COURSE INSTRUCTOR
Instructor: Ihor Pidhainy
Office: TLC 3245
Phone: 678-839-6508
Email: ipidhain@westga.edu

Class:
Social Science Building 206
MW 3:30-4:50

Best Way to reach me: email me at the above email, and I’ll get back to you within 24 hours. (First semester for me too, so I might be slow with courses email replies… it will improve by the end of semester…) 

OFFICE HOURS
MW 2:00-3:00
OR: by appointment

Nota Bene: Office hours are usually a lonely time, especially when there isn’t an essay/test immediately due. If you come by and want to talk about the course or some aspect of what we’re doing or just cause you need to talk with somebody about history or Asia etc., you are most welcome.

Required Texts:
Chen, Janet et al. The Search for Modern China: A Documentary Collection
978-0-393-92085-7 3rd edition wwnorton
Feng, Jicai, Ten Years of Madness: Oral Histories of China's Cultural Revolution
978-0835125840 China Books and Periodicals
Hawkes, David Story of the Stone: or The Dream of the Red Chamber v. 1
978-0140442939 Penguin
Mitter, Rana Modern China: A very short introduction 978-0199228027 Oxford UP
Tanner, Harold, China: A History V 2. From the Great Qing Empire through The People's Republic of China, (1644 - 2009) 978-1-60384-204-4 Hackett
Yu, Hua, China in Ten Words 978-0307739797 vintage


Course Description
This course is an exploration of modern Chinese history, focusing on the period from 1840 to the present. Following the political chronology of ruling houses and parties, we will explore the intellectual, political and economic responses that the Chinese experienced during this time. You will have an opportunity to explore these in depth through both readings of original documents (in translation) and secondary sources on the period.
The method of teaching in this course will be a combination of lecture and discussion. It is expected that you will have read and thought about the assigned readings. In the classroom, you will have an opportunity to share these thoughts.

**Grading:**

- Document Analyses (6x 2.5%): 15%
- Thought Pieces (4x5%): 20%
- Discussion/Participation: 20%
- Essay: 20%
- Final Exam: 25%

Document Analyses: See below
Thought Pieces: See below
Discussion/Participation: This grade is determined by the participation in class, particularly in discussion of documents and books that we will be examining. To ensure that you do well here, prepare all assigned readings before coming to class. There will be ample opportunity for you to speak in class.
Essay: A medium-length paper further instructions to be given later in the semester.
Final Exam: Instructions will be given later in the semester.

**Grading Scale**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90%-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>0-59</td>
<td>F</td>
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</tbody>
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Grades are based on the student’s performance on specific assignments in the class. (That means that completing all assignments does not necessarily guarantee a good grade. However, not turning in all your assignments will impact your grade negatively, regardless of how well you understand the course, our texts or my lectures…).

**Guide to Letter Grades**

_A = Exceptional_
For a single piece of work, this means answering it in a way that shows to your grader that you not only understood what was being asked but were able to show insight beyond what is easily discernable. This involves what you argued, along with how you argued, as well as with your skill in writing. “What you argued” involves the facts and details, evidence and sources that you use to make your argument. “How you argued” involves the arrangement of your argument, the weight you give arguments, the ability to involve counter-arguments and other such features. “Your skill in writing” involves showing your rhetorical use of language, choosing appropriate and specific words where necessary, structuring your sentences in ways that please as well as back up your argument, and – finally – displaying a grasp of rhetoric, where appropriate.

_B = Good Work_
Good work is a notch down from “exceptional” work – there are unforced errors in substance and style. Generally, the argument is strong, the evidence supports this, and the writing doesn’t wreck this too much.

*C= Competent/average*
Average work means that you communicate a decent answer to the question asked. The answer is therefore in general correct. However, faults, errors and mistakes may arise. This might be in the facts, evidence, argument, organization or language aspects of the work.

*D= Poor work*
A notch down from C, a D generally indicates that your work does not adequately answer the question and/or also includes many factual errors, much poor writing and shows a lack of integration of ideas that have been used in class.

*F = Failure to achieve above criteria...*
If you are getting Fs in your work, then we need to sit down and talk about where you are falling short.

**Nota Bene:**
Incomplete work and/or missing work will kill your grade. I emphasize that even though completed work does not guarantee a great grade, it does show commitment to get your through the class. For those of you who do not feel history is interesting or your calling, just put the time and effort in to get through.

