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SUBJECT TO CHANGE

Nanyang Technological University, Semester 1, 2015/16
School of Humanities and Social Sciences, History Group

CHINA: FROM REVOLUTION TO REFORM

Course code: HH 2009    Instructor: Chen, Song-Chuan    Academic Unit: 3 AU
Venue and Time: SPMS, TR+16; Monday; 1430-1730

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COURSE OVERVIEW
This course provides a critical introduction to the political, cultural and economic changes that transformed China during the past two hundred years. It particularly emphasises, using a China-centred approach, how the Chinese responded to the challenges posed by the West. As China has become a key player in the international arena in both economic and political terms, this course will provide a foundation for students interested in modern Chinese history, contemporary China, China’s economy, China’s international relations, political science, globalisation, development studies, and other China-related fields.

OBJECTIVES
The module’s overall aim is to introduce students to modern China’s history and development. The course aims to:

- Provide a historical background for students’ knowledge of contemporary China.
- Develop a well-rounded understanding of Sino-Western relations in their multidimensional context.
- Explore the impact of globalisation and the historical long view of the making of the modern world.
- Understand local forces in relation to globalisation.

As well as lectures, we will use tutorials, general discussions around selected themes, student-led discussions and presentations, and participation to develop students’ transferable skills, such as their ability to research relevant information using a variety of resources.

OUTCOMES
By the end of the course, students will have developed knowledge and a critical understanding of:

- The modern Chinese state’s historical foundations and socio-political structure.
China's contribution to, and the Chinese context of globalisation
- The geo-political significance and impact of relations between China and the West.
- The forces of globalisation at work in China since the late eighteenth century.

ASSESSMENT (Further details on page 6-9)
100 % Continual Assessment; Assessment consists of the following three elements:
  a) Class Participation: 20% (participation in discussion and attendance)
  b) Group Research and Presentation: 35% (10% group grade; 25% individual grade (15% intra group, 10% instructor grade)
  c) Summative Assessment: 45%
     Choice 1: Group Documentary Film Making (up to 3 persons a group working on a documentary film of 10-20 minutes, which needs to be uploaded to a website such as YouTube for assessment.)
     Choice 2: One Research Essay of 3000-words, (excluding notes and bibliography).

COURSE ARRANGEMENTS
Each of the 13 weekly seminar will be divided into two 75-minute sessions, and a 30-minute break. The class will be conducted with a combination of lectures and student activities.

Lecture
The lecturer will present his understanding of the subject with PowerPoint and other multi-media devices, including video and audio clips. Student participation will be central enabling enhancement of their learning experience.

Student activities
This part includes presentation, film making and class participation. They are designed to encourage students to express their understanding of the subjects. The activities provide opportunities for students to practice presentation skills in a guided manner and in a relaxed and supportive environment. It also provides training on how to accurately represent ideas and work together as a team. The feedbacks by instructor and class peers will enhance student skills and give them training in critical thinking.

TEXT BOOKs and REQUIRED READINGS
Students are expected to finish required readings each week before coming to class in order to make best use of the lecture and participate in class discussion. Anyone having difficulty obtaining reading material can contact the course instructor, Chen Song-Chuan. We use the following two textbook to build up basic understanding of the subject. The first one can be bought from Popular Book Store NTU (S4-B5A-01, South Spine)

- This course is in its fourth year and you should be able to get a second hand copy
  The third edition of it is okay.

- For The Man Awakened from Dreams: this is the second year we use it, and there is a reserved copy in the HSS Library.
  o Harrison, Henrietta The Man Awakened from Dreams: One Man's Life in a North China Village 1857-1942, Standford University Press, 2005
  o You can buy this from these online bookshops http://www.sup.org/book.cgi?id=5772
W1, 10 Aug
No Class, substitute for a public holiday on Sunday

W2, 17 Aug, Introduction to the course
This session provides an overview of the course and outlines the history to be pursued in subsequent sessions. It includes an introduction to the concepts of reform and revolution, the Qing empire, the Republic of China, the People’s Republic of China, the Republic of China in Taiwan, and the relationships between China and the West since the late eighteenth century. Students also will learn how the classes work including assessment, presentation, documentary making, essay writing, and NTU policy on plagiarism.

【Video clip】1908 the coronation of the last emperor (movie representation); 2008 Taiwanese president's inauguration

W3, 24 Aug, Identities, networks and the Qing dynasty
What does it mean to be Chinese and Manchurian? What was the Qing empire's political system like? And how did the empire work? In this session we investigate these issues in order to understand the basic differences between the Qing empire and the political, economic and ideological systems we live under now.

