>
<p>Week 12 Tuesday, May 10th</p>	<p>Fieldtrip 4: Mao Museum on Maoming Road</p>
<p>Week 13 Tuesday, May 17th</p>	<p>Lecture: Opening and Reforms (1978-1989)</p> <p>Film: 20th Century China Part 3</p> <p>Reading: Tanner, <i>China: A History</i> V. 2 Chapter 6</p>
<p>Week 14 Tuesday, May 24th</p>	<p>Class Discussion 7: From May Fourth to June Fourth. Compare these two movements, their historical backgrounds, goals and visions, and their impact on Chinese society. Discuss government reactions to both movements and analyze why the government reacted in the ways that it did.</p> <p>Final Exam Review Session</p>
<p>Final Exam Tuesday, May 31st</p>	<p>Final exam will take place during regularly-scheduled class time in the final exam week</p>