UNIVERSITY OF WISCONSIN  
Department of History  
Semester II, 1986-87  

COURSE NO.  
338  

COURSE TITLE  
Social & Intellectual History of Modern China, 1911-1949 (Topic: Literature, Intellectual Change, and Socio-political Revolution in Twentieth Century China)  

INSTRUCTOR  
Yu-sheng Lin  

COURSE DESCRIPTION  

History 338 is concerned with major topics in the history of twentieth century Chinese intellectual and cultural developments: the origins and nature of Chinese nationalism and its relationship to radical anti-traditionalism and conservatism; the failure of Chinese liberalism; the major trends in modern Chinese literature and humanities; and the origins and development of Chinese Marxism-Leninism. The course offers a thematic approach to the causes, processes, and consequences of twentieth century Chinese political and cultural revolutions; hence its chief emphases will be on political thought and literary ideas. One of the best ways to provide a channel through which a sense of empathy with the agonies, aspirations, and complex tensions in the Chinese political and cultural revolutions can be achieved is to read creative literary writings in their historical context. But foreign literature for this purpose needs to be introduced -- especially the great works whose qualities lie in their particular contents and modes of expression. Therefore, in addition to major historical works, students are required to read some of the most important and influential novels, short stories, and prose poems in English translation with necessary background explanation and content analysis provided by lectures. Those who have no background in modern Chinese history should read the relevant chapters in J. K. Fairbank, E. O. Reischauer, A. M. Craig, East Asia: The Modern Transformation, or J. K. Fairbank and E. O. Reischauer, China, in the first three weeks.

LECTURES  

Two lectures per week, supplemented by discussion sections. An excellent 90-minute documentary will be shown, and some filmstrips will also be shown to illustrate contents of lectures.

WRITTEN ASSIGNMENTS AND EXAMINATIONS  

(1) A 8-15 page typewritten, double-spaced term paper (topic of which may be selected from a list of suggestions) or a 10-15 page book report to be due Tuesday, April 30, 1987.

(2) A final in-class examination on questions (50% identifications; 50% essays) that are distributed 24 hours in advance.

GRADING SYSTEM  

Term paper -- 45%; Final exam -- 45%; Performance in questions and answers in lecture class and discussion session -- 10%.
GENERAL COURSE OUTLINE

   Readings: B. I. Schwartz, In Search of Wealth and Power

2. The Problem of Chinese Liberalism
   Readings: Ibid.

3. The Climate of Opinion in the May Fourth Era

4. The Literary Revolution

5. The Totalistic Revolt against Chinese Tradition

6. The Ambivalence and Agony in Lu Hsun’s Iconoclastic Consciousness
   Readings: Lu Hsun, Selected Stories of Lu Hsun, Dawn Blossoms Plucked at Dusk, and Wild Grass
   Lin Yu-sheng, The Crisis of Chinese Consciousness, chap. 6
   Collateral Readings:
   Lu Hsun, Selected Works of Lu Hsun, Vols. 1-4
   Lu Hsun, Dawn Blossoms Plucked at Dusk
   Merle Goldman, ed., Modern Chinese Literature in the May Fourth Era, Chaps. 4, 8, 9, 10.
   C. T. Hsia, The Gate of Darkness, Chaps. on Lu Hsun
   G. T. Hsia, History of Modern Chinese Fiction, chap. on Lu Hsun

J.D. Chinnery, "The Influence of Western Literature on Lu Xun (Lu Hsun)'s 'Diary of a Madman'" Bulletin of the School of Oriental and African Studies, University of London, Vol. 23 (1960), pp. 309-322. AP L847 E87B


7. The Revolt against the Chinese Family

Readings: Pa Chin, Family

8. The Rise of Chinese Marxism

Readings: Maurice Meisner, Li Ta-chao and the Origins of Chinese Marxism

9. Varieties of Modern Chinese Literature

Readings: Lao She, Rickshaw, tr., Jean M. James PZ3 SJ619RL

10. Literature and Revolution

Readings: Modern China, Vol. 2, No. 3 (July, 1976)

SUGGESTED TOPICS (SELECT ONE) FOR THE TERM PAPER (8-15 typewritten pages):

1. "On balance, Yen Fu's basic concern throughout these years (1895-98) is with education in the broadest sense...The gospel of education itself does not derive from Spencer. Spencer has not assigned to education or to ideas any particular role as a dynamic principle pushing forward the evolutionary process. It is, rather, "evolution" as a total process which pushes forward all the separate aspects of human culture." (Schwartz's In Search of Wealth and Power, pp. 89-90.)
On the basis of your reading of Schwartz's book and Lin Yu-sheng's *Crisis of Consciousness*, discuss analytically the origins and implications of this statement.

2. "If the word 'socialism' involves a concern with human equality and not simply a 'planned' and centrally organized society, it has been amply demonstrated that the machinery of wealth and power is inherently hierarchic and authoritarian... One can hardly stand in judgment on Yen Fu or the modern Chinese intelligentsia for concerning themselves with the question of state power. China has indeed been deeply humiliated, and no society can survive in the modern world without state power. However, the fact remains that where values are judged as means toward the attainment of power these values are likely to be rendered precarious, weak, and deformed." (Schwartz, pp. 246-7).

On the basis of your reading of and reflection on Schwartz's book, discuss the significance of this statement.

3. Discuss the theme (or themes) of one or two stories (e.g., "Diary of a Madman," "The True Story of Ah Q") by Lu Hsun.

4. Discuss the theme of Pa Chin's *Family*.

5. Discuss the major ideas of Marxism that were reinterpreted by Li Ta-chao for the making of the Chinese Communist revolution.

6. On the basis of Stuart Schram's *Mao Tse-tung*, discuss the basic features of Maoism.

7. On the basis of Lin Yu-sheng's *Crisis of Chinese Consciousness*, discuss the meaning, origins, and implications of the cultural-intellectualistic approach of the May Fourth intelligentsia. In what precise sense can we argue that it was traditionally derived rather than influenced by Western sources and that the May Fourth iconoclasts were so influenced by the Confucian tradition that they became totalistic anti-Confucianists?