Required readings: Chapter 1 and 2
Further readings:

【Video clip】Additional materials: artistic presentation of the five human relations, with English subtitles. [ http://www.youtube.com/watch?v=lxwL3TOauOY] (国宝档案 2012-01-14 清雍正斗彩五伦提梁壶 )

W4, 31 Aug, Challenges from the West, and Qing domestic dynamics
When and for what purposes did the first westerners arrive in China by sea? European traders first came to Asia for spices, and they shipped Chinese silk, porcelain and tea. The British East India Company had a tea monopoly that earned huge profits, and private merchants shipped opium to China to get rich. Christian missionaries travelled in the merchants’ wake to spread God’s message. These merchants and missionaries literally brought the world together. How did Hong Kong become a British colony? Why was it a free port from the beginning? We will also explore how domestic dynamics affected China’s ability to face the challenges posed by the westerners.

Required readings: Chapter 3 and 4
Further readings:
Imperialism, war, defeat by the British and other European powers, rebellions such as the Taiping’s, uprisings such as the Boxers', and population growth all pushed the Qing Dynasty’s government to pursue a period of reform. This period, known as the “Self Strengthening Movement,” had two main components: one was industrial and technological, and the other humanistic. At first they believed that military and technological reforms would give China strength and wealth, but only later did they realise that political reform was also necessary.

**Required readings:** Chapter 5 and 6

**Further readings:**
- Rebecca Karl, and Peter Zarrow, eds., *Rethinking the 1898 Reform Period: Political and Cultural Change in Late Qing China* (Cambridge, MA: Harvard University Asia Centre, 2002)

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The Qing state initiated a further modernisation project in the first decade of the twentieth century. These reforms involved a wide range of fields, including building a constitutional monarchy and reorganising the governmental structure, including military and judicial reforms. At the same time a revolutionary force was gathering momentum. Led by Sun Yat-sen, the revolution finally overthrew the Manchu Qing dynasty in 1911. What does this revolution mean to the Chinese people and how did it make China a new country? How much was China’s revolution a part of global changes through the means of revolution?

**Required readings:** Chapter 7 and 8

**Further readings:**

(Essay topics for research are paper available this week)

**W7, 21 Sep, the May Fourth Movement and the first United Front**

This session will focus on the emergence of new forces in Chinese society after the foundation of the Republic of China. Through an in-depth analysis of the ‘New Culture’ and May Fourth Movements we will examine the intellectual ferment which characterised China in the years 1916-19. The May Fourth Movement (1919) is usually associated with the surge of nationalism as a social and political force and a watershed in the history of modern China. The struggle between the Nationalist Party and the Chinese Communist Party to provide a leadership to the new China dominated the political scene of the Republic period will be examined.

**Required readings:** Chapter 9 and 10

**Further readings:**
20 Sep (Sunday). Deadline for submitting Group Documentary Film Making application: list, title, and a draft plan.

28 September, Recess week: Please use this week to read The Man Awakened from Dreams

W8, 5 October, The Man Awakened from Dreams

Required readings:
Harrison, Henrietta The Man Awakened from Dreams: One Man's Life in a North China Village 1857-1942, Standford University Press, 2005

W9, 12 Oct, Chiang Kai-Shek and the Chinese Communist Party
Two decades after the founding of the new Republic, the traditional power holders were still firmly holding onto their privileges and powers. Communist ideas had great appeal in this environment, though Chiang Kai-Shek succeeded in uniting part of the nation at least at the surface level. In this session we will assess the changes and desire for change in Chinese society. We will also look into the Chinese Communist Party’s founding myth, the Long March.

Required readings: Chapter 11 and 12
Further readings:

W10, 19 Oct, Japan and China: Sino-Japanese War
What was Japan's ambition regarding Asia in the first half of the twentieth century? How many Chinese, as well as Japanese, died directly and indirectly as a result of the war? We will explore the atrocities of the war and how it scarred generations of people in both countries. Japan's invasion also provided the conditions in which the Chinese communists rapidly expanded and gained power.

Required readings: Chapter 13 and 14
Further readings:

W11, 26 Oct, Communist China and Capitalist Taiwan
When the Second World War ended, how was China turned into a communist regime in just five years? We explore the political and economic situations in the aftermath of the war and the early era of communist China. We will also touch upon the Cold War global situation.

