History of China 1500 (1200) to the present

Course overview

An intensive examination of the history of China from the late imperial (Yuan-Ming-Qing) era to the present day. This course will examine the ways in which China’s polity, economy, ideology, and society have changed (and haven’t changed) over the past five-plus centuries. While a number of themes and issues—imperialism, nationalism, revolution, socialism, modernization, and industrialization to name a few—will appear and reappear throughout the course, one key unifying theme from start to finish is the issue of identity: what is it that makes China “China,” and how does this identity change over time?

Required textbooks (available at the BYU Bookstore)


Selected readings on the course Blackboard website (https://blackboard.byu.edu/webapps/portal/frameset.jsp)

Course Grading and Percentages

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Term research paper</td>
<td>40%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

A 94-100; A- 90-93; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; E 59

General Information

I: How to reach me:

--A e-mail (kwlarsen67@gmail.com). This is the best way to reach me. I check my e-mail at least twice a day (on weekdays) and make it a rule to respond as quickly as possible.

--My office: JFSB 2151 (422-3445). My regular office hours are Wednesdays 3:00-4:30 pm and Fridays 9:00-10:30 am. I will also be available at other times by appointment. Also, feel free to drop by unannounced with class-related questions or issues, or just to chat. If the matter is urgent, contact me to make an appointment.

II: Course Objectives

--“Basic literacy” in modern Chinese history. In order for you to make sense of the vast and complex forces that shaped the modern transformation of China, it is important to be able to identify, recognize and memorize basic geography and chronology as well as important dates, figures, events and processes. These facts and figures do not constitute “history” any more than the alphabet constitutes “literature.” Yet, without a firm grasp of them, understanding the history of China becomes an extremely difficult task.

--An understanding of the historical method, how historians use theories and evidence to write history, and the perils and promises of historiography.

--A clear understanding of how the past and our understanding of the past have shaped present developments, issues and problems.

--The ability to think and write about issues in Chinese history and culture in a critical and compelling manner

III: Expectations: What I expect of you

--A thorough reading of this syllabus and all handouts and other materials given to you (or posted on the course Blackboard site). We have only a few hours to examine centuries of important changes and developments in one of the largest populations and greatest civilizations in the world; therefore, I don’t want to spend much time reading things to you that you can read on your own. Please pay close attention as the syllabus and any supplementary handouts will often contain important information about assignments, deadlines, etc.

--A close reading of all reading assignments. You are expected to have read the assigned readings (see schedule and/or outline on Blackboard) before coming to class. I have attempted to compile a reading list that is not arduously long. However, it is important that you budget your time and energy so as to be able to read the assigned materials. You are not expected to memorize every fact, figure, chart and graph in the readings. However, you should be able to summarize the main points and salient arguments of each reading. You should also come to class ready to discuss and write about the readings and the questions they raise.

--Participation in class discussions. One of the best ways to explore the themes and issues of this course is to talk about them. You are expected to contribute to class discussions with a combination of your understanding of the assigned readings and your own ideas and experiences. Please also come to class with a willingness to frequently ask questions, vigorously air opinions, and respectfully consider opinions that differ from your own.

--Have fun. Believe it or not, learning about the history and culture of one of the largest populations on the planet can be enlightening and even enjoyable.
IV: Expectations: what I don't expect of you

--Extensive prior knowledge of Chinese history. We are all students. The important thing is not how much (or how little) we know, but what we do with what we know. Don't let what you perceive to be a lack of knowledge or experience vis-à-vis your colleagues intimidate you into remaining silent. Such an outcome is not only detrimental to your grade but, more importantly, to your education.

--A perfectly formed, flawlessly logical contribution to class discussions. Just because you haven't developed an idea into a fully formed thesis doesn't mean it can't contribute to discussion.

V: Expectations: what you can expect of me

--A close reading of all assigned materials.

--An even closer examination of your written assignments, exams, and quizzes.

--The prompt return of all submitted assignments with constructive suggestions for improvement (if necessary).

--Availability for consultation outside of class.

--Direction but not domination of class discussions.

VI: Blackboard. Course reserve readings and assignments will be posted on Blackboard. See https://blackboard.byu.edu/webapps/portal/frameset.jsp for details. If you are unfamiliar with this program or how to access it, please see me.

