

中國與世界

USSO 289Z – CHINA & THE WORLD: 19TH & 20TH CENTURY ENCOUNTERS

FALL SEMESTER 2018

Class Location: **Crawford 11A**

Class Schedule: **Tue/Thu 11:30 AM–12:45 PM**

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ONLINE COURSE WEBSITE

<http://www.jonathantan.org/USSO289Z/>

Please bookmark and visit the online course website regularly for announcements, links to online readings, etc.

I. COURSE DESCRIPTION & OBJECTIVES

Although frequently characterized as a country whose past was marked by insularity and disdain for all things foreign, until the West “opened [it] up,” China’s engagement with the world has been long and deep. China—Chinese emperors, Chinese governments, and Chinese people across the social spectrum—have energetically engaged with the broader world, permitting, encouraging, and seeking the circulation of foreign ideas and goods.

This seminar focuses on how China has taken measure of the world and the goods and ideas that have flowed into and out of China during the past several centuries, from roughly the sixteenth century through the beginning of the twenty first century. Seminar topics include the encounter between European Catholic missionaries George and the Qing court, George Macartney’s Embassy to the Qianlong Emperor 乾隆帝, the Opium Wars 鴉片戰爭, the Taiping Heavenly Kingdom Movement 太平天國運動, the Self-Strengthening Movement 自強運動, the Boxer Movement 義和團運動, the Xinhai Revolution 辛亥革命 and the birth of Republican China 中華民國, Chen Duxiu 陳獨秀 – “Call to Youth” 敬告青年 and the New Culture Movement 新文化運動, May Fourth Movement 五四運動, Hundred Flowers Movement 百花運動, Great Leap Forward 大躍進, Cultural Revolution 文化大革命, ’89 Movement for Democracy 八九民運 and the June Fourth Incident 六四事件 at Tiananmen Square 天安門廣場, Charter 08 零八憲章, Hong Kong’s Umbrella Movement 雨傘運動, paying close attention to meanings of revolution, gender and sexuality, religion and political ideology, the environment, nationalism, history of science and technology, etc. Students will also examine one topic in depth in their research project as an historical case study during the semester-long course. Focus on a single thematic topic serves as a microcosm of social, political, and economic exchanges that highlight the complex ways in which understandings of China’s relations with the world have shifted over time.

By the end of this course, students would have developed the ability to:

- appreciate the complexities of, and understand the implications arising from the global and transnational dimensions of the relationship between China and the world since the sixteenth century;
- explore how the forces of Chinese consciousness, historic colonialism and imperialism, globalization and transnational consciousness have transformed and shaped Chinese worldviews, attitudes towards, and relationship with Europe and North America from the sixteenth century to the present;
- participate in an academic conversation about modern Chinese history by contributing insightful and relevant ideas;
- develop critical thinking practices by considering the differences in values and assumptions interwoven into primary and secondary sources;
- gain an understanding of modern Chinese popular culture and how it interacts with different constructions of the Chinese past;
- read critically, think analytically, apply scholarly concepts and information, as well as formulate basic explications, careful comparisons, reasoned critiques, constructive analysis and evaluation of the broader social, cultural, ethical, economic and political dimensions in historical analysis of key moments in

Chinese engagements with the world, with particular attention to emerging Chinese consciousness, identity formation and constructions, personal experiences, important social movements in Chinese history, as well as their contemporary significance and long term global and transnational implications; and

- communicate effectively verbally and in writing, synthesize key ideas through close-readings of assigned readings, as well as write clearly and persuasively in an in-depth research paper.

II. SAGES UNIVERSITY SEMINAR OVERVIEW

This SAGES University Seminar offers an opportunity for students from across different academic disciplines and majors to explore the humanities in general, and the academic discipline of history in particular using the history of China's long history of engagement with the world as case study. The learning experience is modeled on seminar discussions that are the hallmark of liberal arts education in the humanities, wherein students are engaged in high-level presentation and critical in-depth discussion of the assigned readings. Weekly seminars will center on the ideas and questions that students bring to the table from their readings and research. The success of this course depends on active student participation in all seminar discussions. Additionally, each student will take turns to do a short presentation of the assigned reading. Finally, students will work on a research project and make a formal presentation of their research in class in the last weeks of the semester.

