

# History 341: History of Modern China 1800 - 1949

Spring 2006  
TR 9:30-10:45  
1641 Humanities

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This course follows the incredibly turbulent century and a half from the height of the power of the Qing dynasty in approximately 1800 through the success of the Communist Revolution in 1949. The content of the course will be covered in three modules: 1) A three week introduction to modern Chinese history, 2) A six week module on changes in elite structures and state-society relations over the period, and 3) A six week module on the history of rural mass movements over the period. This course will emphasize the interconnectedness of historical phenomena and challenge students to understand links among the content of the three modules.

Readings: The following readings are available for purchase at the University Book Store or on reserve at Helen C. White. An \* notes primary sources.

**Textbook** Used for Module One and as reference throughout the course;  
Jonathan D. Spence, *The Search for Modern China*

**Course Reader** Used for both Modules Two and Three, available at the Copy Center on the first floor of the Humanities building or on reserve at Helen C. White.

- 1) \*Selections from *Story of the Stone*
- 2) Frederic Wakeman, "Gentry," and "Merchants"
- 3) Frederic Wakeman, "Peasants"

## Other readings **Module Two**

- \*Henrietta Harrison, *The Man Awakened from Dreams*
- \*Pang-Mei Natasha Chang, *Bound Feet and Western Dress*
- \*Michael David Kwan, *Things that Must Not Be Forgotten: A Childhood in Wartime China*
- \*Helen Praeger Young, *Choosing Revolution: Chinese Women Soldiers on the Long March*

## **Module Three**

- Jonathan Spence, *God's Chinese Son: The Taiping Heavenly Kingdom of Hong Xiuquan*
- Paul Cohen, *History in Three Keys: The Boxers as Event, Experience, and Myth*
- \*Helen Praeger Young, *Choosing Revolution: Chinese Women Soldiers on the Long March*
  - \*William Hinton, *Fanshen: A Documentary of Revolution in a Chinese Village*

Requirements:

**Map Quiz** 5% (see handout for details). **In lecture 2/6**

## Participation in Discussion Section (30% of the grade)

Learning to express your views in small group settings is an important skill and we will practice it every week. Reading the course materials in advance of class is essential for participation in discussions. In addition, don't be shy. Your thoughts and comments are as valuable as anyone else's, perhaps more so. Be bold! You may have one absence from section without penalty.

You must also submit 12 discussion-point papers in section on the readings assigned for that week. The discussion-point papers are short, informal essays, no longer than one page, in which you describe two or three issues or questions raised by which particularly interested you and that you would like to discuss in section. They may be typed or hand written and are due at the beginning of each section.

## Writing Assignments (45%)

**2-Page Paper**                      **10% Due in section Week 11**

**Take Home Final**      **35%** (see final review guidelines for details - available approximately three weeks prior to the final). **Due Tuesday May 9, 4:45 pm in TA's box**

All writing assignments (including the final exam) should be typed, double-spaced, have one-inch margins and a typeface no smaller than 10 points and no larger than 12. Every time you use the thoughts or words of others you must provide a citation, even if you are not quoting directly. Plagiarism will not be tolerated. Formal footnotes are not necessary. If you need to cite a text, just put a brief reference in parentheses. For example (*Choosing Revolution*, 142).

Good Writing Is Rewriting You should leave time to reread and evaluate your writing before handing it in.

Original Thinking and Historical Evidence The 2-page paper and the final exam will derive "from precepts not from concepts. [They] draw [their] initial strength from contact with the evidence, not from stimulation by the world of ideas... [Such] papers are hard to write because they require an idea, an inspiration, a light bulb switching on above your head."<sup>[1]</sup>

Titles The 2-page paper and each section of the final should have titles. A good title suggests an argument. Some examples of good titles: "No Pain No Gain: Maintaining the Social Order Through Zhou Mourning Rituals"; "Teenage Wasteland"; "Late-Neolithic China: a Quiet Shift to Male Domination?"; "What Goes Up Must Come Down: The Law of Dynasties"; "Squeezing the Orange Until the Pips Squeak: The Tax Policy of the Qing Dynasty and Its Implications for Local Governance." Some examples of bad titles: "The Role of Women in the Communist" or "Death and Society in Chinese History."