Required readings: Chapter 15 and 16
Further readings:

W12, 2 Nov, The Cultural Revolution
The ‘Cultural Revolution’ profoundly affected Chinese society. What political and social conditions created this wave of mass mobilisation and how did its violence in various forms affect the lives of ordinary people? This session investigates the years before and during the Cultural Revolution. It will give an insight into how China has changed since then.

Required readings: Chapter 17 and 18
Further readings:
Rae Yang, Spider Eaters : A Memoir (Berkeley, 1997)

W13, 9 Nov, Revision and documentary showing
This class sum up the whole course. Showing of the draft documentary films will be factored into the revision. We have been asking many questions, but can we really give definitive answers? History is a form of knowledge and, more importantly, it informs us of a way of thinking. The important thing is critical thinking. How were the Chinese transformed in the past two hundred years, and how much have you learned?

Readings: please go through your own notes and reflect on what you have learned in the past twelve weeks. If you can, a useful way of revising is to read this short book: Rana Mitter, Modern China: A Very Short Introduction.

Research Essay and Group Documentary Film due on 16 November (Monday) 12:00 midnight (as shown on the NTU Learn)

ASSESSMENT
The group research and presentation
35% towards your final mark
(10% group grade by class peer-assessment; 25% individual grade (15% intra-group peer assessment; 10% instructor grade ))

Grading system for group research and presentation
The group and individual will be graded according to following criteria:
Organisation of presentation (20%)
• is there a strong introduction containing a clear statement of purpose?
• are there statements defining the parameters of the presentation?
• are the arguments properly structured and arranged?

Analysis (30%)
• ability to answer the ‘so what?’ question
• coherent central argument
• Ability to synthesise material
• command of the literature
• ability to marshal the evidence to prove a point
Use of sources (20%)
- does the students engage a wide variety of sources?
- does the students use sources with critical thinking?

Group synergy (15%)
- test of group cooperation and the ability to work together with each other.
- the individual presentation coming together to form a coherent one presentation.

Style and creativity of presentation (15%)
- is there something extra that make the group outstanding? Fun or wow factor?

Summative Assessment
Choice 1: Group documentary film making
Given that video technology is widely available and students are using it for their presentations and daily lives. Documentary is an important media in the spread of historical knowledge, in this module you can make a short film as your summative assessment. This is a third way of presentation, in addition to written form and oral presentation. In making the film you will think about Chinese history, and think historically. The documentary filmed will be premiered to the class in week 13 before final submission.

Grading components: 45% towards your final mark (15% instructor group grade; 20% intragroup peer-grade; 10% instructor grade for individuals)

Rules:
Length: 10-20 minutes
Group: up to 3 persons working in a group on a documentary film; strictly no more than 3 persons. two persons or one person team (50% instructor grade) is very much welcomed.

Standard (requirements): The film needs to be uploaded to a website such as YouTube in order to be assessed. That means both visual and audio effects need to have copy rights, i.e. film the story yourself (if you need extras for filming, please ask your friends, or do group mutual-support agreement), use copyrights expired footages, use computer animation (you can certainly do the whole film in this way), use copyright-free music or make one yourself.

Deadlines: 20 Sep: submit application: to include member list, working title, and a draft plan. (Create the application form yourself). Once the application is made, you are to be assessed in this choice, strictly no switch to choice 2; only in special circumstances you can change to choice 2.
Between 20 Sep – 9 Nov: meet, the whole group, with the instructor at least two times to discuss your plan and draft.
9 Nov: showing the draft film in class.
16 Nov (Monday), 12:00 midnight: submitting the final film in USB Disk and webpage link to the instructor.

Grading system for documentary film
Organisation (30%)
- is there a strong introduction?
- does the narrative structure make sense?

Analysis (20%)
- ability to answer the ‘so what?’ question
- coherent central argument
- Ability to synthesise material
- ability to marshal the evidence to prove a point
Use of sources (25%)  
- does the students engage a wide variety of sources?  
- does the students use sources with critical thinking?  

Style and creativity of presentation (25%)  
- is there something extra that make the short film outstanding?

Choice 2: Research essay  
50% towards your final mark  
Word limits: 3,000 word, excluding notes, bibliography, and other things  
Paper due on 16 November (Monday) 12:00 midnight (After the deadline, you can still submit through the NTU Learn link, but there will be a penalty).

Plagiarism in writing research papers  
It is important that all unacknowledged material in your essay is your own work. The University has strict rules relating to plagiarism that may result in disciplinary procedures. Remember that copying or using any part of another student’s essay or written work also falls within the definition of plagiarism.