III. SEMINAR PROCEDURES & REQUIREMENTS

1. Organizational Structure and Procedures of Seminar Discussion

- (i) Unless otherwise indicated in the Weekly Schedule/Readings, all class sessions will be held in the seminar/discussion format according to the following procedures:
 - Each session will begin with a 5-10 minute presentation by a student presenter summarizing the salient facts, principal ideas, key players, and/or important points that are discussed in the required reading assigned for the day.
 - For this purpose, student presenters are required to prepare a **one-page handout** summarizing the key points of the presentation (bullet points are acceptable) to be distributed to all students and the instructor. Each class presentation (oral presentation & presentation handout) will be evaluated on the following criteria:
 - evidence of engagement with assigned reading;
 - potential for stimulating discussion;
 - accuracy; and
 - depth of analysis.
- (ii) For the remainder of the class, the instructor will moderate a discussion and analysis of the required reading and relevant issues among the students.

2. Active Class Participation

This course is structured around active student participation and in-depth engagement in critical discussions of assigned readings in a seminar setting. Because there are no quizzes, midterm or final exams, students' verbal and written participation in this seminar is crucial. Thorough preparation and full engagement with the readings and with each other will ensure a lively, provocative, and fruitful time for everyone.

To prepare for each seminar, all students (except for the student presenter) are asked to prepare beforehand and bring to class a **typed and printed one- page summary (NB: No handwritten summaries, please!)** with the following:

- 2 or 3 insights that they have gleaned from the assigned reading [bullet points are acceptable];
- 2 or 3 questions arising from the reading for class discussion.

These insights could be those that caught your attention, challenged you, changed your mind, offered a new perspective, gave you an idea, or made you angry. Be prepared to discuss these insights in class.

As students read the assigned readings for each seminar, they should read for argument and detail. Here are some basic questions that students should be asking as they read each assigned reading, as well as all the readings for their research project:

- What is the author's argument?
- What sources does the author draw upon?

- What evidence does the author use to justify the author's arguments and conclusions?
- Do the author's conclusions follow from the evidence presented?
- What are the underlying, but unstated assumptions of the author?
- What words or terms are key in a specific section of reading? What does a specific passage lead you to think? Does it remind you of something else you have read or have thought about? How does the passage operate within the context of the larger essay or even the week's readings? What do you find interesting, puzzling, strange, or revealing about it?

These insights and questions, as well as actively listening, asking questions, making relevant critical responses, and engaging in discussions will comprise active class participation for grading purposes. The instructor will collect these sheets from the students after each class. Students are reminded to include their name and student ID in their submissions. Because these insights and questions serve as a stimulus for class discussion, **they cannot be made up later (i.e., after the class session has been concluded)**. Students who attend class without bringing their insights and questions will only receive **50%** of the allocation for class participation for that day.

Introverted students who feel hesitant or shy about speaking in class should meet with the professor to explore ways for them to introduce their ideas and participate in seminar discussion in a manner that they feel comfortable.

3. Completion of Requirements for Each Class Session

As the primary format of this course is seminar discussion, it is imperative that students complete all reading assignments before class, as well as attend and participate at all class sessions. Students are expected to do all the required readings assigned for every class before coming to class on that day, and encouraged to explore the "Recommended Resources," which complement the required readings and provide additional discussion for those who are interested to explore further.

4. Class Attendance

Class attendance is required of every student enrolled in this course. A **1% point** will be deducted for each class you miss without excuse. Excuses will be accepted only for grave emergency situations (e.g., major illness with proper written documentation, death in family) or university-approved activities off-campus, to be reported to the instructor through a Dean and only at the instructor's discretion. Every two late arrivals will count as an unexcused absence and a 1% point will be deducted accordingly. Please note that **any student with three or more unexcused absences will receive a grade of F for this course.**

5. Critical Reflection Papers (15%x4=60%)

Four short critical reflection papers (**about 1,000-1,500 words per paper**) on the following topic:

i. **Reflection Paper #1: Studying Chinese History** (Due: **September 4, 2018**)

Please write a critical reflection paper that answers the following questions: Why am I interested to study Chinese History? When I hear the phrases "China and the world," "China's engagement with the world," and "the World's engagement with China," what comes to mind? What do I know about Chinese History and China's relationship with the world and modernity? Complete this paragraph – "Studying Chinese history and China's engagement with the world would help me ..."

ii. **Reflection Paper #2: Encounter between George Macartney and the Qianlong Emperor 乾隆帝**

(Due: **September 21, 2018**)

What lessons can we draw from the encounter between George Macartney and the Qianlong Emperor 乾隆帝 for current US-Chinese relations?

iii. **Reflection Paper #3: Boxer Movement 義和團運動** (Due: **October 15, 2018**)

What can the Boxer Movement tell us about the transformation of Chinese society and its relations with the world as the nineteenth century gave way to the twentieth century? What is the long term legacy of the Boxer Movement for China's contemporary relations with the world?

iv. **Reflection Paper #4: May Fourth and New Culture Movements 五四與新文化運動**

(Due: **November 5, 2018**)

How did the May Fourth and New Culture Movements transform the emerging republican Chinese society in the aftermath of the fall of Qing imperial rule? What was the relationship between China and the West during this period? How have the May Fourth and New Culture Movements shape contemporary Chinese worldviews on the world and the West?

