

# HIST231: Changing China: Protest, Rebellions and Revolutions in Modern China, 1800s - 2008

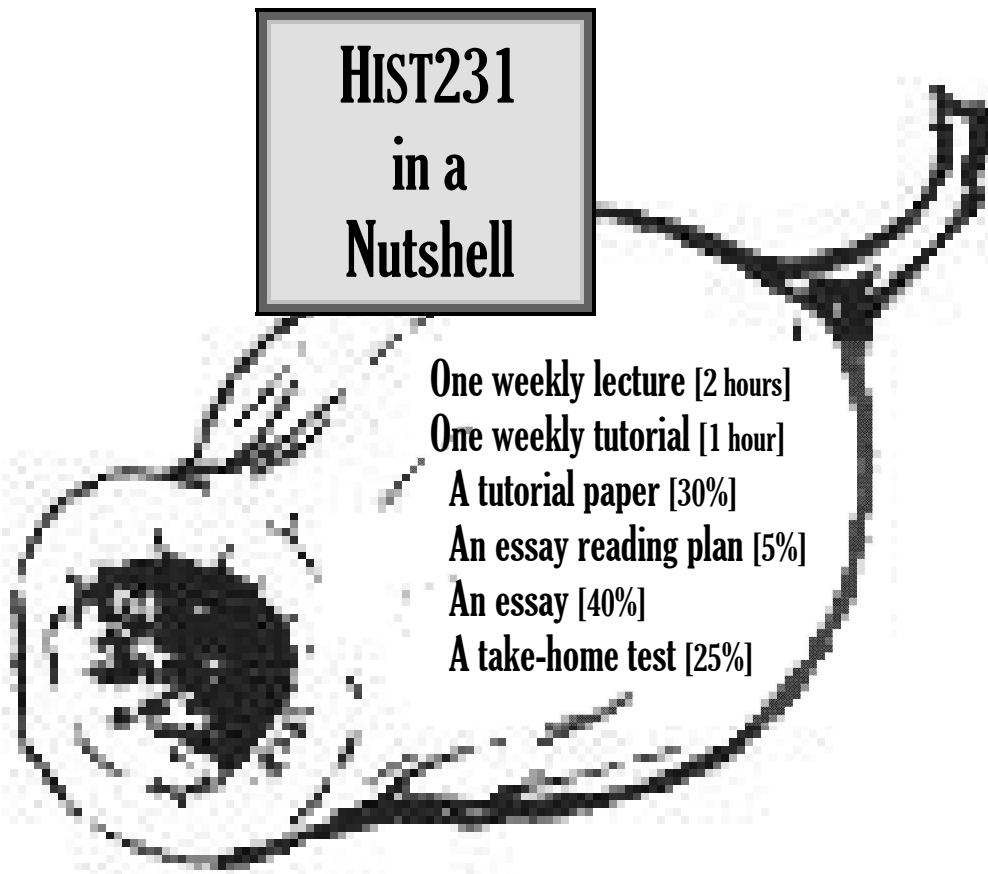
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**HIST231  
in a  
Nutshell**

**One weekly lecture [2 hours]**

**One weekly tutorial [1 hour]**

**A tutorial paper [30%]**

**An essay reading plan [5%]**

**An essay [40%]**

**A take-home test [25%]**

## 1. CONTACT DETAILS

**Lecturer:** Dr Pauline Keating  
Old Kirk 418, Phone: 463 6760  
email: [pauline.keating@vuw.ac.nz](mailto:pauline.keating@vuw.ac.nz)

**Office hours:** Advice about office hours will be posted on my door and on the “Staff Information” page of Blackboard

## 2. TIMETABLE

**Lecture:** Wednesday 10:00 - 12:00, HM104

**Tutorials:** Tutorial times will be arranged in the first week of term and will be posted on the History noticeboard by Friday 29<sup>th</sup> February.

Information about any changes to the programme or timetable will be announced in lectures and posted on the programme’s noticeboard as well as under “Announcements” in Blackboard.

## 3. ASSIGNMENTS & DEADLINES

**Tutorial Paper (30%):** 2 weeks after the tutorial on your topic

**Essay Reading Plan (5%)** 17<sup>th</sup> March

**Essay (40%):** any time before Monday 19<sup>th</sup> May at 6 p.m.

**Take-home test (25%):** 30<sup>th</sup> May – 2<sup>nd</sup> June 2008



## 4. HOW TO USE BLACKBOARD

HIST231 is on-line in Blackboard.

