

UNIVERSITY OF WISCONSIN

Department of History

Semester I, 2003-04

History 600    **Advanced Seminar in History (Literature, Intellectual Change, and Political Revolution in Twentieth-Century China)**    Prof. Yu-sheng Lin

This course is concerned with major topics in the history of twentieth-century Chinese political, 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 the instructor. Those who have no background in modern Chinese history should read J.K. Fairbank and M. Goldman, China: A New History (Harvard University Press, 1998), pp. 163-455, in the first two weeks.

FORMAT

The course will be conducted as a colloquium. Students select different subjects on which to present oral reports. The instructor will provide necessary guidelines. All members are encouraged to participate in discussions.

WRITTEN ASSIGNMENTS AND EXAMINATIONS

Two 7-10 page double-spaced essays on selected readings are required.  
There will be no examinations.

History 600/Lin

Page Two

GRADING SYSTEM

Written reports-90%; Class performanc-10%

OFFICE HOURS:

2:30-3:30 Tuesday; 4:00-5:00 Thursday; 5134 Humanities Building (263-1857)

GENERAL COURSE OUTLINE

1. The role of ideas in history

Required Readings: Michael Polanyi, Meaning, pp. 3-21.

2. The Emergence of the Chinese Intelligentsia and the Rise of Chinese Nationalism.

Required Readings: B. I. Schwartz, In Search of Wealth and Power JA83 S37

3. The Problem of Chinese Liberalism

Required Readings: Ibid.

4. The Literary Revolution

Required Readings: C.T. Hsia, A History of Modern Chinese Fiction, chap. on the literary revolution. PL 2442 H8

Jerome B.Griender, Hu Shih and the Chinese Renaissance, chap. 3, pp.75-88

5. The Totalistic Revolt against Chinese Tradition

Required Readings: Lin Yu-sheng, The Crisis of Chinese Consciousness  
DS721 L567

6. The Ambivalence and Agony in Lu Hsun's Iconoclastic Consciousness

Required Readings: Lu Xun (Lu Hsun), Selected Stories of Lu Hsun, Dawn Blossoms Plucked at Dusk, Wild Grass, and Selected Poems

Lin Yu-sheng, The Crisis of Chinese Consciousness, chap.6, and  
"The Morality of Mind and Immorality of Politics: Reflections on  
Lu Xun, the Intellectual," in Leo O. Lee, Lu Xun and His Legacy,  
pp.107-128.

Suggested readings: Leo Ou-fan Lee, Voices from the Iron House: A Study of Lu Xun

Lu Hsun, Selected Works on Lu Hsun, Vols. 1-4, P1 2754 S5 A6

Merle Goldman, ed., Modern Chinese Literature in the May Fourth Era, Chaps. 4,8,9,10.

T.A Hsia, The Gate of Darkness, chaps on Lu Hsun.  
PL 2303 H72 (3/2)

C.T. Hsia, History of Modern Chinese Fiction, chap on Lu Hsun

Lawrence, W. Chisolm, "Lu Hsun and Revolution in Modern  
China," Yale French Studies, 39 (1967), pp.226-241  
APY17 F874

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 ES87B

J. Prusek, "Basic Problems of the History of Modern Chinese  
Literature and C.T. Hsia, A History of Modern Chinese  
Fiction, "T'oung Pao, Vol. XLIX (1961), pp.357-404 AP T726

C. T. Hsia, "on the 'Scientific' Study of Modern Chinese Literature: A Reply to Professor Prusek," T'oung Pao, Vol. L (1963), pp. 428-474.

J. Prusek, "Lu Hsun's 'Huai Chiu': A Precursor of Modern Chinese Literature," Harvard Journal of Asiatic Studies. Vol. 29 (1969), pp. 169-176. APH339 J86

Marson Anderson, "The Morality of Form :Lu Xun and the Modern Chinese Short Story, 'in Leo O. Lee, Lu Xun and His Legacy, pp. 32-53.

Patrick Hanan, "The Technique of Lu Hsun's Fiction" Harvard. Journal of Asiatic Studies, Vol. 34(1974) pp.53-96.

7. The Failure of Individualism and of Family

Required Readings: Lao She, Rickshaw

Suggested readings: Pa Chin, Family

8. The Rise of Chinese Marxism

Required Readings:

Maurice Meisner, "Western Imperialism and The Weakness of Chinese Social Classes," Reader, #5

Lin Yü-sheng, "The Debate of 1919 Concerning the Questions of 'Problems vs. Isms' and Its Historical Implications," Reader, #9

Max Weber, "Politics as a Vocation," Reader, #4

Maurice Meisner, Li Ta-chao and the Origins of Chinese Marxism  
Library call no. HX387 L48 M4, or Chapter 6, "Determinism and Activism," the Reader, #12

Suggested Readings: Arif Dirlik, *The Origins of Chinese Communism*

9. The Triumph of the Maoist Revolution

Required Readings: Benjamin I. Schwartz, "Essential Features of the Maoist Strategy,"  
the Reader, #11

Suggested Readings: Stuart Schram, *The Thought of Mao Tse-tung*.

10. The Historical Significance of Mao's Oppression of Chinese Intellectuals

Required Readings: Mao Tse-tung (Mao Zedong), "Talks at the Yen-an Forum on  
Literature and Art," the Reader, #13

Benjamin I, Schwartz, "Thoughts on the Late Mao—Between Total  
Redemption and Utter Frustration," Reader, #14

Leszek Kolakowski, "The Rise of Leninism," the Reader, #17.

SUGGESTED TOPICS FOR WRITTEN WORKS

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*, 89-90.)

On the basis of your reading of Schwartz's book and Lin Yu-sheng's *Crisis of Chinese 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, two, or three stories, e.g., "Diary of a Madman," "The True Story of Ah Q", "In the Wine Shop," by Lu Xun (Lu Hsun).
4. On the basis of Lin's "The Morality of Mind and Immortality of Politics; Reflections on Lu Xun, the Intellectual," discuss the reasons for Lu Hsun's agonized turn to the Left.
5. Discuss the theme of Lao She's, Rickshaw
6. Discuss the major ideas of Marxism that were reinterpreted by Li Ta-chao for the making of the Chinese Communist revolution.
7. On the basis of the 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.
8. On the basis of Stuart Schram's The Thought of Mao Tse-tung, discuss the basic features of Maoism and its historical significance.
9. Utilizing Max Weber's "Politics as Vocation" and Lin Yu-sheng's "The Debate of 1919 concerning the Questions of 'Problems vs. Isms' and Its Historical Implications" to establish an analytical framework' then discuss the limitations and tragic nature of Li Ta-chao's visions.

History 600/Lin

Page Seven

10. On the basis of the required readings listed on Topic 9 of this syllabus, discuss analytically the historical significance of Mao's oppression of Chinese intellectuals.