6. Research Project

6.1 This project comprises 2 parts:

(i) Research Proposal

Your research proposal should:

- begin with a title for your research project;
- introduce your research topic (1 paragraph) – giving the necessary background or context;
- explain what is important or relevant about the topic and why it merits research (1 paragraph);
- articulate a research issue and question (1 paragraph)
- specify a thesis statement (1 paragraph)
- explain how you intend to go about the research project (1 paragraph)
- conclude with how your findings might contribute to previous historical work in the field, for your own knowledge/understanding/worldview, etc. (1 paragraph)

Try to stay narrowly focused on your research topic. Don't try to do too much. Be narrow, focused, clear, and well-defined. Narrowing down your focus would enable you to articulate an issue and a question for further research. From this research issue and question, you can define a clear, concise, and precise thesis statement.

USEFUL RESOURCES FOR WRITING RESEARCH PROPOSALS

- **Research Question:**

Wilfred Laurier University (in Canada) has a helpful web resource to help you formulate your research question: http://library.wlu.ca/tutorials/research_question

- **Thesis Statement:**

- Harvard University's Writing Center has a succinct guide to writing a thesis statement
 - <http://www.fas.harvard.edu/~wricntr/documents/Thesis.html>
- University of Toronto's resources for writing thesis statement:
 - <http://www.utoronto.ca/nmc/Writing/NMC%20WEBPAGE%20Sept11/101Thesis.pdf>
 - http://ctl.utsc.utoronto.ca/twc/sites/default/files/ThesisStatement_0.pdf
- Other useful resources include:
 - <http://writing.wisc.edu/Handbook/Thesis.html>
 - <https://owl.english.purdue.edu/owl/resource/545/01/>
 - http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml
 - http://www.dartmouth.edu/~writing/materials/student/ac_paper/develop.shtml

(ii) Research Paper

Building upon your research proposal in (i) above, write a research paper that should introduce, summarize, and critically discuss the current state of the research, the various trends and/or directions that the academic research on your topic is heading toward, and the questions or issues that scholars are grappling with, your own critical analysis and original contributions to the academic discussion, and finally your conclusion.

- (a) Your capstone paper should range from 10–12 pages or 2,500–3,500 words (inclusive of footnotes and bibliographic references), double-spaced, in 12-point font and 1 inch margin on all sides, paginated in the footer, and with your name and student ID in the header on every page.
- (b) Your research paper should incorporate and use **at least 8 primary sources and 5 secondary sources** that are relevant to your research topic.
- (c) **All citations have to be taken from scholarly, peer-reviewed, and refereed academic sources.** This includes academic monographs, scholarly books, and refereed/peer-reviewed essays or articles in academic journals that are obtained through KSL's fulltext academic databases. You would need to consult and reference an appropriate range of literature, including

- relevant primary sources, books and monographs, and refereed/peer-reviewed essays, incorporating and expanding from the annotated bibliography in assignment (ii) above.
- (d) Wikipedia, blogs, non-academic websites, and other online resources found through web searches **may not be used** because **they are not peer-reviewed or refereed to meet academic standards**. You may use these web resources for personal reference or as guides for classroom lesson planning, but not for academic writing.
- (e) Your research paper will be evaluated on:
- (1) Your familiarity with the major scholarly trends, research, ongoing scholarly discussions and debates among scholars today on the research topic and question that you have selected,
 - (2) Your ability to summarize and critically evaluate these discussions and debates, and
 - (3) Your critical analysis, original contributions, and conclusion, which should include your tentative thoughts or opinion of the current state of research and the unresolved questions or issues, as well as where you think the future trajectories of research are heading toward.
- (e) Please include a bibliography of all the references that you consulted and discussed at the end of your capstone paper.
- (f) All citations in your research paper should be formatted according to MLA, APA, or Turabian/Chicago style. Humanities majors should use footnotes and Turabian/Chicago. Other students may use MLA or APA as appropriate, but cite all references in the text/body in parentheses according to the following format (last name year:page number[s]). For example: (Smith 2000:44-45). For guidance on the Turabian/Chicago style, see:
- <https://www.library.georgetown.edu/tutorials/research-guides/turabian-footnote-guide>
 - <https://writing.wisc.edu/Handbook/DocChicago.html>
 - http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html
- You may also use the Citation Machine to assist you in generating Turabian/Chicago citations:
- <http://www.citationmachine.net/turabian>

6.2 Research Resources

The research project as outlined in this section above should consist of sustained investigation of a topic, issue, or question that demonstrates the student's engagement with primary sources and secondary literature. Students are expected to carry out further research beyond the assigned textbooks/readings that are discussed in class using the academic resources on the library website: <http://library.case.edu/ksl/collections/> – especially the electronic databases (e.g., **Academic Search Complete, JSTOR, Project MUSE, OCLC FirstSearch, Ohiolink, WorldCat**, etc.).