To access Blackboard:

- open an internet browser;
- go to the VUW Blackboard Homepage:  
<http://www.blackboard.vuw.ac.nz>
- Click on Login;
- Enter your SCS username in the Username field;
- Enter your Student ID in the Password field;
- Click on **HIST231** under “My Courses”.

### ANNOUNCEMENTS:

This is where your lecturer will post announcements and reminders.

### COURSE INFORMATION:

Here you'll find general information about course content, the course's objectives, mandatory requirements for passing the course etc..

### STAFF INFORMATION:

How to contact the course coordinator.

### READING LISTS:

As well as the Reading Guide that you find at the back of the Course Reader, sources that are not in the Reading Guide but should be will be posted here.

### COURSE MATERIAL:

Lecture summaries can be accessed at least one day before the Wednesday lecture.

Resource materials referred to in the lectures, or links to the relevant resources, will also be posted here.

### ASSIGNMENTS:

Instructions about the Tutorial Paper, and the list of essay questions are filed here. A copy of the 2007 Take-home-test will also be loaded into this folder.

### DISCUSSION BOARD:

Through the Discussion Board you can discuss, with other students and with the lecturer, any issues relating to course content, the assignments, the administration of the course etc..

### TUTORIAL GROUPS:

Each tutorial group gets its own space on Blackboard, and you are encouraged to use this space for, among things, collaborative work.

### VUW LIBRARY:

There is a link here to the library catalogue.



You will find click-on buttons with these headings on the left-hand side of HIST231's home page in Blackboard

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## 5. COURSE AIMS

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HIST231 aims to provide an introduction to modern China by means of a study of the popular movements of protest, rebellion and revolution that have featured so prominently in the 19<sup>th</sup> and 20<sup>th</sup> centuries and that drew on deep-rooted historical traditions.

Of necessity, therefore, the study of a “changing China” entails a study of **historical traditions** and of the forces that have resisted change. It also entails a study of the people, both elites and non-elites, who, in different (and often contradictory) ways have tried to “change China” and who have aimed to *transform* or to *conserve* (or to transform *and* to conserve) aspects of traditional Chinese society and culture.

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## 6. COURSE OUTLINE

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The course begins in the early 1800s, at the time when Western powers were aggressively trying to “open China” to foreign trade; this is the context in which China’s modern nationalist movement was born. We examine both the *elite* reformers who tried to “strengthen” China against the Western imperialism and the *popular* protestors against the foreign presence. This dual focus on elite and popular protest is sustained throughout the course.

Detailed attention is given to the 1839 – 1949 period (from the first Opium War to the Communist victory), and the lecture, tutorial and essay topics are essentially confined to that

timeframe. But the study of each historical topic will also include consideration of “historical *continuities*” in contemporary China. For example, when studying the republican movement in the early 1900s, we will also take a quick look at the democracy movement from the 1970s to 2008.

The following is a list of the movements of protest, rebellion and revolution that are the main subject matter of HIST231. The *contemporary* issue related to each topic is indicated in brackets.

- the anti-opium campaigns of the 1830s and ’40s (*and nationalism in contemporary China*);
- the peasant rebellions of the mid-nineteenth century (*and secret societies in contemporary China*);
- anti-Christian movements, 1860s – 1900 (*and Christianity in China today*);
- the republican movement, 1895 - 1911 (*and the democracy movement in the 1970s – 2008 period*);
- student movements, 1898 – 1925 (*and the Red Guard movement in 1966 – 68, and student politics in the 21<sup>st</sup> century*);
- the urban labour movement of the 1920s (*and “workers’ rights” in contemporary China*);
- peasant protest movements in the 1930s (*and rural unrest since the mid-1980s*);
- the women’s movement, 1890s – 1930s (*and women in contemporary China*);
- the republican movement that began in the 1900s (*and the legacies of republicanism in the 21<sup>st</sup> century*).

- the communist movement that began in 1921 (*and the shape it is in at present*)

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## 7. COURSE OBJECTIVES

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This course has two sets of objectives. The first relates to **subject matter**, and the second to the acquisition of **skills** that an historian needs.