VII: Academic integrity is vitally important. This means (among other things) that all submissions of written work are entirely your own and all sources are properly cited. Should you have any questions about this or other related matters, consult the BYU Honor Code (especially the section on “Academic Honesty” (http://honorcode.byu.edu/index.php?option=com_content&task=view&id=5302&Itemid=5698)) or see me. Cheating, plagiarism, or other violations of the Code will result in no credit for the assignment, quiz, or test, and may result in failure for the course.

VIII: Honor Code Standards. In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

IX: Preventing Sexual Discrimination or Harassment. Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

X: Students with Disabilities. If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.
TERM RESEARCH PAPER

February 7  Deadline for topic submission. (1 point)

Submit a one-paragraph summary of your paper topic (hard copy and electronic version). You must make an appointment to see me before this date to discuss a topic.

March 9  Historiography essay/annotated bibliography due (5 points)

This assignment has two parts:

1) A three-page essay that introduces and describes the current state of scholarship regarding your chosen topic. Submit a hard copy in class and send an electronic version to me via e-mail.

The essay must at minimum consult and cite three (3) survey texts. Consult at least three of texts on the list below (all have been placed on 2-hour reserve in the HBLL Library) and examine the relevant sections that deal with your selected topic.

Craig, Heritage of Chinese Civilization
Ebrey, Cambridge Illustrated History of China
Fairbank, China: A New History
Gernet, History of Chinese Civilization
Hsu, The Rise of Modern China
Hucker, China’s Imperial Past
Keay, China: A History
Spence, The Search for Modern China
Tanner, China: A History

As appropriate, you may also consult other China/Asia history survey texts or general topical survey texts (economic history, history of women etc.), but this may be done only after consulting with me.

--three (3) texts that specifically focus on your chosen topic. These may include scholarly monographs (books) or articles published in peer-reviewed journals. Do NOT use reference works (encyclopedias etc.) or non-peer-reviewed materials, either in paper or electronic form (this includes Wikipedia!).

The purpose of this essay is to introduce the “state of the field” in your chosen topic. How is your topic described and discussed in the relevant literature? Is there consensus or even unanimity about key questions or issues? Or, is there some disagreement? Laying out the “state of the field” will enable you to more clearly and productively determine the specific course of your own research and argument.

2) An annotated bibliography of sources you have in your possession that you plan to use for this paper. This list will obviously include the six (at minimum) sources used to write the historiography essay but can also include many more sources as appropriate. Citations should religiously follow the bibliography format found in Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations or the Chicago Manual of Style (you may also use another generally accepted citation format but only after consulting with me). In addition to a complete listing (alphabetical by author’s surname) of your sources, briefly annotate each source. Annotations should include the following:

--a brief description of the source. Indicate whether this source is primary or secondary. This generally requires only a single sentence.

--a brief indication of how you expect to use the source in your paper. Again, this generally requires only a single sentence.
March 28  Paper draft due. (3 points)

Submit a complete draft of your paper. This includes full source citations! Draft should follow all “Requirements for written work.”

Submit two hard copies of your draft (and an electronic version to me via e-mail). One copy will be distributed to a colleague for criticism and review.

April 4  Draft critiques due. (1 point)

Comments written on the paper itself (e.g. in the margins) are permitted but not required. What is required is a brief overall (typewritten) critique of the draft (based on the grading criteria below).

Please be honest in your assessment but constructive in your suggestions and critiques.

Return the paper draft and your critique to the author on April 4. In addition, submit a copy of your critique to me.

April 13  Final Draft Due (30 points)

Hard copies are due in class. As always, send an electronic version to me as well. Late papers will be penalized.

Term papers will be graded according to the following criteria (in descending order of importance)

--Argument: first and foremost, does the paper make one? If so, is it significant (e.g. does the author make a strong case for why we should care about the argument)? Is it clear (does the reader know exactly what it is? Why or why not)? Is it well defended with evidence and logical reasoning?

--Organization: is the paper clearly and simply organized? Does each paragraph have a clear thesis/idea? Do the paragraphs taken together support the larger points/arguments of the paper? Is most of the paper devoted to making and defending an argument (as opposed to introductions, "background” material, tangential ramblings, redundancies, etc.)?

--Sources: does the paper make use of sufficient sources to support its argument? Are they properly cited?