6.3 Writing & Research Assistance

For writing assistance, please make an appointment for consultation with the writing instructor, Dr. Andrea Milne: aem143@cse.edu or visit CWRU's Writing Resource Center (<http://writingcenter.case.edu/>). For research assistance, please contact the KSL Librarian, **Dr. Mark Eddy**: mmxe37@case.edu

7. Instructions Applicable to All Written Work

The following applies to all written work in this course:

7.1 Formatting

All papers should be typed in 12-point font, double-spaced, printed with a 1-inch margin on all 4 sides, paginated in the footer and your name and student ID in the header on every page. Please check the spelling and grammar before submission.

7.2 Citation

Please cite all your sources that you consulted or quoted in your papers using the MLA, APA, or Turabian/Chicago styles. Please include a bibliography at the end of your paper.

7.3 Late Submission

All submissions that are 1-5 days late will automatically receive a full letter grade reduction. Please be warned that the instructor **will not accept any submission that is more than five (5) days late**, and will accordingly **assign a zero for non-submission**.

8. Instructions Applicable to All Written Work

Please make an appointment for consultation with the Writing Instructor, [TBA], you need any assistance in writing.

9. DEADLINES:

Please note the following deadlines:

- **Reflection Paper #1** by 5:00 PM on **September 4, 2018**
- **Reflection Paper #2** by 5:00 PM on **September 21, 2018**
- **Research Proposal** by 5:00 PM on **October 1, 2018**
- **Reflection Paper #3** by 5:00 PM on **October 15, 2018**
- **Reflection Paper #4** by 5:00 PM on **November 5, 2018**
- **Research Paper**: by 5:00 PM on **December 10, 2018**

Please email your papers (in PDF format) to jonathan.tan@case.edu

10. Safe Space

While we recognize that students come from diverse backgrounds with different life experiences, this course seeks to provide a safe space to engage in fruitful conversations and dialogue among students on issues of race, race relations, religion and race, etc., as they pertain to the subject matter of this course. Hence, all class participation should be *respectful*. Racist, sexist, homophobic, misogynistic, and other discriminatory remarks are unacceptable and would not be tolerated because of the sensitive subject matter on religion, race, ethnicity, culture, and identity constructions that we will discuss in this course. Students who violate this provision will be asked to leave and be counted as absent for that class.

11. Fairness Provisions

Every student must complete all the requirements of this course in order to receive a passing grade. The final grade for each student will be carefully determined according to the requirements specified in this syllabus. The final grade is absolutely final and will not be changed. If you are struggling in this course or not performing to expectations, please arrange to meet with the instructor as soon as possible to discuss strategies for improving one's grades. In fairness to all students, no extra credit or additional assignments will be assigned, over and above the requirements stated in this syllabus, to improve one's grades.

12. Academic Integrity

CWRU's Academic Integrity Policy: <http://students.case.edu/groups/aiboard/policy.html>

The instructor will strictly enforce the university's rules and regulations on proper academic conduct, including the university policy on academic integrity. Please be warned that there is a zero tolerance policy on academic dishonesty in this course. The instructor expects all work that appears under the student's name to be that student's own, and will follow up on evidence that a student has contravened the university's regulations on academic integrity. If an incident of academic dishonesty is established, the student will be subjected to the sanctions specified in CWRU's Academic Integrity Policy.

IV. GRADE COMPUTATION

1. Class Presentations (oral presentations & presentation handouts)	10%
2. Active Class Participation (insights & questions, active listening & discussion)	10%
3. Short Critical Reflection Papers: 10% x 4	40%
3. Research Proposal	10%
5. Research Paper	30%
TOTAL	100%

V. REQUIRED BOOKS

The following textbooks are available at KSL Course Reserves and CWRU Barnes & Noble Campus Bookstore:

- Joanna Waley-Cohen, *The Sextants of Beijing: Global Currents in Chinese History* (Norton, 1999)
- Janet Chen, Pei-Kai Cheng, and Michael Lestz, with Jonathan D. Spence, *The Search For Modern China: A Documentary Collection. Third Edition*. New York: W.W. Norton & Company, 2014.

VI. TOPICS & READINGS

August 28: Welcome & Introduction to the Seminar

Reading: Waley-Cohen, "Introduction" (pp. 3-10).

