

ASH 3931 Modern China

Fall 2021 / TTH Period 4/4-5 (10:40-11:30 AM/10:40 AM – 12:35 PM) / Keene-Flint (FLI 0119)

Dr. Sandy F. Chang (she/her/hers)

Email: sandychang@ufl.edu

Office Hours: Mondays (1-2 PM) via Zoom

Tuesdays (11:40 AM-12:40 PM) in-person @ Keene-Flint 20 / via Zoom

*For online office hours, [Schedule Here](#) to receive a Zoom link



Posters: *QiDong Cigarette Company, Ltd and Lactogen Baby Formula Advertisements, 1930s*

Course Description

This course offers a survey of major topics in the history of modern China from nineteenth century to the present – a period marked by revolutions, upheavals, and dramatic sociocultural transformations. We begin with painful decline of the Qing Dynasty (1644-1911), charting the onslaught of Western imperialism, China's integration into a new global order, and the emergence of various reforms and revolutionary movements. Tracing the transition from empire to republic, we explore the key struggles and structural transformations of the Republican era (1912-1949). We examine China's nation-building processes, including experiments with new forms of government, the development of Chinese modernity, and the rise of new intellectual movements. Next, we turn to the Chinese Communist revolution and the Mao era (1949-1976), focusing on economic experiments in agricultural collectivization, the lived experiences of the Cultural Revolution, as well

as China's role in the global Cold War. In the last section of the course, we consider issues in contemporary Chinese society, from the shift to socialist-style capitalism to the intimate lives of rural migrant families. Throughout the course, we will explore together themes central to the making of modern China: shifting conceptions of "Chineseness" and "Greater China"; China's interactions with the world; Han nationalism and the experience of ethnic minorities; the myriad roles of women and the changing ideals of gender and sexuality. Through primary sources and films, students will encounter a diverse cast of historical figures: peasants, poets, courtesans, revolutionaries, warlords, migrants, and gentry-scholars. We will, above all, consider how ordinary people experienced and negotiated the dramatic changes in modern China in their daily lives.

There are no pre-requisites and no expectation of prior knowledge. All are welcome!

Course Objectives

With the successful completion of the course, students will be able to:

1. Identify major events, figures, institutions, and turning points in modern China
2. Articulate the major concepts, problems, and themes in the field of Chinese history
3. Analyze how modernization, Western imperialism, nation-building, territorial expansion, and various revolutionary movements impacted the lives of historical subjects who lived through such changes
4. Critically interpret primary sources by assessing their arguments, historical contexts, perspectives, and intended audiences
5. Formulate and write papers related to modern China that make compelling arguments based on thoughtful engagement with primary and secondary sources

Class Format

Our class meets in-person twice a week – on Tuesdays and Thursdays, and consists of lectures, discussion-based activities, and workshops. To ensure a degree of flexibility for students who may be encountering Covid-related challenges during the pandemic, I will also be offering a Hyflex format as an option for the first five weeks. For those who are unable to attend an in-person session, they can join the class virtually via Zoom. You will receive the optimal pedagogical experience attending an in-person session, and thus, I strongly encouraged to attend F2F sessions. I will reassess the format on Week 6 and will take your feedback into consideration. Please note that the course schedule may change to enhance learning objectives and student interests. Please refer to the Canvas Announcements / Modules for any updates.

Covid-19 Statement

These are not normal times. I am committed to being as flexible as possible to support all students in our class as we navigate life and learning amid a pandemic. I will prioritize your humanity, physical and mental health, and general well-being while also providing a rigorous and worthy learning environment during the global pandemic. Collectively, I hope that we will be able to build a community that maintains social connections and academic engagement – one that also recognizes that personal accommodations may be necessary to foster that environment. If you are experiencing Covid-19-related challenges, please reach out to me if you feel comfortable doing so and/or contact the [Dean of Students Office](#). Please note that in light of new guidance from the CDC, you are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. During my in-person office hours, masks are *required*. For more on Covid-related policies for our class, refer to: [Course Policies and Resources](#) in the syllabus.

Assignments and Grading

Participation (10%) – In order for our class to be successful, your participation during our sessions is crucial. Participation includes regular attendance, informed and thoughtful contributions, and engagement in group work. Students are expected to complete the weekly readings by each Thursday, and come prepared to exchange questions, explanations, and viewpoints about readings and important debates. We will work together to build a classroom environment based on trust and confidentiality, while also fostering rigorous discussions of key issues. This requires holding space for people’s diverse experiences and viewpoints, while engaging each other in respectful and critical debate. Note: During the pandemic, there will be no strict attendance policy for this course. Please keep in mind, however, that to do well in class, regular attendance is important. If you have difficulty attending class due to Covid-related (or other) challenges, please reach out to me and it will not impact your final participation grade.