--Grammar and syntax: does the paper follow proper rules of grammar, syntax etc.? Be especially vigilant of the items listed in the handout “Guidelines for written work”

--Style: is the paper written in an interesting and compelling manner?

Plagiarism will result in a failing grade for the paper and may result in failing the course (or worse). One university defines plagiarism as follows:

3) Plagiarism - intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information. (http://www.gwu.edu/~ntegrity/code.html#definition).

Don’t do it! Please see me if you have any questions or concerns about this issue.
REQUIREMENTS FOR WRITTEN WORK

1) Submission guidelines:
--All assignments must be submitted electronically to me via e-mail (kw Larsen67@gmail.com) no later than before coming to class. In addition, bring a hard copy to be submitted in class. Late submissions will be penalized.
--Document title: All electronic submissions should use the following format in the electronic title of the document (in other words, when you click “save” or “save as”):

Full last name, First initial of first name, Brief title of paper/assignment, Name of course, Date (optional).


2) Format
--All written assignments must be typewritten and double-spaced with reasonable fonts and formats.
--Assignments of multiple pages should be bound together with a staple or paper clip.
--Assignments of multiple pages should be paginated.
--All written assignments (both paper and electronic versions) should include the name of the author, name of course, and date.
--All written assignments should have a title.
--Omit extra spaces between paragraphs, headings etc. Extra white space gives the impression that you are trying to fill up space rather than convincingly convey an argument. Note to Microsoft Word 2007 users: this requires changing the default spacing before and after paragraphs to “0.”
--Avoid “orphan” sentences or headings (e.g. single lines of a heading or a new paragraph at the bottom of the page).
--Avoid page-long (or longer) paragraphs. Paragraphs of this length generally tell me that you aren’t exactly sure what the main point of your paragraph is.

3) Sources and citation
--Any time you use a fact, figure, word, phrase or idea that is not your own, you need to let the reader know you are doing this by properly citing your sources.
--Proper source citation is required for two reasons (among others):

1) Adhering to the BYU Honor Code by avoiding plagiarism. Plagiarism is defined in the BYU Honor Code (http://saas.byu.edu/catalog/2009-2010ucat/GeneralInfo/HonorCode.php#HCOfficeInvolvement) as follows:

Intentional Plagiarism: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one’s own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism: Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

2) Following proper scholarly conventions by acknowledging sources of information (and, therefore, helping the reader distinguish between the words, phrases and ideas of others and your original contributions) and enabling the reader to locate your sources on his or her own.

--When citing sources from edited volumes, be sure to indicate the actual author and article/chapter title rather than citing only the title of the book and its editor. For example, the chapter written by Peter C., Perdue “A frontier view of Chineseness” in the book The Resurgence of East Asia: 500, 150 and 50 year perspectives edited by Giovanni Arrighi, Takeshi Hanashita and Mark Selden, should be cited under Perdue’s name with the title of his chapter first:

--Be vigilant to ensure that works cited/bibliography match what is cited in footnotes or parenthetical citations in the paper text.
--The titles of publications should be italicized or underlined (e.g. *New York Times*, or Korea Old and New). Titles of articles or chapters contained within those publications should be placed within quotation marks. For example:

--Whenever humanly possible, specific page numbers should be cited!

--“Block quotes,” quotations that are four or more lines in length, should be indented, single-spaced, and avoided if at all possible. Generally the message a block quote sends to me is that you are trying to fill space and have little or nothing to say.
4) **Grammar, syntax, and spelling** (with many thanks to W.B. Hauser, M.B. Knox et al).

Formal academic writing at the collegiate level can and should be *completely* free of grammatical, syntactical and spelling errors. Please note the following areas of particular focus and emphasis.

**a) Possessive**

Please memorize the following distinctions.

SINGULAR: king
SINGULAR POSSESSIVE: king’s

PLURAL: kings
PLURAL POSSESSIVE: kings’

Be especially careful of "it." The possessive of "it" is "its." NO APOSTROPHE!

IT'S is a contraction of "it is," and is unacceptable in formal writing. Therefore if you see "it's"—with an apostrophe—it must be wrong!

**b) Agreement**

Do not mix singular subjects and plural verbs or pronouns (or vice versa).

"Japan felt the agreement should be made on their terms." [The syntax is wrong: Japan is singular, their is plural.] "Japanese leaders felt the agreement should be made on their terms," is correct, as is "Japan felt the agreement should be made on its terms."