No student presentation today

August 30: Introduction to Library Research (Presentation by KSL Librarian, Dr. Mark Eddy)

No student presentation today

PART I: EARLY CHINESE COSMOPOLITANISM: FROM THE HAN 漢 TO THE MING 明 DYNASTIES



Figure 1: 金剛經 Diamond Sutra (868 CE)

World's Oldest Printed Work discovered in 千佛洞 ("Thousand Buddha Grottoes") in 莫高窟 (Mogao Caves) near 敦煌 (Dunhuang).

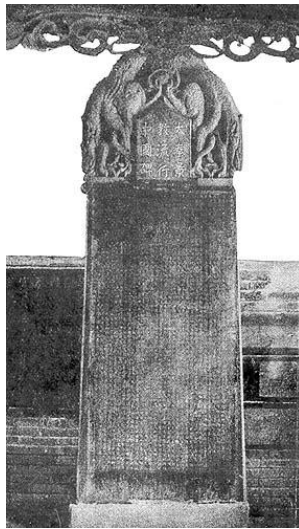


Figure 2: 大秦景教流行中國碑 Assyrian Stele (781 CE)



Figure 3: 懷聖寺 Huaisheng Mosque (Guangzhou, circa 700s CE)

September 4: Early Chinese Cosmopolitanism, I: From the Han 漢 to the Tang 唐 Dynasty

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 1, pp. 1-37
- "Buddha's Caves" (New York Times, 6 Jul 2008): <http://www.nytimes.com/2008/07/06/arts/design/06cott.html>
- Slideshow: "The Caves of Dunhuang" (New York Times): http://www.nytimes.com/slideshow/2008/07/06/arts/0706-COTT_index.html
- "Historic Christian site found in China" (UCA News, 17 January 2014) <http://www.ucanews.com/news/historic-christian-site-found-in-china/70104>
- "Did Christianity Thrive in China?" (U.S. News & World Report, 5 March 2001) <http://www.jonathantan.org/handouts2/c04-chinajingjiao01-usnwr.pdf>
- "Ruins of an Old Christian Church on Lao-tzu's Turf" (New York Times, 24 February 2002) <http://www.jonathantan.org/handouts2/c05-chinajingjiao02-nyt.pdf>
- "Female Imams Blaze Trail Amid China's Muslims" (NPR All Things Considered, 21 July 2010): <http://www.npr.org/2010/07/21/128628514/female-imams-blaze-trail-amid-chinas-muslims>
- "Why does China have women-only mosques?" (BBC News, 23 February 2016) <http://www.bbc.com/news/magazine-35629565>
- "Prayers for a Mosque: Muslims in Chengdu Fight to Save Their Heritage" (Washington Post, 19 Nov 1998) <http://www.jonathantan.org/handouts2/c07-chinaislam-wp.pdf>

Visual Representations: Discuss Figures 1-4: Illustrations of Early Chinese Cosmopolitanism in the Tang Era.

Student Presenter: _____

Additional Resources:

- **Class Outline:** <http://www.jonathantan.org/handouts/buddhism/Buddhism-H07-China.pdf>

Videos of Chinese Buddhism:

- Chinese Buddhist Morning Ceremony 佛教早課: <https://www.youtube.com/watch?v=TFUkjYGc6OM>
- Chinese Buddhist Evening Ceremony 佛教晚課大悲咒: <https://www.youtube.com/watch?v=BwOWxVnJPkg>
- Jade Buddha Temple 玉佛禪寺 (Shanghai): https://www.youtube.com/watch?v=n4Oq_o5BIY
- Fo Guang Shan 佛光山 Monastery (Taiwan): <https://www.youtube.com/watch?v=dupbuPvYke4>

Videos of Chinese Islam:

Tarawih (Ramadan night) Prayers in Mandarin and Arabic at the Great Mosque of Beijing (Niujié Mosque 牛街禮拜寺): https://www.youtube.com/watch?v=y3cW8xKZ7_U

REMINDER: Reflection Paper #1 – due by 5:00 PM on TUESDAY, SEPTEMBER 4



Figure 4: Map of Buddhism's growth from India to China and beyond

September 6: Early Chinese Cosmopolitanism, II: From the Song 宋 to the Ming 明 Dynasty

Reading: Waley-Cohen, *Sextants of Beijing*, chapter 1, pp. 37-54

Student Presenter: _____

PART II: CHINESE COSMOPOLITANISM IN THE EARLY QING DYNASTY



Figure 5: Three Jesuit missionary-scientists at work in China – Matteo Ricci, Adam Schall, and Ferdinand Verbiest.
Source: Jean-Baptiste Du Halde, *Ausführliche Beschreibung des Chinesischen Reichs und der grossen Tartarey* (Rostock, 1747-1749).
By courtesy of the Department of Special Collections, Memorial Library, University of Wisconsin-Madison.