Exact texts cited from other’s works and placed in your paper must be put within quotation marks. Otherwise, paraphrase. The sources of both quotations and paraphrasing have to be properly noted. On how to cite properly, please see the section on ‘style’ below.

How to paraphrase: ‘Paraphrase 1’ below will be deemed as plagiarism; ‘Paraphrase 2’ is an example of proper paraphrasing.

Original text  
Wilson took personal responsibility for the conduct of the important diplomacy of the United States chiefly because he believed that it was wise, right, and necessary for him to do so. Believing as he did that the people had temporarily vested their sovereignty in foreign affairs in him, he could not delegate responsibility in this field to any individual. His scholarly training and self-disciplined habits of work made him so much more efficient than his advisers that he must have thought that the most economical way of doing important diplomatic business was for him to do it himself. Experience in dealing with subordinates who sometimes tried to defeat his purposes also led him to conclude that it was the safest method, for he, and not his subordinates, bore the responsibility to the American people and to history for the consequences of his policies.

Paraphrase 1 (Plagiarism)  
Wilson took personal responsibility for conducting diplomacy because he believed it was right for him to do so. Believing that the people had vested their sovereignty in foreign affairs in him, he could not delegate this responsibility. His scholarly training and self-discipline made him more efficient than his advisers. He thought that the most economical way of doing important diplomatic business was to do it himself. Experience in dealing with subordinates who sometimes tried to defeat his purposes led him to conclude that it was the safest method, for he, and not his subordinates, bore responsibility to the American people for the consequences.

Paraphrase 2 (Not plagiarism)  
Wilson felt personally responsible for major diplomacy, because he believed that the voters had entrusted him with such matters. He was more capable than his advisers in this area. He, and not his advisers, was responsible to the people.

Penalties for late submission  
There will be penalties for late submission of 5% per day unless there are approved medical or other certificated reasons explaining the delay. Please ensure that the instructor is aware
of these circumstances as soon as possible. Students failing to submit an assignment will be denied their credit points for this course.

Extensions
In exceptional circumstances extensions may be granted for individual students, but only for students who ask BEFORE the essay submission date.

Word Limit
You are required to provide a word count on the front page of your paper. Students failing to include a word count will automatically incur a 2% penalty, as will students falsifying their word count. The word count excludes notes, appendices and the reference list.

The following penalties will also be levied for essays that do not adhere to the word limits:

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<tr>
<th>Words over and under length</th>
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<tr>
<td>0-200</td>
<td>1% off original mark</td>
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<td>201-500</td>
<td>2% off original mark</td>
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<td>501-1000</td>
<td>4% off original mark</td>
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<td>1001-2000</td>
<td>5% off original mark</td>
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<td>2000 plus</td>
<td>10% off original mark</td>
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Factors taken into account
In grading assignments the following factors will be taken into account by markers:

- The relevance of the answer to the question set;
- A clear introduction, the ability to structure an argument clearly and a conclusion;
- Critical analysis;
- The use of relevant reading;
- The recognition, where appropriate, of different perspectives;
- The avoidance of sexist, racist, xenophobic, homophobic, and ageist language;
- Grammar, style and presentation, including accurate acknowledgement of sources.

Grading system for research essay
Your essay will be graded according to following criteria:

Organisation (15%)
- is there a strong introduction containing a clear statement of purpose?
- is there a proper conclusion
- are there statements defining the parameters of the essay?
- are the arguments properly structured and arranged?

Analysis (30%)
- ability to answer the ‘so what?’ question
- coherent central argument

Ability to synthesise material (20%)
- command of the literature
- ability to marshal the evidence to prove a point

Writing/Grammar (15%)
- test of writing skills;
- choice of words;
- ability to convey complex ideas

Use of sources & style (20%)
- does the student engage a wide variety of sources?
- does the student use sources with critical thinking?

Style: Research papers must follow these guidelines:
- typed and NO NEED to double-spaced
- must be within the word limits
• FOOT NOTES (not endnotes) must follow the Chicago Manual of Style: (http://www.chicagomanualofstyle.org/tools_citationguide.html)
  o If you use Microsoft Word: References / Insert Footnote
• MARKS WILL BE DEDUCTED FOR INCORRECT REFERENCING AND WRONG STYLE.

File name for electronic submission
Use your full name, as it appears on your student card, as the file names for the essay that you submit on NTU Learn (You don't need to submit a hard copy. If you use your name as file name, the papers will come to me in a proper order.)