**COURSE POLICIES AND INFORMATION**

**University Policies and Academic Support**

See [http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

**Academic Honesty – Plagiarism**
Do not plagiarize.
Plagiarism is generally considered to be borrowing the work of others in any shape or form and claiming that it is yours.
For example, copying and pasting a paragraph from Wikipedia in your paper without citation is plagiarism. (Even if your alter several words in it). If you put it into quotation marks, then it isn’t plagiarism. (It then becomes poor use of a quotation, but that affects your grade differently than plagiarism).

**Disabilities Act/ Accessibility for the course**

****Please consult the following link for more detail regarding accessibility for this course, including contact information for those with accessibility needs:
**Student Conduct**
Our course is conducted at the University of West Georgia and should follow all rules of conduct that the College adheres to. In addition to these governing rules, I would like to stress that the class space and class discussion are a shared space and thus must take into account that we do not all share the same sensibilities and outlooks. Using good judgment and proper language in our discussions is essential. That we should be challenged in our opinions and ideas is part of the classroom experience, but we should balance that in the manner in which we make these challenges.

What forms of etiquette are good to follow when in class. (Perhaps outside as well, but that’s not part of our parameters).

- Arrive on time and leave when class ends… if you need to leave early, mention this to the instructor or the GRA.
- Treat everybody with courtesy
- Do not sleep in class. (Coffee, coffee, chocolate chip cookies, repeat)
- Do not use cell phone/iphone other electronic device as part of a diversionary procedure from the lecture or discussion. (I know it can be tempting and difficult, not to do so, but again courtesy…)
- Do not do socially unacceptable things in class (If you need a list, talk to your parents or guidance counselor, but these do include things like not spitting, washing regularly, etc.)
Schedule and Readings

Week 1
Jan 11   Course Introduction: Modern China: An Overview
Jan 13   **Ritter, Modern China: A Very Short Introduction.**

Week 2
Jan 18   **No Class**
Jan 20   Late Ming Culture  
         **Tanner, 3-30; Chen, 1-18.**  
         **Thought Piece #1 [See List for DAs and Thought Pieces]**  
         **Discussion:** “A Ming Official on the Decline and Fall of the Dynasty”

Week 3
Jan 25   Collapse of Ming: Rise of Qing  
         **DA #1: [See List for DAs and Thought Pieces]**  
         **Chen, 19-32; Tanner, 33-39.**  
         **Discussion:** “Exchange of Letters between Wu Sangui and Dorgon” “The Siege of Jiangyin, 1645”
Jan 27   Kangxi Reign  
         **Chen, 33-47; Tanner, 39-53.**  
         ‘Fang Bao’s “Random Notes from Prison,” 1711’ “Kangxi’s Valedictory Edict, 1717”

Week 4
Feb 1    Yongzheng and Qianlong Reigns  
         **DA #2**  
         **Chen, 48-76; Tanner, 54-60.**  
         **Discussion:** “The Secret Edict of the Kangxi Emperor, 1670”; “Wang Yupu and Yongzheng’s Amplification of Kangxi’s Secret Edict, 1724” “Heshen: Accusation and Inventory”
Feb 3    **Story of the Stone**, volume One.  
         **Discussion:** Chapter 1, 5, 8, 17, 18, 25 etc.

Week 5
Feb 8    The Opium War  
         **Chen, 77-110; Tanner, 60-79.**  
         **Discussion:** “Macartney’s audience with Qianlong and Macartney’s Description of China’s government.”
Feb 10   Taiping Rebellion  
         **DA #3**  
         **Chen, 111-133; Tanner, 79-87.**  
         **Discussion:** “The Ten Commandments”; “Taiping Religious Verse”; “A Proclamation against the Bandits of Guangdong and Guangxi, 1884”
Week 6
Feb 15  Self-Strengthening Movement
Chen, 134-154; Tanner, 87-95.
Discussion: “The Burlingame Treaty, 1868”; “The Exclusion Act, May 6, 1882”
Feb 17  1898 Reforms & Boxer Rebellion
Chen, 155-178; Tanner, 96-105.
Discussion: “Sun Yat-sen’s Reform Proposal to Li Hongzhang”