September 11: China and Catholicism: 16th to 18th Centuries

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 2
- "Faith in Shangri-La: Catholicism Maintains a Hold in China's Tibetan Communities" (Washington Post, 4 December 2000): <http://www.jonathantan.org/handouts2/c06-chinatibetcatholicism-wp.pdf>

Visual Representation: Discuss Figure 5: Representations of Three Principal Catholic Missionaries in China: Matteo Ricci, Adam Schall and Ferdinand Verbiest.

Student Presenter: _____

September 13: Foreign Goods and Foreign Knowledge in the 18th Century

Reading: Waley-Cohen, *Sextants of Beijing*, chapter 3, pp. 92-102, 105-128

Student Presenter: _____

September 18: The Macartney Embassy to the Qianlong Emperor 乾隆帝

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 3, pp. 102-105
- *Search for Modern China Documentary Collection*, chapter 6, pp. 77-93

Visual Representations: Compare/discuss Figures 6 & 7 (overleaf) – representations of Macartney's meeting with the Qianlong Emperor 乾隆帝:

Student Presenter: _____

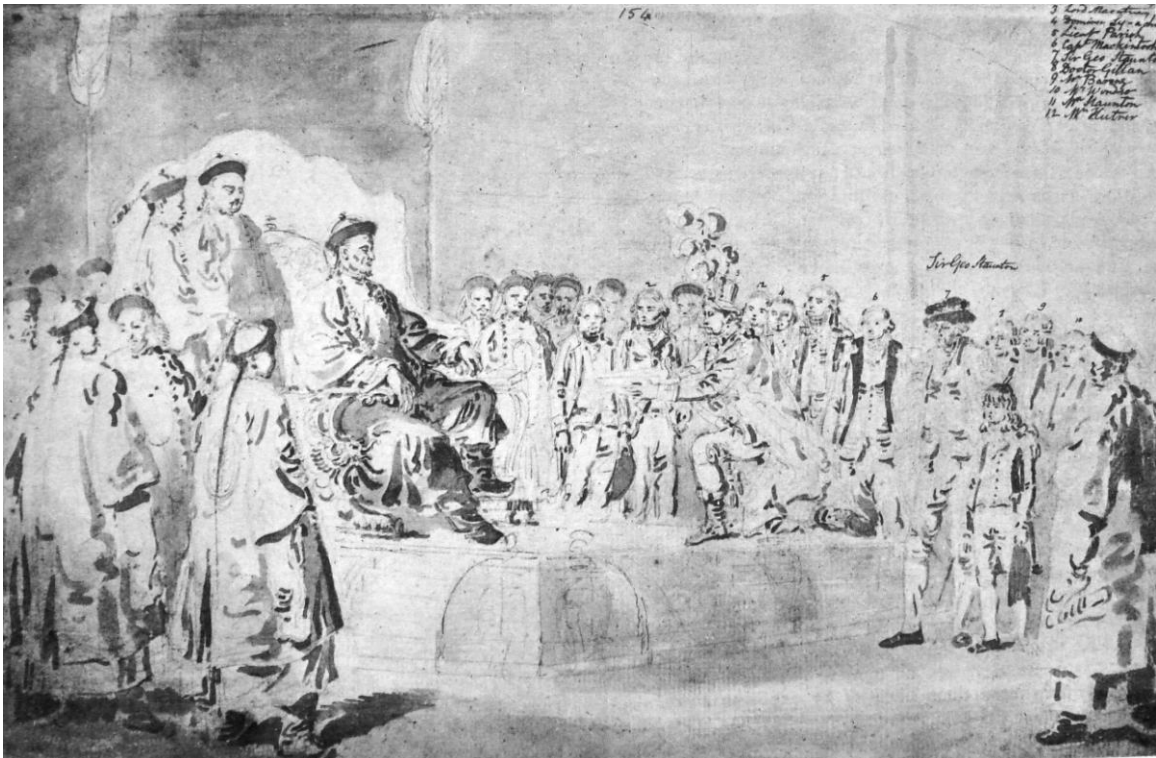


Figure 6: William Alexander, "Macartney's First Meeting with Qianlong," watercolor on paper, 1793. The boy on Macartney's right is the 11-year old George Staunton who impressed the Qianlong Emperor with his spoken Chinese. Original in the British Library's Collection of Western Drawings [WD 961, f.57].



Figure 7: James Gillray, "The reception of the diplomatique and his suite, at the Court of Peking," hand-colored etching, 14 September 1792. Original in the National Portrait Gallery NPG D12463.