**c) Use of pronouns without a clear antecedent.**

Be careful of sentences or paragraphs that begin with "this." For example: "This reflected Japan’s determination to protect itself from foreign domination." What is "this?" How is the reader to know?

**d) Tenses**

The only appropriate tenses for dealing with past events are the PAST tenses. If you find yourself writing a history paper in the present tense, you are doing something wrong. Different disciplines (i.e. Literature or Biology) use different conventions for tenses.

**e) Contractions, Colloquialisms, Jargon**

Contractions (can’t, won’t, it’s, etc., and the like) are unacceptable in formal writing. DO NOT USE THEM. Colloquialisms and slang ("a lot of," "tons of" etc.) are equally out of place. Avoid redundancies such as "time period," phrases such as "At that time" [be specific - use the date instead], "awesome" or "for sure" [vacuous].

**ERROR SEARCH LIST FOR WORD PROCESSORS:**

Before submitting a piece of written work, you will be well served to search for (and correct when needed) the following:

-- it's (a contraction; the possessive of "it" is "its")
-- them, their (check pronoun agreement)
-- this (check for clear antecedent)
-- like (if you are comparing, use "as" for "like")
-- quote (should be a verb; the noun is "quotation")
-- lead (make sure you do not mean led)
-- capitol (unless you are referring to the famous domed building in Washington DC, you probably mean "capital")
-- thrown (I am perennially surprised at how many students use this word when referring to a monarch’s chair (throne))
-- populous means heavily populated or crowded; it does NOT mean "all the inhabitants of a place" (e.g populace)
-- tenant (someone who pays rent for the right to use land) is not the same as tenet ("An opinion, doctrine, or principle held as being true by a person or especially by an organization")
QUIZZES

1) Quizzes will be held periodically (see class schedule for specifics). Quizzes can be made up only by advance arrangement (or in the case of documented medical or family emergency). In addition, I will drop your two lowest quiz scores, no questions asked.

2) Quizzes may include the following elements

   A) “Nuts and bolts”: Multiple-choice, true-false, matching or fill-in-the-blank questions about basic concepts, chronology etc.

   B) Short response questions (see below for specifics). Answer the required question(s) as specifically and precisely as possible in a paragraph or two.

   C) Identification terms. Be able to recognize and briefly identify and indicate the significance of designated terms. A perfect answer will include all of the following:
      --a single sentence (or two at most) that clearly identifies the term (indicating, whenever appropriate, time, location, etc.).
      --a single sentence (or two at most) that demonstrates the significance of the term.
      --supporting and/or additional detail (maximum of six (6) elements).
   
   In all cases, sentences that are precise, detailed (including dates!) and descriptive are vastly preferred. Full sentences are not required (e.g. “bullet form” answers are acceptable)

Example: George Washington

   “Commander of the Continental Army (1775-1783) and first President of the United States (1789-1797)”

is much better as an identifying sentence than

   “Revolutionary War general and American President”

which, in turn, is better than either

   “Gentleman farmer at Mt. Vernon”

or

   “Important American leader”

Similarly,

   “Inspirational leadership (Valley Forge) and daring tactics (crossing the Delaware) helped defeat the British. Decision to step down after two terms strengthened the republican foundation of the United States.”

is vastly preferable as an expression of significance to

   “Regarded as ‘father’ of the United States.”

Once you complete the identification and significance portions of your answer, then it is time for you to demonstrate your vast store of knowledge by providing supporting and additional detail (Mt. Vernon, French and Indian War, wooden teeth (but not really), surveyor as a youth, warned against entangling alliances etc. etc.). The more of this you can provide (up to the maximum limit of six elements), the better.
ID terms:

Quiz #1 Map and chronology

Natural features
Amur River
Gobi Desert
Hainan
Korean Peninsula
Liaodong Peninsula
Shandong Peninsula
Sungari River
Taiwan
Taklamakan (Taklimakan) Desert
Tibetan Plateau
Tienshan (mountain range)
Xi River
Yalu River
Yangzi River
Yellow River
Yellow Sea

Cities
Beijing (Peking)
Canton (Guangzhou)
Chengdu
Chongqing (Chungking)
Hong Kong (Xianggang)
Lhasa
Macao (Macau)
Nanjing (Nanking)
Port Arthur (Lushun)
Shanghai
Shenyang (Mukden)
Urumqi
Tianjin
Wuhan