In your 2-page paper you may write on any theme of significance suggested by the readings up to that point in the course. Themes might involve: (1) the nature of the state and political culture; (2) the nature of kinship; (3) gender roles; (4) elite-commoner relations; (5) religion and uprisings; (6) sexual practices; (7) violence; (8) the conception of the role of the individual; (9) ideology, etc. This list is not exhaustive, but you may find it useful.

Your first paragraph should include a statement of your thesis. The body of the essay contains the supporting arguments and evidence. In the conclusion you may draw out the implications of your argument, but do not introduce new ideas in a way that distracts the reader and takes the punch out of your argument.

Your papers will be graded on what you say and how you say it. **Avoid repetition, sweeping and unsupported generalizations and loose logic. Make sure transitions from sentence to sentence and paragraph to paragraph flow smoothly and are logical.** Pay attention to organization, prose style and proofreading.

**Midterm**      **20%** (see midterm review guidelines for details - available approximately two weeks prior to the midterm). **In lecture 3/2**

# Module One: The Big Picture

## Week One - Course Organization; Geography, Language, and Time

Spence, 96-215

1/17

1/19

## Week Two – A Glorious “Long” 18<sup>th</sup> Century, and new challenges in the 19<sup>th</sup>

Spence, 215-341

1/24

1/26

## Week Three - Thought and Religion

Spence, 342-488

1/31

2/2 **Map Quiz**

# Module Two: Elite Structures and Changes

## Week Four - Bureaucracy and Meritocracy; Family and Association

Selections from *Story of the Stone (Dream of the Red Chamber)*; and Wakeman on “Gentry and “Merchants”

2/7

2/9

## Week Five - Late 19<sup>th</sup> Century Elite Mobilization

Harrison, 1-135

2/14

2/16

## Week Six: New Policies and the 1911 Revolution

Pang-mei Natasha Chang, *Bound Feet and Western Dress*

2/21

2/23

## Week Seven: Students and Socialists

Young, 1-81, 119-130

2/28

3/2 **Midterm**

## Week Eight: Parties and Politics

Kwan, 1-142, Young 131-145

3/7

3/9

**Spring Recess, 3/14, 3/16**

## Week Nine: Parties, War and Revolution

Kwan, 143-244; Young, 146-239.

3/21

3/23

# Module Three: Peasant Movements

**Week Ten: Peasants and Rebellion - the Taipings I**

Frederic Wakeman, "Peasants" (reader); Jonathan Spence, *God's Chinese Son*, xxi-153

3/28

3/30

**Week Eleven: Peasants and Rebellion - the Taipings II**

Jonathan Spence, *God's Chinese Son*, 154-332

4/4

4/6

**Week Twelve: Peasants and Uprising - the Boxers I**

Paul Cohen, *History in Three Keys: The Boxers as Even, Experience, and Myth*, 1-145

4/11

4/13

**Week Thirteen: Peasants and Uprising - the Boxers II**

Paul Cohen, *History in Three Keys: The Boxers as Even, Experience, and Myth*, 146-260

4/18

4/20

**Week Fourteen: Peasants and Revolution - the Communist Revolution I**

Young, 81-118; *Fanshen*, 1-197

4/25

4/27

**Week Fifteen: Peasants and Revolution - the Communist Revolution II**

*Fanshen*, 198-231, 288-302, 511-600

5/2

5/4

**Final Exam: Take home exam due Tuesday May 9, 12:25 pm in TA's box**

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<sup>[1]</sup> This quote and some of the following is adapted from Keightley's *History 9A Handbook*, University of California, Berkeley.