Short Assignments (15%) -- To encourage you to keep up with weekly course materials, I will be offering short creative assignments weekly. These are based on quick prompts, which should take no more than 30 minutes to complete. Over the semester, you will complete three short assignments (worth 5% each) of your choice – at least one of your assignments must be completed *after* the midterm (Week 9). Short assignments should be submitted on Canvas by 8 pm on Wednesdays (to enhance our Thursday class discussions). Examples of short assignment prompts include:

- In the news – draw connections between course content and a selected news article, a social media post, podcast, etc.
- Active reading journal – respond to the readings informally, raise questions about the material, and/or clarify points of confusion
- Café / Zoom conversations – engage in a short conversation with a peer, friend, family member, etc. about the major concepts / themes covered this week, and reflect on what you learned about the topic, yourself, or the other person from the conversation
- UF lectures and events – attend related events and draw connections with our course material

Essay on *The Man Awakened from Dreams* (20%) – On Week 5, you will be given an essay prompt based on the book. Your essay should include a clear argument, followed by thoughtful analysis. The final essay must quote from both Harrison’s analysis and Liu Dapeng’s own writings in the book. In addition, you should draw on our lectures, discussions, and course readings to supplement your arguments. The essay should be double-spaced, 12-point font, and 5 pages. **DUE: Thursday, 9/30**

Midterm Exam (20%) – The in-class midterm will consist of a primary source analysis and an essay. A study guide will be provided two weeks prior to the midterm. **DUE: Thursday, 10/21**

Capstone Project (35%) – For your final project, you have two choices:

Cultural Revolution in Historical Fiction

Create a profile of a fictional historical figure who lived through the Cultural Revolution. A list of possible personas will be provided, but students are free to choose their own after consultation with me. Your task is to construct and tell the story of a day in the life of your chosen character. It must

be both descriptive and analytical. For it to be plausible, you will have to situate the person's life within the larger geographical, political, sociocultural, and economic context of the time, paying attention to how the revolution changed this character's life. The essay can be narrated in first-person or third-person voice – the stylistic choice is up to you. Make use of at least three primary sources and a range of secondary sources from outside of class. The essay should be double-spaced, 12-point font, and 7 pages.

Digital History of Urban China

Create a digital urban history project of China from the late nineteenth century to present-day. A list of possible cities will be provided, but students are free to choose their own. Your digital project should tell a story of how the city evolved over the course of a century, considering how political, socioeconomic, and cultural changes impacted the urban landscape and lived experiences of its residents. Using Timeline JS, your research can include watershed moments / events, key legislations, important historical actors, architectural transformations, etc., with accompanying images, texts, and/or multimedia. It must draw from at least three primary sources and a range of secondary sources from outside of class. The final timeline will include a minimum of 10 annotated slides. We will discuss the various stages of the project in greater detail over the semester.

Here are some key components (with more information to follow) and deadlines to keep in mind:

- i) Annotated bibliography (5%) **DUE: Tuesday, 11/2**
- ii) Completed Historical Fiction / Digital History (20%) **DUE: Thursday, 12/2**
- iii) Reflection (10%) **DUE: Tuesday, 12/7**

*All assignments are due at the beginning of class unless otherwise noted.

**There will also be extra credit opportunities throughout the course. Keep an eye out for those announcements.

Course Schedule

Note: This schedule represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the learning objectives. Such changes are not unusual and should be expected.

Week 1 Introduction

8/24 Syllabus Overview
8/26 State and Society in Late Qing (Part I)

Required Readings:

1. Evelyn Rawski, "Presidential Address: Re-envisioning the Qing: The Significance of the Qing Period in Chinese History," *Journal of Asian History* 55, no.4 (1996): 829-850.
2. "Two Edicts Concerning Hair," *Documentary Collection*, 2.5 & 2.6

Week 2 The Great Qing Empire

8/31 State and Society in Late Qing (Part II)
9/2 Ethnicity, Identity, and Manchu Statecraft

Required Readings:

1. Ho Ping-Ti, "In Defense of Sinicization: A Rebuttal of Evelyn Rawski's 'Re-envisioning the Qing,'" *Journal of Asian History* 57, no. 1 (1998): 123-155.
 2. James A. Millward, "A Uyghur Muslim in Qianlong's Court: The Meanings of the Fragrant Concubine," *Journal of Asian Studies* 53, no. 2 (1994): 427-458.
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Week 3 China in the Age of Imperialism

9/7 Tea, Finance, and the Canton System
9/9 The Opium War and its Aftermath

Required Readings:

1. Jessica Hansen, *Mr. Smith Goes to China: Three Scots and the Making of Britain's Global Empire* (New Haven: Yale University Press, 2019): Chapters 1& 3, pp. pp. 11-28 & 57-78.
 2. "Macartney's Audience with Qianlong and Macartney's Description of China's Government & 7.2 "Memorial on Banning Opium, October 1836, *Documentary Collection*, 6.2 & 6.3
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Week 4 The Crisis Within: Rebellions and Fragmentations

9/14 The Taiping Revolution
9/16 Rebellions, Restoration, and Late-Qing Reforms

Required Readings:

1. Henrietta Harrison, *The Man Awakened From Dreams* (Stanford: Stanford University Press, 2005), pp. 1-112.
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Week 5 Revolution and the Birth of a Republic

9/21 1898 Reform, Missionaries, and the Boxer Uprising
9/23 Film Screening: *The Last Emperor*

Required Readings:

1. Henrietta Harrison, *The Man Awakened from Dreams*, (Stanford: Stanford University Press, 2005), pp. 113-172.
 2. Listen to Podcast: [NPR: A Dream of Modern China \(47:00\)](#)
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Week 6 New Political and Cultural Identities

9/28 "Warlords" and the Invention of a Nation
9/30 Student Activism and the May Fourth Movement

Required Readings:

1. Ding Ling, "Miss Sophia's Diary," in Tani Barlow and Gary Bjorge's *I Myself Am a Woman: Selected Writings of Ding Ling* (Boston: Beacon Press, 1989): 49-81.
2. "Qiu Jin: An Address to My Two Hundred Million Women Compatriots in China," *Documentary Collection*, 11.3.

DUE Thursday, 9/30: Essay on *The Man Awakened from Dreams*

Week 7 Gender and Modernity in Republican China

10/5 Modern Girls, New Women
10/7 Shanghai Cosmopolitanism

Required Readings:

1. Tani Barlow, "Buying In: Advertising and the Sexy Modern Girl Icon in Shanghai in the 1920s and 1930s," in Alys Eve Weinbaum et al (eds), *The Modern Girl Around the World: Consumption, Modernity, and Globalization* (Durham: Duke University Press, 2008): 288-316.
 2. Nga Li Lam, "Women as Pleasure Seekers: Courtesans, Actresses, and Female Visitors in Amusement Halls of Early Republican Shanghai," *Journal of Urban History* 45, no. 4 (2019): 671-692.
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Week 8 The Era of Nationalist Rule

10/12 The "Nanjing" Decade: China Under Nationalist Rule
10/14 The New Life Movement

Required Readings:

1. Frederic Wakeman, "A Revisionist View of the Nanjing Decade: Confucian Fascism," *China Quarterly* 150 (1997): 395-432.
 2. Chiang Kai-Shek's 1934 Speech: "[Essentials of the New Life Movement](#)"
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Week 9 Midterm Week

10/19 The Chinese Communist Party and the First United Front
10/21 In-class Midterm

Required Readings:

None – prepare for midterm

Week 10 Wartime China

10/26 Japanese Expansion: Taiwan and Manchukuo
10/28 The Rape of Nanjing: History and Controversy

Required Readings:

1. Dominic Yang, *The Great Exodus from China: Trauma, Memory, and Identity in Modern Taiwan* (Cambridge: Cambridge University Press, 2020), pp. 1-126.
 2. “The Rape of Nanjing: Bearing Witness,” *Documentary Collection*, 17.4
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Week 11 China Divided

11/2 1949
11/4 Film Screening: *City of Sadness*

Required Readings:

1. Dominic Yang, *The Great Exodus from China: Trauma, Memory, and Identity in Modern Taiwan* (Cambridge: Cambridge University Press, 2020), pp. 127-277.
2. Listen to Podcast: [Tracing a Father’s Steps on China’s Long March](#)

DUE Tuesday, 11/2: Annotated Bibliography

Week 12 Reconstructing the Nation: The People’s Republic of China (POC)

11/9 Book Discussion with Professor Dominic Yang (University of Missouri)
11/11 No Class (Veteran’s Day)