Provinces
Guangdong
Hebei
Hubei
Jiangsu
Jiangxi
Jilin
Sichuan
Xizang (Tibet)
Xinjiang
Yunnan

Misc.
Great Wall
Manchuria
Mongolia (not to be confused with the Chinese province of Inner Mongolia)

Chronology
Yuan (1271-1368)
Ming (1368-1644)
Qing (1644-1912)
Republican Period (1912-1949)
PRC (1949-present)
Quiz #2: Mongols and early Ming
Timothy Brook
Chinggis Khan (Ghenghis Khan)
Civil Service Exam System
Confucianism
Dragons
Eunuchs
Footbinding
Khubilai Khan
Tumu Incident/Crisis
Zheng He (Cheng Ho)
Zhu Di (Yongle Emperor)
Zhu Yuanzhang (Hongwu Emperor)

Who is Timothy Brook? What do you see in his scholarly career that is reflected in *The Troubled Empire*?

What are the two most significant areas of commonality and the two most significant differences between the Mongol Yuan period and the Ming?

Quiz #3: Mid-to-late Ming/early Qing

Hideyoshi Invasions
Hong Taiji
Jurchen
Manchus
Nurhaci
Three Feudatories
Wang Yangming
Wu Sangui
Zheng Chenggong (Koxinga)
Zhu Yijun (Wanli Emperor)

Why did the Ming fall?

In what significant ways was China different in 1644 as compared to 1368?

Quiz #4: Qing Expansion and Glory

*Dream of the Red Chamber*
Heshen
Jesuits
*Kaozheng* scholarship
Kangxi Emperor
Macartney Mission
Qianlong Emperor
Treaty of Nerchinsk
William Rowe
Tribute System
Yongzheng Emperor
Zunghars

Who is William Rowe? What do you see in his scholarly career that is reflected in *China’s Last Empire*?

Was the early Qing (to 1839) “China”? Why or why not?
Quiz #5: Western Imperialism and “humiliation” (1)

Canton System
Hong Xiuquan (Hong Hsiu-ch’uan)
Li Hongzhang (Li Hung-chang)
Lin Zexu (Lin Tse-hsu)
First Opium War
Second Opium War
Taiping Rebellion
Tongzhi Restoration
Treaty Port System
Zeng Guofang (Tseng Kuo-fan)

List two significant developments in Qing history that are not well explained by the impact of Western imperialism.

Quiz #6: Western Imperialism and “humiliation” (2)

100-days reform
1911-12 Revolution
Boxer Rebellion
Cixi (T’su-hsi)
John King Fairbank
Guangxu (Kuang-hsu) Emperor
Kang Youwei
Russo-Japanese War
Self-strengthening
Sino-Japanese War

Could the Qing Dynasty have avoided collapse and/or colonization? Why or why not?

Quiz #7: Republican China (1)

Chiang Kai-shek (Jiang Jieshi)
Lu Xun (Lu Hsün)
May Fourth Movement
Rana Mitter
Nanjing Decade
Northern Expedition
Jonathan Spence
Sun Yat-sen (Sun Zhongshan)
Yuan Shikai (Yuan Shih-k’ai)

Who is Rana Mitter? What do you see in his scholarly career that is reflected in A Bitter Revolution?

Assess the impact of the Nationalists (KMT/GMD) on China. Was this impact, on balance, positive or negative?

Quiz #8 Republican China (2)

Chinese Civil War
Long March
Mao Zedong (Mao Tse-tung)
Nanjing Massacre
Second Sino-Japanese War
Joseph Stillwell

How did Japanese imperialism influence China during the Republican period?
Quiz #9: Early PRC

3- and 5-anti Campaigns
100-flowers Movement
Collectivization
Cultural Revolution
Gang of Four
Great Leap Forward
Korean War
Lin Biao
Liu Shaoqi
New Democracy
Sino-Soviet Split
Zhou Enlai

Was China during the Maoist period “socialist/communist”? Why or why not?

Defend, as best you can, the PRC claim that Mao was 70% right and 30% wrong.

