

# ASH 3931 Modern China

Fall 2024

T/R Period 5-6/6 (11:45 AM -1:40 PM/12:50 – 1:40 PM)

**Professor:** Dr. Sandy F. Chang

**Email:** [sandychang@ufl.edu](mailto:sandychang@ufl.edu)

**Classroom:** Keene-Flint 105

**Office Hours:** Tuesdays & Thursdays 2-3 PM (Keene-Flint 234) & by appointment



*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

## Required Texts

1. Henrietta Harrison, *The Man Awakened From Dreams* (Stanford University Press, 2005).
2. Dominic Yang, *The Great Exodus from China: Trauma, Memory, and Identity in Modern Taiwan* (Cambridge: Cambridge University Press, 2020).
3. Rae Yang, *Spider Eaters* (Berkeley: University of California Press, 2013).

Both books will be available on course reserve at the UF Library West. All additional readings, including articles, book chapters, and primary sources will be posted on Canvas (under Modules section). Class announcements will also be posted online. It will be your responsibility to check the website frequently to make sure you are updated on the course work.

## 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.

**Primary Source Analysis (5%)** – On Week 4, you will be provided with a selection of primary sources. Choose one and write a short analysis. First, describe its contents: what type of source is it, who created it, and when was it created? What key terms or concepts does the source use? Next, analyze its context: why was the source made, and what message is the author trying to get across? What do and can you know about the people who made the text, and the people who are described in it? Finally, evaluate the perspective the source is written from. What are the possibilities and limitations of the source for understanding the people, places, and events that are mentioned? You should contextualize the source with lecture content and other secondary sources we have read together in class. The analysis should be double-spaced, twelve-point font, and 1 page. **DUE: Tuesday, 9/17** (submit hardcopy at the start of class)

**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, 9/26** (submit hardcopy at the start of class)

**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 (45%)** – 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 8 pages, double-spaced, 12-point font, and must include a bibliography.

***Supplementary Lecture on Modern China***

Design an additional one-hour lecture that supplements our course “Global History of Prostitution.” First, choose a theme to research and consider how it relates to the major issues explored during our semester. Your lecture should clearly state a historical question that your lesson will address, provide case studies that support your arguments, and generate discussion questions based on your selection of assigned readings. It must draw on at least eight sources (a mix of primary and secondary)—which must be approved in advance. You will submit both a written essay of the lecture with PowerPoint presentation that will include a minimum of eight slides. The essay should be 8 pages, double-spaced, twelve-point font, and must include a bibliography.

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

- i) Annotated bibliography (5%) **DUE: Tuesday, 11/5 by 5 PM on Canvas**
- ii) Completed Historical Fiction / Lecture (25%) **DUE: Tuesday, 12/3 hardcopy in class**
- iii) Final Reflection (15%) **DUE: Friday 12/6 by noon on Canvas**

## Final Reflection

\*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

8/22 Syllabus Overview

#### 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.

---

### Week 2 The Great Qing Empire

8/27 State and Society in Late Qing

8/29 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.
3. "Two Edicts Concerning Hair," *Documentary Collection*, 2.5 & 2.6

---

### Week 3 China in the Age of Imperialism

9/3 Tea, Finance, and the Canton System

9/5 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

---

**Week 4      The Crisis Within: Rebellions and Fragmentations**

9/10      The Taiping Revolution  
9/12      Rebellions, Restoration, and Late-Qing Reforms

Required Readings:

1. Henrietta Harrison, *The Man Awakened From Dreams* (Stanford: Stanford University Press, 2005), pp. 1-112.

---

**Week 5      Revolution and the Birth of a Republic**

9/17      1898 Reform, Missionaries, and the Boxer Uprising  
9/19      Book Discussion

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 \(47:00\)](#)

**\*DUE Tuesday, 9/17: Primary Source Analysis**

---

**Week 6      New Political and Cultural Identities**

9/24      “Warlords” and the Invention of a Nation  
9/26      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, 9/26: Essay on *The Man Awakened from Dreams***

---

**Week 7      Gender and Modernity in Republican China**

10/1      Modern Girls, New Women  
10/3      Shanghai Cosmopolitanism

Required Readings:

1. Tani Barlow, “Buyng 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.

---

**Week 8      The Era of Nationalist Rule**

10/8            The "Nanjing" Decade: China Under Nationalist Rule  
10/10          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"](#))

---

**Week 9      Wartime China**

10/15          Japanese Expansion: Taiwan and Manchukuo  
10/17          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

---

**Week 10     Midterm Week**

10/22          In-Class Midterm  
10/24          Discussion

Required Readings:

None. Prepare for Midterm.

**\*DUE: Tuesday, 10/22: In-Class Midterm**

---

**Week 11     China Divided**

10/29          Film Screening: *City of Sadness*  
10/31          1949

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](#)
- 

**Week 12      Reconstructing the Nation: The People's Republic of China (PROC)**

11/5            Famine, Violence, and Class Struggle  
11/7            Red Guards and the Sent Down Youth Movement

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.
2. Rae Yang, *Spider Eaters* (Berkeley: University of California Press, 2013), pp. 1-145.

**\*DUE Tuesday 11/5: Annotated Bibliography**

---

**Week 13      The Cultural Revolution**

11/12          Film Screening: *To Live*  
11/14          Film Discussion

Required Readings:

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

**Week 14      The Post-Mao Period**

11/19          Intimacy and Reproductive Politics Under Socialism  
11/21          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/>
- 

**Week 15      Thanksgiving Break**

11/26          \*No Class  
11/28          \*No Class

Required Readings:

None.

---

## Week 16      **China in the 21<sup>st</sup> Century**

12/3              Final Reflections

### 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, 12/3: Final Capstone Project**

---

## **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](mailto: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](mailto: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.uflhealth.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) <<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](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.