

## SEMESTER AT SEA COURSE SYLLABUS

**Voyage: Spring 2013**

**Discipline: History**

**HIEA 3559: History of Modern China**

**Division: Upper**

**Faculty Name: John Israel**

**Pre-requisites:** None

### COURSE DESCRIPTION

As recently as 1949, arguably, even by 1979 or 1989, the story of Modern China, much like that of a Greek tragic hero, could be described in terms of a powerful and noble hero (in this case, a civilization/state) falling from the pinnacle of glory to the depths of despair. In the course of the Qing (Manchu) dynasty, we see a great empire basking in unchallenged conceit as a world civilization relegated to the role of beggar at the table of nations. Yet today we see the People's Republic of China confidently laying claim to a position of respect and influence in every sphere of the international community – economic, political and military. Some even speak of “the Chinese model of development,” much as emperors and literati once proudly identified their realm as the unchallenged standard for anything worthy of being called civilized. Yet, in the process, a new issue has arisen, the question of what constitutes Chinese identity. In a rapidly globalizing society, what remains that make the Chinese people distinctive? How do various sectors of the Chinese population assess what they consider to be their national heritage?

With the help of R. Keith Schoppa's insightful work, *Revolution and Its Past: Identities and Change in Modern Chinese History*, we will seek to understand the process of self-understanding that the Chinese people have gone through in the course of their nation's near-death and resurrection. Schoppa's narrative will be supplemented and enhanced by David G. and Yurong Y. Atwill, *Sources in Chinese History*. In addition to assigned items in Atwill, students should read the “visual source” and introductory material for each chapter.

The instructor will seek to make films available via the internal shipboard t.v. network.

### COURSE OBJECTIVES:

1. To grasp the how's and why's of China's precipitous trajectory from preeminent civilization/state to failed state to rising world power.
2. To understand how these developments have shaped and interacted with the Chinese people's quest for identity.
3. To interpret personal observations and experience in China, Hong Kong, and Singapore, and elsewhere in the context of China's modern history.

## **REQUIRED TEXTBOOKS**

**AUTHOR:** R. Keith Schoppa

**TITLE:** Revolution and Its Past: Identities and Change in Modern Chinese History

**PUBLISHER:** Prentice Hall/Pearson

**ISBN #:13:** 978-0-205-92691-2

10: 0-205-72691-7

**DATE/EDITION:** 2011, third edition

**AUTHORS:** David G. Atwill, Yurong Y. Atwill,

**TITLE:** Sources in Chinese History: Diverse Perspectives from 1966 to the Present

**PUBLISHER:** Prentice Hall/Pearson

**ISBN #: 13:**978-0-233089-3

10:0-13-233089-X

**DATE/EDITION:** 2010, first edition

## **TOPICAL OUTLINE OF COURSE**

### **Part 1: Challenges to Traditional Chinese Identities**

- 1 Identities  
Reading: Schoppa, chapter 1
- 2 Chinese and Manchus  
Reading: Schoppa, chapter 2  
Atwill, chapter 1, items 1,2;  
chapter 6, items 1,2, 8  
Film: China: The Rebirth of an Empire
- 3 Opium War & Unequal Treaties  
Reading: Schoppa, chapter 3  
Atwill, chapter 1, items 8-9; chapter 2, items 4-12  
Film: China's Century of Humiliation
- 4 Rebellion  
Reading: Schoppa, chapter 4  
Atwill, chapter 3, items 1-4, 9-12
- 5 Threats to Cultural Identity  
Reading: Schoppa, chapter 5  
Atwill, chapter 4, entire

- 6 1890s: Decade of Devastation  
Reading: Schoppa, chapter 6  
Atwill, chapter 5, items 1-8

### **Quiz 1**

## **Part 2: Reconstructing Social, Cultural, & Political Identity**

- 7 1900s: Reform and Revolution  
Reading: Schoppa, chapter 7  
Atwill, chapter 5, items 9-12; chapter 6,  
item 11; chapter 7, items 1-4

### **Faculty-led Field Trip: Hong Kong through Hong Kong Eyes**

- 8 The Early Republic  
Reading: Schoppa, chapter 8  
Atwill, chapter 7, items 5-10
- 9 China's Real Cultural Revolution  
Reading: Schoppa, chapter 9  
Atwill, chapter 7, items 11-13;  
chapter 8, items 11-13
- 10 The 1920s: CCP Born, KMT Transformed  
Reading: Schoppa, chapter 10  
Atwill, chapter 8, items 1, items 5-10  
Film: China: A Century of Revolution – Battle for  
Survival – 1911-1936

### **Quiz 2**

### **Field Lab: Singapore: Chinese Identity – The View from Singapore**

## **Part 3: Revolution and Identity**

- 11 The Nanjing Decade  
Reading: Schoppa, chapter 11  
Atwill, chapter 9, items 5-7
- 12 Rural Revolution & the Rise of Mao  
Reading: Schoppa, chapter 12  
Atwill, chapter 8, items 2-4; chapter 9, items 8-10