Required Readings:

1. Jack Neubauer, “Adopting Revolution: The Chinese Communist Revolution and the Politics of Global Humanitarianism,” *Modern China* 478, no.5 (2020): 598-627.
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Week 13 The Cultural Revolution, Part I

11/16 Famine, Violence, and Class Struggle
11/18 Red Guards and the Sent Down Youth Movement
Film Screening: *To Live* (first half)

Required Readings:

1. Rae Yang, *Spider Eaters* (Berkeley: University of California Press, 2013), pp. 1-145.
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Week 14 The Cultural Revolution, Part II

11/23 Film Screening: *To Live* (second half)

11/25 No class (Thanksgiving)

Required Readings:

1. Rae Yang, *Spider Eaters* (Berkeley: University of California Press, 2013), pp. 146-285.

Week 15 The Post-Mao Period

11/30 Intimacy and Reproductive Politics Under Socialism
12/2 China's "Economic Miracle" and Rural to Urban Migration
Film Screening: *The Last Train Home* (2008)

Required Readings:

1. Read Amy Hawkins and James Thorpe, "The Migrant Workers Behind China's Economic Miracle Are Miserable," *The Atlantic*, May 31 2019: <https://www.theatlantic.com/international/archive/2019/05/china-migrant-workers-miserable/589423/>
2. "The One Child Policy," *Documentary Collection*, 25.1-25.2

DUE THURSDAY, 12/2: Historical Fiction / Digital Urban History Project

Week 16 China in the 21st Century

12/7 Human Rights and the Fight for Democracy

Required Readings:

1. Read Suzanne Sataline, "[Hong Kong's Revolutionary Anthem is a Challenge to China](#)," *The Atlantic*, May 21 2020.
2. James Millward, "[The Uighurs' Suffering Deserves Targeted Solutions, Not Anti-Chinese Posturing](#)," *The Guardian*, July 27 2020.
3. Listen to Podcast: [The Unspoken Trauma of Tiananmen Square](#)

DUE TUESDAY, 12/7: Final Reflection Paper

Course Policies & Resources

Attendance and Participation

The success of our class and fulfillment of your learning objectives depends on your regular attendance, engagement, and contribution! That being said, if you are experiencing Covid-19-related challenges, please get in touch with your instructor for alternative ways of engaging with the course materials. Students will not be penalized for absences.

Deadlines

Late assignments will be marked down by a grade fraction for each 24-hour period beyond the due date and time. Assignments that are more than 72 hours late will not be accepted. Exemptions will

be allowed for serious illnesses, family emergencies, and university-approved functions, but students must notify me *before* the deadline. In cases of unforeseen emergencies, please get in touch with me as soon as possible after your absence. For more on policies related to make-up exams and assignments, please visit:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Privacy and Online Learning

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who attend online sessions and participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized sharing of recorded materials is prohibited.

Communication

I will send important reminders and announcements via email to your UF account. It is your responsibility to check your account regularly to stay up to date. Students are also very welcome to email me at sandychang@ufl.edu. Please note that I will respond to every student's email within 24 hours during weekdays. I do not check emails regularly on weekends (from Friday, 6 PM to Monday, 8 AM), so please plan accordingly.

I highly encourage students to come to my office hours. It offers an opportunity for me to get to know you a little better. I am available for discussions about assignments, readings, course content, graduate school applications, or any other relevant topics.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording

without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.

Academic Integrity

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Accommodations for Students with Disabilities

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center for information about available resources for students with disabilities.

<https://disability.ufl.edu>

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the [Gatorevals website](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the [evaluation system](#). Summaries of course evaluation results are available to students at the [public results website](#).

U Matter, We Care

Your well-being during these uncertain times is of utmost importance to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. In case of emergency, call 9-1-1.

Additional Covid-19 Statement & Related Guidelines

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- * You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. During in-person office hours, masks are required. Recent studies and guidance from the CDC state that both unvaccinated and vaccinated individuals can transmit the current COVID-19 variant to unvaccinated persons. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
- * If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- * Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- * Hand sanitizing stations will be located in every classroom.
- * If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu<<mailto:covid@shcc.ufl.edu>>) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website<<https://click.info.gator360.ufl.edu/?qs=8f0d5e01a3f7385148f144e2089093522a358a8d85cb9db73c31675d3c5e5c0d27748d40c212f544822551342f1912ea5b4f2b890d5952e8>> for more information.
- * Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- * If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- * Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.