



JSA Diplomat Program
Beijing United University, Beijing, China, Summer 2018
Modern Chinese History and Politics

Introduction: This is an introduction to the history and cultures of China from the emergence of the Chinese state to the present. We will be concerned with the internal historical dynamics of China as well as its interactions with and impact on the world. As this course covers a vast amount of time and place, we will work to construct the framework through which to understand the long-term development and patterns of China. We will use maps, translations of primary texts, and use a variety of media to better understand the people and their relationships, religions, politics, economies, and arts. Students will be asked to express their understanding of the materials in classroom dialog, written assignments, debates and student-led discussions.

Requirements: Students will come to class each day having thoroughly read the assigned materials, ready to question and discuss. Please bring paper and pen to class every day – you may have short writing exercises in class. There are five short writing exercises due during the course of the program; these are short essays or responses based on the assigned primary documents, field trips, or documentary videos. There will also be four quizzes. Each student will have the opportunity to lead discussion on materials from the source-book. The final assessment will be an in-class discussion on a topic to be chosen by the class.

Texts: *Sourcebook of Readings for Modern Chinese History and Politics, JSA Diplomats 2018*
Required text, provided by CET.

Course Meeting Time: Monday through Friday, 11:00-11:50 and 1:00-1:50, 2-27 July, 2018.

Prerequisites: None

Course Expectations: I expect students to complete assignments in a timely fashion and to quickly alert me if they are having difficulties of any kind with the course materials, technology, or understanding my methods.

Students can expect prompt replies from me; emails within 24 hours, work to be graded within 72 hours of submission, and clear explanations of the requirements and standards. I will take your comments, questions, and concerns seriously.

Grading Rubric:

Attendance and participation*.....	50
Essays and Responses.....	25
Quizzes	10
Final	15

*This includes in-class discussions and debates.

Grading

All CET programs use the following scales in assessing student performance:

Qualitative Scale

学

A range: Excellent. Consistently outstanding performance throughout the semester, with plus grades being reserved for superior work that surpasses all standards listed in the course syllabus.

B range: Good. A solid performance that is above average yet may also contain notable errors or shortcomings.

C range: Satisfactory. An average performance wherein the minimum criteria listed in the course syllabus has been achieved.

D range: Minimal pass. Work is seriously deficient in multiple areas: thought, writing, attendance, participation.

F: Failure. Work that fails to meet the minimum criteria in all aspects.

Quantitative Scale

A+: 98-100%	B-: 80-82%
A: 93-97%	C+: 77-79%
A-: 90-92%	C: 73-76%
B+: 87-89%	C-: 70-72%
B: 83-86%	D+: 67-69%
	D: 63-66%
	D-: 60-62%

Late assignments will be penalized 10% per day. No work will be accepted beyond one week after the original due date. No work will be accepted after the last day of class. I will not accept written work originally submitted for another course.

Diversity and Inclusion Statement: It my belief that a classroom is a space for the free exchange of ideas, beliefs, questions, and knowledge. I believe that diverse perspectives are of benefit to the learning process for us all. To that end, I will do my best to ensure respect for all students, regardless of age, ancestry, color, gender identity, genetic information, national origin, race, religion, sexual orientation, or socioeconomic status. Additionally, should you need any accommodations for your learning style, please be sure to alert me as soon as possible. If in any way you feel that your needs as a learner have not been met, please do not hesitate to let me know.

Teaching Philosophy: “學而時習之、不亦說乎” The opening line of “The Analects”, the collected saying of Confucius (551-479 BCE), is “Oh, what a joy, having learned something, to try it out.” In this course we will practice the essential skills of historical inquiry; to read through new materials quickly and confidently, to distill data into useful information to state a position in debate, to express the critical information clearly and concisely.

学

JSA Summer Diplomat Course Schedule¹:

- July 2 Geography and language. Reading: "The Chinese Scene", John K. Fairbank, "The Chinese Language" by Chu Yukuang, "Wheat Golden Farmer" by Julie Makinen. Guest Speaker: David Moser.
- July 3 Thought pathways: Confucianism, Daoism, Buddhism, Legalism. Reading: *Analects*, *Daodejing*, *Lotus Sutra*, *Sun Zi's Art of War*. Field Trip: Yonghegong and Guozijian
- July 4 Field trip to Tian'anmen Square and the Forbidden City. Culture class: Chinese knots. Movie Night.
- July 5 Imperial History: an overview from Xia through Yuan. Reading: Wasserstrom, Chptr 2. Guest speakers: Charlotte Smith and Simon Shieh
- July 6 In-class discussion on readings. Be ready to think like a Daoist, a Confucian, a Buddhist, and/or a legalist. (Quiz #1, Map.) Tai chi class.
- July 7 Reading: Myers, "Last Days of Old Beijing" (Essay #1 due.) Discussion. Field trip: 798 Art Zone (with field notes).
- July 9 East meets West: the Ming and Qing dynasties. Reading: "A Jesuit Astronomer in the Qing Court", the Kangxi Edict, Emperor Qianlong's Edicts, Lin Zexu's Letter to Queen Victoria, Treaty of Nanjing. Guest Speaker: Steve Robinson.
- July 10 Republicans, Warlords, Nationalists and Communists (1911-1926). Reading: Sun Yat-sen's "Three Principles of the People," Japan's 21 Demands, Lu Xun's "Call to Arms". In-class "What Would You Do Now?" exercise and readings discussion. Field trip: Schwarzman Scholars
- July 11 Field trip: Great Wall hike at Mutianyu.
- July 12 Revolution: 1920-1976. Reading: "Three Rules of Discipline," The Long March, Mao on Being a Communist, Great Leap Forward. Field trip: Gulou (Drum Tower) hutong exploration. Study hall, culture class. Movie Night.

¹ Note: this schedule may change due to unforeseen conflict with other activities. We will only make changes in order to maximize educational opportunities. Rest assured, everything on the syllabus above will be covered during the course of this class.

学

- July 13 PRC China: 1976 to now. Reading: "From House Slaves to Banana People...", "Weighing the Strengths and Shortcomings..." (Quiz #2, Terms.) Field trip: Tuanjiehu Senior Center. Tai chi class.
- July 14 "Women Hold up Half the Sky". Reading: "Memories of Bound Feet," Qiu Jin's Address, The 1950 Marriage Law. (Essay #2 due.)
- July 16 Population Issues Reading: TBD
Guest Speaker: Peter Gilmartin and Benjamin Gilmartin.
- July 17 Government and Foreign Affairs: Reading: "US China Misunderstandings", "US Imperialism is a Paper Tiger", Shanghai Communiqué. "Chinese Democracy is Not Inevitable"
- July 18 Environmental Issues in China. Reading: "China Pollution...", "Tracking China's Air Quality," "Smog Pushes Emigration," "China Details Vast Extent..."
Study hall, culture class, tai chi class. Movie Night: "Please Vote for Me"
- July 19 Media, art, and culture. Reading: "Giant Cage," "The Connection Has Been Reset," Goldkorn on the Internet. (Quiz #3, Terms.)
- July 20-23 Field trip to Shanghai
- July 23 Education in China. Readings to be distributed. Liang Sicheng, "Is the *gaokao* the hardest test?" Shanghai Field Notes due.
- July 24 China's Challenges for the 21st Century. Reading: Reading: Jacques "When China Rules the World," "7 New Words...", and "iPad's Human Cost".
Field Trip: Temple of Heaven
- July 25 Catch-up Class. (Quiz #4, terms.)
Study hall, culture class, tai chi class. Movie Night: "Last House Standing"
- July 26 In-class discussion and exercises.
- July 27 Last day of class. Assessment and final exercise. (Essay #3 due.)



JSA Diplomat Program, Capital Normal University, Beijing, China, Summer 2018
Modern Chinese History and Politics

Essay Prompts:

1. Examine your knowledge of China prior to your arrival (coursework, media, friends, etc.). What assumptions did you have that don't fit reality as you've experienced it? What has surprised you the most in your first week here? Why do you think your ideas about China prior to arrival might be different from your perceptions now that you're here?
2. "China's Worst Diplomat" exercise. Our author ends this tale with the following quote, "Tang Renze, writes in his biography of Chonghou that, to profit from history, we must learn from its "anti-heroes"." In this essay, summarize the history of Wanyan Chonghou, explain what we can learn from this bit of history, and how it connects to current events.
3. 798 Art District: Write a short essay about your observations in the art district. You must include the names of at least 3 artists, their works and either the title of their exhibition or the gallery in which it was housed.
4. What do you perceive as the single greatest challenge that China faces in the first part of the 21st century? Why? What evidence have you personally experienced? How does/will this affect the US? The world? [This essay will be part of your final project preparation.]

Field Notes:

1. Houhai Scavenger Hunt: turn in your completed hunt checklist. This is not a race – but an exercise to learn more about this culturally rich neighborhood.
2. Shanghai: Keep a daily log of experiences, observations. Compare and contrast Shanghai with Beijing. What are the historical reasons for the differences you find?