- 13 Japan's Salami Tactics  
 Reading: Schoppa, chapter 13  
 Atwill, chapter 9, items 1-4
- 14 The Sino-Japanese War  
 Reading: Schoppa, chapter 14  
 Atwill, chapter 10, items 1-7  
 Film: China: A Century of Revolution – Fighting for the Future – 1936-1949
- 15 The Chinese Civil War  
 Reading: Schoppa, chapter 15  
 Atwill, chapter 10, items 8-9
- 16 Two Models of Chinese Development  
 Reading: Schoppa, chapter 16  
 Atwill, chapter 10, items 10-11;  
 chapter 11, items 1-6
- 17 Coming Unglued  
 Reading: Schoppa, chapter 17  
 Atwill, chapter 11, items 7-11; chapter 12, items 1-3  
 Film: China: A Century of Revolution –The Mao Years– 1949-1960

### **Quiz 3**

#### **Part 4: Contemporary Change and Identity**

- 18 China's So-called "Cultural Revolution"  
 Reading: Schoppa, chapter 18  
 Atwill, chapter 12, items 4-11; chapter 13, items 1-4, 7  
 Film: China: A Century of Revolution – The Mao Years – 1960-1976
- 19 From Maoist Mania to Muddling Through  
 Reading: Schoppa, chapter 19  
 Atwill, chapter 13, items 5-6, 8-10; chapter 14, items 1-2,  
 chapter 15, items 6-10  
 Film: China: A Century of Revolution – Born Under the Red Flag
- 20 China's New World  
 Reading: Schoppa, chapter 20  
 Atwill, chapter 13, item 6, chapter 14, items 3-6,  
 chapter 15, items 1-2, 4  
 Film: China: A Century of Revolution – The Next Generation
- 21 Taiwan – Problem, Place, People  
 Reading: Schoppa, chapter 21  
 Atwill, chapter 15, item 3  
 Film: Young and Restless in China

- 22 Values – Human Rights, Cultural Expression, Quality of Life  
Reading: Schoppa, Epilogue  
Atwill, chapter 14, items 9, 10; chapter 15, items 5, 7, 8, 9  
Film: China from the Inside, part 4, “Freedom and Justice”
- 23 Review Discussion
- 24 Final Examination

## **FIELD WORK**

***FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)*

**This course's field lab will take place on February 8 in China. Attendance is mandatory.** China's rise as a world power is surely one of the defining events of the 21st century. Yet dramatic and earth-shaking as this process has been, it was by no means pre-ordained. Less than a century ago, China was dismissed as "the sick man of Asia". Western nations spoke of "the carving of the Chinese melon" and the Chinese compared their own country to "meat on a platter", to be sliced up and devoured by voracious white men and Japanese. The death and rebirth of a land that had seen itself both as imperial universe and cultural cosmos is the leitmotif of this course. Starting with a look at the Qing (Manchu) dynasty in its heyday, we will follow the dynasty's decline following the Opium War and eventual oblivion at the hands of republican revolutionaries. After examination of Chiang Kai-shek's abortive moves toward national reunification and Mao Zedong's tragic experiments in revolutionary radicalism, we will follow the ongoing process of national reconstruction and redefinition under the leadership of Deng Xiaoping and his successors.

### ***FIELD ASSIGNMENTS***

Keith Schoppa's textbook makes clear that being Chinese goes far beyond the question of place of birth, country of residence, and issues of national loyalty. Beyond the People's Republic of China, there is a larger universe which may be identified as the Chinese diaspora, or the Chinese cultural universe, an amorphous but nonetheless vital entity reaching from Hong Kong and Macao, Taiwan, and Southeast Asia outward to virtually every continent of the world. In our visits to Hawaii, Japan, Hong Kong, Saigon, Singapore, and Malaysia in particular, we will have an opportunity to see how this universe situates itself in particular political, geographic, and historical contexts.

### **Course Paper**

Write an essay on what you have learned about Chinese identity (including individual identity, social identity, and national identity) through your onshore experiences and field lab. Your essay should include, but not be limited to, the way that Chinese identify as individuals, in various societies, and as a nation in the People's Republic of China and Singapore. You may include material from Hong Kong, Saigon, Malaysia, and other places, as appropriate. If you see fit, you may enhance your essay with photos, sketches, or other visual material. You may include anecdotal reference to individuals you have encountered onboard ship and may mention, in passing, observations made in lectures, class discussions, and assigned reading. However, your essay must be solidly rooted in your personal experience away from the ship. Under no circumstances should you use materials accessed in non-assigned books or articles in print or online. Keep in mind, as you conceptualize and actualize your work that this essay is to be empirically-based, representing reflections on what you have seen and heard in ports of call and beyond.

In preparing this assignment, you will find it useful to keep notes or a journal, especially on your

field lab and other onshore experiences.

As with any extensive writing assignment, your essay should be well written and well organized, reflecting keen observation, serious thought, and deep reflection. Readability is essential. Write as if you were addressing an audience of interested friends and family members. Eschew academic jargon. Footnotes should not be necessary.

The paper should be 1500 to 2000 words in length

The instructor will be happy to comment on paper proposals but will not comment on drafts of work in progress.

### **METHODS OF EVALUATION / GRADING RUBRIC**

The course grade will be assigned as follows:

Quiz 1 10%

Quiz 2 10%

Quiz 3 10%

Course Paper 30%

Final Examination 40%

Class Participation: Grades may be adjusted upward or downward reflecting frequency and quality of participation in classroom discussions

N.B. Participation in the field lab is essential to satisfactory completion of the course paper and may be required to answer questions on quizzes and the final examination.

### **RESERVE LIBRARY LIST**

NA

### **ELECTRONIC COURSE MATERIALS**

NA

### **ADDITIONAL RESOURCES**

NA

### **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor

as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”