September 20: Writing Workshop #1: Preparing a Research Proposal
No student presentation today

REMINDER: Reflection Paper #2 – due by 5:00 PM on FRIDAY, SEPTEMBER 21

PART III: UPHEAVALS, SOCIAL CHANGE & TRANSFORMATION IN 19TH CENTURY CHINA

September 25: China in the Early Nineteenth Century. The Opium Wars and the Unequal Treaties

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 4, pp. 129-159, 162-165
- *Search for Modern China Documentary Collection*, chapter 7, pp. 94-110

Visual Representation:

Discuss the following artistic representation of the signing of the Treaty of Nanjing in Figure 8 below.

Student Presenter: _____



Figure 8: John Platt and John Burnet, "The Signing and Sealing of the Treaty of Nanking," 20 April 1846. *Prints, Drawings and Watercolors from the Anne S.K. Brown Military Collection*. Brown University Library BDR:238280.

September 27: Christianity in 19th Century China. Taiping Heavenly Kingdom Movement 太平天國運動

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 4, pp. 159-162
- *Search for Modern China Documentary Collection*, chapter 8, pp. 111-131.

Student Presenter: _____

REMINDER: Research Proposal – due by 5:00 PM on MONDAY, OCTOBER 1

October 2: Late 19th Century Reforms: The Self-Strengthening Movement 自強運動

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 5, pp. 166-174, 179-189, 191-202.
- *Search for Modern China Documentary Collection*, chapter 9, sections 9.1-9.2 (pp.134-140), sections 9.5 (pp. 143-152), chapter 10, section 10.1 (pp. 155-158), section 10.4 (pp. 167-174).
- Feng Guifen, *On the Manufacture of Foreign Weapons and On the Adoption of Western Learning* (handouts)

Student Presenter: _____

October 4: China's New Diplomacy. Chinese Emigration to the United States. The Burlingame Treaty (1868). The Chinese Exclusion Acts (1882 and beyond).

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 5, pp. 174-179
- Jonathan Tan, "Asian Immigration to the United States" (handout)

- *Search for Modern China Documentary Collection*, chapter 9, sections 9.3-9.4 (pp. 140-142)

Student Presenter: _____

October 9: Anti-Foreign Backlash: The Boxer Movement 義和團運動 and Beyond

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 5, pp. 190-191, 202-205.
- *Search for Modern China Documentary Collection*, chapter 9 section 9.6 (pp. 153-154), chapter 10 sections 10.5-10.6 (pp. 174-178).
- Fei Ch'i-hao, "The Boxer Rebellion, 1900," <http://www.fordham.edu/halsall/mod/1900Fei-boxers.asp>

Student Presenter: _____

PART IV: CHINA AND THE WORLD IN THE TWENTIETH CENTURY AND BEYOND

Oct 11: 中國：一個世紀的革命 China: A Century in Revolution: 1911-1949 (PBS Documentary)

<https://www.youtube.com/watch?v=I5clOGjPjy4>

Student Presenter: _____

REMINDER: Reflection Paper #3 – due by 5:00 PM on MONDAY, OCTOBER 15

Oct 16: The Xinhai Revolution 辛亥革命 and the Birth of Republican China 中華民國

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 6, pp. 207-216
- *Search for Modern China Documentary Collection*, chapter 11, sections 11.1-11.6 (pp. 179-197)

Student Presenter: _____

October 18: Chen Duxiu 陳獨秀 – “Call to Youth” 敬告青年. New Culture Movement 新文化運動. May Fourth Movement 五四運動.

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 6, 216-223
- *Search for Modern China Documentary Collection*, chapter 13, pp. 219-243
- Investigating visual sources: “China’s *Modern Sketch*: The Golden Era of Cartoon Art, 1934-1937”
https://ocw.mit.edu/ans7870/21f/21f.027/modern_sketch/ms_essay01.html

Student Presenter: _____

Oct 23 – FALL BREAK. No Class.

Oct 25: Writing Workshop #2 – The Rhetorics of Argument in a Research Paper

No student presentation today

REMINDER: Reflection Paper #4 – due by 5:00 PM on MONDAY, NOVEMBER 5

October 30: The Fracturing of Republican China 中華民國: Nationalists 國民黨 vs. the Communists

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 6, pp. 224-246
- *Search for Modern China Documentary Collection*, chapter 14 sections 14.1-14.2 (pp. 244-249), 14.4-14.6 (pp. 251-257), chapter 15 sections 15.1-15.2 (pp. 258-265), chapter 16 (pp. 290-317).

Student Presenter: _____

November 1: 中國：一個世紀的革命 China: A Century in Revolution: 1949-1976 (PBS Documentary)

https://www.youtube.com/watch?v=PJyoX_vrlns

Student Presenter: _____

November 6: China 1949-1976: Political Revolution and Social Change. The Hundred Flowers Movement 百花運動. Great Leap Forward 大躍進. Cultural Revolution 文化大革命.

