

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2013

Discipline: History of East Asia

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, entire3

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 8-104

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 6

Field Lab *A course requirement for all registered students*

Hong Kong, Friday, February 8

“Hong Kong through Hong Kong Eyes – A Day with Elizabeth Sinn”

As Keith Schoppa reminds us, the issue of identity – both individual and collective – permeates the history of modern China. Nowhere is the identity question defined more acutely and more poignantly than in Hong Kong, a British Colony from 1842 to 1997, since then a “special economic region” of the People’s Republic of China. To help us explore Hong Kong’s identity issue, we turn to Elizabeth Sinn.

Professor Sinn has devoted her professional life to the study of her native city, its relationship to China, and its place in the world. Before she retired in 2004, she was Deputy Director of the Centre of Asian Studies at Hong Kong University and a member of the Humanities Panel of the Hong Kong Research Grants Council. Currently, she is the lead scholar in the Hong Kong Memory Project which aims to build a website for archiving and showcasing records related to Hong Kong’s history, culture and heritage.

To set the stage, Professor Sinn has arranged for a guided tour through the Hong Kong Museum of History. Then we will gather for lunch at one of her favorite local restaurants, where she will prepare us for our exploration of Hong Kong. Following lunch, we will embark on an afternoon’s walking tour through the heart of her city, continuing our dialogue with Professor Sinn as we go.

Wear comfortable clothes and, above all, a good pair of walking shoes. We will be walking from shipside to museum, museum to lunch, and, of course, along the route of the three-to-four-hour walking tour. Before or after lunch, we will enjoy a view of Hong Kong harbor as we travel from Kowloon to Hong

Kong Island on the famous Star Ferry. At the conclusion of the day's program, a chartered bus will return us to the ship.

Course Paper

The paper, 1500 to 200 words in length, must be submitted, in electronic format, prior to midnight, April 15.

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 Hong Kong. You may include material from Vietnam, Burma, 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 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.

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]

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