Quiz #10: Contemporary China

Deng Xiaoping
Falun Gong
Hu Jintao
Jiang Zemin
Li Peng
Special Economic Zones
Tiananmen Square Protests/Massacre
Zhao Ziyang
Three Gorges Dam
Taiwan

What are the most significant continuities between contemporary China and the previous Yuan, Ming, Qing, and Republican periods? The most significant changes?

What are the significant challenges faced by contemporary China? Will the PRC be able to meet them? Why or why not?
MID-TERM EXAM

1) To be taken in the Testing Center during the period March 3-5.

2) Bring a Blue Book and a pen or two (not a pencil) with you to the Testing Center.

3) Three-hour maximum time limit.

4) Exam format:

   A) Twenty (20) “Nuts and Bolts” questions (0.5 points each = 10 points). These will follow the same format as the questions in the quizzes and will cover basic concepts, geography, and chronology.

   B) Eight (8) Identification terms (5 points each = 40 points). These will be drawn from the list of ID terms used for the quizzes (up to and including Quiz #6: Century of humiliation (2)). You will be given a list of twelve (12) terms from which you may choose and identify any eight (8).

   C) One (1) Essay Question (50 points). Drawn from the list below. You will be given a list of two (2) questions from which you may choose one to answer in a coherent essay.

   What were the most significant influences or legacies of the Yuan Period on the subsequent Ming and Qing periods?

   Assess the utility of the “Dynastic Cycle.” How well does it explain the history of China from circa 1271 to 1860?

   Assess the utility of the “impact-response” paradigm. How well does it explain the history of the Qing Empire to 1860?

   Discuss the significance of the Manchu (not ethnic Han Chinese) rule of the Qing. On balance, were the Manchus more “sinicized” or was China more “Manchu-ized”? Defend your answer.

   How have China’s foreign relations changed from circa 1271 to 1860? Do you see more continuity or change during this period? Explain and defend your answer.

   Choose one (1) of the following areas—society, economy, or ideology—and trace changes and continuities over the period circa 1271-1860. Which are more significant: continuities or changes? Explain and defend your answer.

Be sure that your essay is or does the following (in descending order of importance):

--answers the question(s). Everything in the essay should speak directly to answering the question(s) posed. Don’t simply list everything you know about the topic unless you can demonstrate why and how it helps answer the question. Make it easy for the reader by concisely stating your answer to the question (in no more than a sentence or two) in the introduction to the essay.

--is well- and thoroughly-supported by specific evidence and your own analysis. In most if not all cases, there is no single “correct” answer to these questions. There are, however, well-supported and not-so-well-supported answers. Whether your essay is persuasive will largely depend on the degree to which you can mobilize evidence and your own thought and reasoning to support your conclusions. The more specific and precise you can be in terms of names, dates, events and phenomena etc. the better.

--is clearly organized with an introduction (that states your main thesis or argument), main body and conclusion.

--is grammatically and syntactically correct. Take your time to avoid distracting mistakes.

You are welcome to form study groups to consider and discuss possible answers to these questions. Remember, however, that you are responsible for the validity and accuracy of your own answers.
FINAL EXAM

1) To be taken in the Testing Center during the final exam period (April 16-21)

2) Bring a Blue Book and a pen or two (not a pencil) with you to the Testing Center.

3) Three-hour maximum time limit.

4) Exam format:

   A) Twenty (20) “Nuts and Bolts” questions (0.5 points each = 10 points). These will follow the same format as the questions in the quizzes and will cover basic concepts, geography, and chronology. Note that the material for the “Nuts and Bolts” section is cumulative (e.g. it includes material from the first half of the semester). However, it will be weighted more heavily toward the second half of the semester.

   B) Eight (8) Identification terms (5 points each = 40 points). These will be drawn from the list of ID terms used for the quizzes (up to and including Quiz #5: Century of humiliation (1)). You will be given a list of twelve (12) terms from which you may choose and identify any eight (8). Note that the material for the Identification section is cumulative (e.g. it includes material from the first half of the semester). However, it will be weighted more heavily toward the second half of the semester.

   C) Two (2) Essay Questions (25 points each = 50 points). Drawn from the list below. In each case, you will be given a list of two (2) questions from which you may choose one to answer in a coherent essay.

   It has been said that Mao Zedong was “70% right, 30% wrong.” Make your own assessment of the impact of Mao on 20th-century China. Explain and defend your assessment.