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 7, pp. 247-261.
- *Search for Modern China Documentary Collection*, chapter 20 (pp. 394-411), chapter 21 sections 21.1-21.3 (pp. 412-422), and chapter 22 (pp. 441-459).

Student Presenter: _____

November 8: Reopening the Doors. Normalization of Relations with the United States.

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 7, pp. 261-270, 272-275.
- *Search for Modern China Documentary Collection*, chapter 23 sections 23.1-23.2 (pp. 460-467), chapter 24 (pp. 493-513), chapter 27 section 27.2 (pp. 570-572).

Student Presenter: _____

November 13: Legacy of Student Protests from May Fourth to Cultural Revolution to Tiananmen “天安門 The Gate of Heavenly Peace” (PBS Frontline Documentary, 1996)

<https://www.youtube.com/watch?v=17-NIFVZqTM>

Student Presenter: _____

November 15: The '89 Movement for Democracy 八九民運. The June Fourth Incident 六四事件 at Tiananmen Square 天安門廣場. Charter 08 零八憲章.

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 7, pp. 275-278
- *Search for Modern China Documentary Collection*, chapter 26, pp. 547-565, chapter 28 section 28.5 “Charter 08” 零八憲章 (pp. 605-611).

Student Presenter: _____

Nov 20: Writing Workshop #3 – Peer Review of Draft Research Papers

Nov 22 – No Class. Thanksgiving Break.

Nov 27: The Future of China's Relations with the World: The United States. Tibet. Hong Kong and the Umbrella Movement 雨傘運動. Taiwan.

Readings:

- Waley-Cohen, *Sextants of Beijing*, chapter 7 and conclusion, pp. 270-285.
- *Search for Modern China Documentary Collection*, chapter 25 section 25.5 “Joint Agreement by Britain and China on the Future of Hong Kong” (pp. 536-542), chapter 27 section 27.1 “Dalai Lama's Nobel Prize lecture” (pp. 566-570), section 27.3 “President Clinton on China's Human Rights Policy” (pp. 572-574), chapter 28 section 28.1 “US and Taiwan” (pp. 590-595).
- Justin K.H. Tse, “The Umbrella Movement and Political Apparatus: Understanding ‘One Country, Two System’.” [handout]

Student Presenter: _____

PART VII: STUDENT PRESENTATIONS OF RESEARCH PROJECTS

Nov 29: Student Presentations

Dec 4: Student Presentations

Dec 6: Student Presentations

REMINDER: Research Paper – due by 5:00 PM on MONDAY, DECEMBER 10

VI. BIBLIOGRAPHY – FOR FURTHER READING

The following are recommended for further reading and research:

General Overview

Chen, Janet, Pei-Kai Cheng, and Michael Lestz, with Jonathan D. Spence, *The Search For Modern China: A Documentary Collection. Third Edition*. New York: W.W. Norton & Company, 2014.

Fairbank, John King and Merle Goldman. *China: A New History. Second Enlarged Edition*. Cambridge, MA: Belknap Press of Harvard University Press, 2006.

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Teng, Ssu-yü and John K. Fairbank, eds. *China's Response to the West: A Documentary Survey 1839-1923*. Cambridge, MA: Harvard University Press, 1979.

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Brockney, Liam Matthew. *Journey to the East: The Jesuit Mission to China, 1579-1724*. Cambridge, MA: Belknap Press of Harvard University Press, 2007.

Cooper, Michael. *Rodrigues the Interpreter: An Early Jesuit in Japan and China*. New York: Weatherhill, 1974.

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Lovell, Julia. *Opium War: Drugs, Dreams and the Making of China*. New York: Overlook Press, 2011.

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Cohen, Paul. *History in Three Keys: The Boxers as Event, Experience, and Myth*. New York: Columbia University Press, 1998.

Elliott, Jane E. *Some Did It for Civilisation, Some Did It for Their Country. A Revised View of the Boxer War*. Hong Kong: The Chinese University Press of Hong Kong, 2002.

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Mitter, Rana. *A Bitter Revolution: China's Struggle with the Modern World*. Oxford: Oxford University Press, 2004.

Wasserstrom, Jeffrey N. *Student Protests in Twentieth-Century China: The View from Shanghai*. Stanford: Stanford University Press, 1991.

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Tse, Justin K.H. and Jonathan Y. Tan, eds. *Theological Reflections on the Hong Kong Umbrella Movement*. New York: Palgrave Macmillan, 2016.

China–United States Relations

Schaller, Michael. *The United States and China: Into the Twenty-First Century. Fourth Edition*. New York: Oxford University Press, 2016.