Week 7
Feb 22  China in Revolution I
Feb 24  China in Revolution II
Essay #1 due

Week 8
Feb 29  Sun Yat-sen and 1911
Thought Piece #2
Chen, 179-200; Tanner, 111-117
Discussion: “Song of the Precious Sword”; “An Address to My Two Hundred Million Women Compatriots in China” “Selecting a Wife, by Zhu Ziqing”
Mar 2  Yuan Shikai and early Republic
Chen, 201-218; Tanner, 117-123.
Discussion: “Yuan Pledges Allegiance to the Republic, Feb 12, 1912”; “Japan’s Twenty-one Demands”

Week 9
Mar 7  May 4th Movement
DA #4
Chen, 219-243; Tanner, 123-132;
Discussion: “A Madman’s Diary”; “What Happens after Nora Leaves home?”
Mar 9  Chiang Kai-shek (Jiang Jieshi) and KMT (GMD)
Chen, 244-289; Tanner, 132-160.
Mar 13-17  Spring Break
Week 10
Mar 21  Mao Zedong and the Communist Party (1930s-1946)
DA #5
Chen, 290-372 (skim; see discussion articles below); Tanner, 160-183.
Mar 23  Establishment and Rule of PRC (1946-1955)
Chen, 373-411 (skim; see discussion articles below); Tanner, 184-204.

Week 11
Mar 28  Regime Failures: Great Leap Forward & Cultural Revolution
DA #6 due
Chen, 412-459 (skim; see discussion articles below); Tanner, 204-228.

Mar 30  No Class: Reading: Feng Jicai, Ten Years of Madness

Week 12
Apr 4  Born under a Red Sun I
Thought Piece #3 due
Apr 6  Born under a Red Sun II

Week 13
Apr 11  China’s Reform in the 1980s
Thought Piece #4 due
Chen, 460-513 (skim; see discussion articles below); Tanner, 234-242.

Apr 13  Protests of the 1980s
Chen, 514-565 (skim; see discussion articles below); Tanner, 242-256.

Week 14
Apr 18  China since 1990s
Chen, 566-606; Tanner, 256-270

Apr 20  For Review: A discussion of Yu Hua, China in Ten Words

Wednesday, Apr 27, 2:00-4:30 pm  Final Exam
# Document Analyses and Thought Pieces

## Document Analyses

Document Analyses are interpretive critiques of one or several documents. For the purpose of this course, I am going to ask you to focus on individual documents. Your analysis should include a brief summary of the document (maximum a short paragraph) and a larger portion on interpreting the document on one or several important points that you see there. The length of the document analysis should be between 1-2 pages. (Consider a full page the cut-off to earn a grade). The purpose of the document analysis is to have you develop a critical vocabulary and insight into Modern China through repeated analyses of such documents.

**Grades:**
- A – outstanding insights.
- B – very good insights into the document.
- C – Basic points/interpretation offered.
- D – you should not be receiving this grade.

<table>
<thead>
<tr>
<th>#</th>
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<th>Document (from <em>The Search for Modern China: A Documentary Collection</em>)</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 25</td>
<td>“Regent Dorgon’s Edict to the Board of War” 2.5 or “The Imperial Edict to the Board of Rites” 2.6.</td>
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<tr>
<td>2</td>
<td>Feb 1</td>
<td>Lan Dingyuan on the Education of Women, 5.6.</td>
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<td>3</td>
<td>Feb 10</td>
<td>Zeng Guofan’s Letters to his younger brothers, 8.7.</td>
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<td>4</td>
<td>March 7</td>
<td>Chen Duxiu, “Call to Youth”, 13.1.</td>
</tr>
<tr>
<td>5</td>
<td>March 21</td>
<td>Liu Shaoqi: How to be a Good Communist, 17.8.</td>
</tr>
<tr>
<td>6</td>
<td>March 28</td>
<td>Life and Death of Lei Feng, an admirable ‘fool’, 22.1</td>
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## Thought Pieces

Similar to a document Analysis, a thought piece will be an interpretative of a work. In this case, though the works are longer works and will include both textual and documentary items. The length of this work is somewhat longer – 2-3 pages, with a minimum of 2 pages as the cut-off. The format should include a brief overall summary and more specific interpretation. (How you interpret this is open to you). **Grading:**
- A – completed assignment with exceptional insight.
- B – completed assignment with insight.
- C – Confused about how to answer the question. (You should not expect to get a C, unless you don’t do anything about the assignment).

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