   When did the Chinese “revolution” happen? Choose at least three (3) dates as candidates. Which date best qualifies as the one that future generations of history students should remember? Alternately, if none of the dates deserve the revolutionary appellation, explain why.

   Select two (2) of the following three figures: Kangxi Emperor, Cixi, and Sun Yat-sen. What is there in today’s China that your selected figures would recognize as familiar? Would they regard today’s China as an improvement or retrogression from their own time? Explain and defend your answers.

   Compare the society of China in 1919, 1949, 1989, and today. What has changed and what had remained the same? Which is more significant, the continuities or the changes?

   In 1949, Mao declared that China has “stood up.” What happened in pre-1949 China (emphasis (but not necessarily exclusively so) on the 20th century) that would help us understand this statement? Was Mao right? Have events in the subsequent six decades supported or undermined Mao’s declaration?

   Based on your understanding of China’s history and its present situation, which is the most likely future scenario for China in the next three decades: collapse, rise to regional if not global hegemony, or democratization and peaceful integration with regional and global orders?

See the section on the Mid-term exam in the syllabus for essay grading criteria etc.
Hist. 341.1
Winter 2011

COURSE SCHEDULE (TENTATIVE)

Jan 5: Introduction

Jan 7 (no class)

Jan 10: Yuan

Brook, *The Troubled Empire*, 1-78
*Quiz #1 Geography and Chronology*

Jan 12: Yuan

Jan 14: Ming

Brook, *The Troubled Empire*, 79-160

Jan 17 (no class) MLK Holiday

Jan 19: Ming

Jan 21: Ming

Brook, *The Troubled Empire*, 161-237
*Quiz #2: Yuan and early Ming*

Jan 24: Ming


Jan 26: Ming-Qing Transition

Brook, *The Troubled Empire*, 238-268
Rowe, *China’s Last Empire*, 1-30

Jan 28: Qing

*Quiz #3: Mid-to-late Ming*

Jan 31: Qing

Feb 2: Qing

Rowe, *China’s Last Empire*, 31-89

Feb 4: Qing

Feb 7: Qing

**Paper topic submission due** (you should have met with me to discuss your paper topic *before* this date!).

Feb 9: Qing

Rowe, *China’s Last Empire*, 90-148

Feb 11: Western imperialism

*Quiz #4: Early Qing*
Feb 14: Century of humiliation

Rowe, *China’s Last Empire*, 149-174

(be sure to read all the sections from “Opium Trade” to “First Unequal Treaty”)

Feb 16: Century of humiliation

Feb 18: Century of humiliation

Rowe, *China’s Last Empire*, 175-230

Feb 21 (no class) Presidents Day holiday

Feb 23: Century of humiliation

**Quiz #5: Century of humiliation (1)**

Feb 25: Century of humiliation

Rowe, *China’s Last Empire*, 231-290

Feb 28: Century of humiliation

Mar 2: Mid-term review

**Quiz #6: Century of humiliation (2)**

Mar 3-5: (no class)

**Mid-term exam** (take in the Testing Center)

Mar 7: Early Republican China

Mitter, *A Bitter Revolution*, 1-68

Mar 9: Early Republican China

**Historiographical essay and bibliography due**

Mar 11: Early Republican China

Mar 14: Nationalists and Communists


**Quiz #7: Republican China (1)**

Mar 16: Nationalists and Communists cont.


Mar 18: War

Mar 21: More War

Yang, Daqing. “Convergence or Divergence? Recent Historical Writing on the Rape of Nanjing.” The American Historical Review 104, no. 3 (June 1999): 842-865 (JSTOR and/or Blackboard).

Mar 23: PRC

**Quiz #8: Republican China (2)**

Mitter, A Bitter Revolution, 181-199

Mar 25: PRC


Mar 28: PRC

**Paper draft due**

Mar 30: PRC

Mitter, A Bitter Revolution, 200-243


**Quiz #8: Early PRC**

Apr 1: Contemporary China

Apr 4: Contemporary China

Mitter, A Bitter Revolution, 244-284

**Paper draft critiques due**

Apr 6: Contemporary China

Apr 8 (no class)

Apr 11: Contemporary China

Mitter, A Bitter Revolution, 285-314


Apr 13: Wrapping up

**Quiz #9: Contemporary China**

**Paper final draft due**

April 16-21: Final Exam (taken in the Testing Center)