In terms of **SUBJECT MATTER**, the objectives of HIST 231 are:

- to give you a **general knowledge** of modern Chinese history and of the “major milestones” along the road to China’s twentieth century revolutions;
- to develop your understanding of the role and the dynamics of **mass movements** in modern Chinese history;
- to give you an appreciation of the **complex relationships** between elites and “the masses” within popular movements;
- to enable you to appreciate the power of **the past** in the shaping of **the present** in the case of China;
- to help you refine and deepen your **understanding of concepts** such as “tradition”, “modernity”, “westernisation”, “nationalism” and “revolution” in relation to China’s historical development.;
- to enable you to **distinguish between** “rebellion”, “reform” and “revolution” in Chinese contexts;
- to encourage you to **critique stereotypes** such as a “changeless China” and the “sleeping giant” on the one hand, and “new China” or “revolution as a clean break with the past” on the other.

A range of **SPECIFIC SKILLS** that are highly relevant to employment outside the university and necessary to historians

will be progressively introduced and developed during undergraduate work in history. History graduates will be able to:

1. read with accuracy and discrimination
2. distinguish fact from opinion
3. weigh up evidence
4. come to terms with conflicting or different arguments
5. present an oral argument with lucidity and conviction
6. construct arguments convincingly and concisely in writing
7. write in a clear, logical and lively way
8. use information resources efficiently and constructively
9. understand the nature and development of history as a discipline



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## 8. THE RELATIONSHIP BETWEEN COURSE OBJECTIVES AND ASSESSMENT

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The weekly tutorials, your tutorial paper and your essay work all provide practice in applying your knowledge of modern Chinese history and the specific skills of the historian.

### TUTORIAL PAPER

The tutorial paper assignment gives you practice in skills that are basic to the historian's craft (that is, practice in most of the "specific skills" listed on page v above). The assignment includes:

- a **glossary exercise**, to draw attention to the correct use of terms and concepts
- a **chronology exercise**, which establishes the historical context for an analysis of the documents
- a **document study** that is informed by your secondary readings and that uses evidence from primary sources

### ESSAY READING PLAN

Research (reading) is fundamental to essay work. Because it is so important that you read *widely* and *well* for your essay, you are asked to submit an essay reading plan early in the course, and you will be given feedback on your plan.

### ESSAY

The essay provides you with the opportunity to apply the skills listed on page v in a longer piece of writing. The essay is evaluated on the following criteria:

- research and subject matter (40% weighting)
- analysis, argument & organization (30% weighting)
- use of evidence (20% weighting)
- style and presentation (10% weighting)

### TAKE-HOME TEST

This will test your general knowledge of modern Chinese history (as distinct from the *specialist* knowledge you gain when researching your essay and tutorial paper), and your understanding of broad trends through the 1800s – 1949 period. Prepare for the test by regular attendance at lectures and completing the tutorial readings each week.

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## 9. MANDATORY REQUIREMENTS FOR PASSING THE COURSE

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HIST231 is an internally assessed course. For reasons of equity and fairness to all, the assessment requirements must be rigidly adhered to.

To pass the course each student must:

- a) Complete the assignments specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work). The assignments are:
  - One tutorial paper (about 1500 words and worth 30%), to be submitted 2 weeks after the tutorial on your topic
  - One essay reading plan (worth 5%) to be submitted before 6 p.m. on Monday 17<sup>th</sup> March.
  - One essay (about 3000 words, and worth 40%), to be submitted any time before 19<sup>th</sup> May at 6 p.m.
  - One take-home test (about 1500 words, and worth 25%). You will be given the questions on Friday 30 May; answers are to be submitted before 6 p.m. on Monday 2 June.



- b) **Participation in Tutorials**  
Participation in at least 8 (out of the 11) tutorial workshops.
- c) Gain an overall grade of C (50%) for the work that is specified as contributing to this final grade.

**All assigned work should be completed and submitted by Monday 2<sup>nd</sup> June.** A list of students who have completed the assigned work will be posted on the History noticeboard.

PLEASE NOTE that **Friday 6 June 2008** is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 6 June must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

**NB:** A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

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## 10. PENALTIES FOR LATENESS

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Students will be penalised for late submission of assignments — a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked.

However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such a request for an extension must be submitted before the deadline, and on a, “Extension Request” form that can be downloaded from Blackboard or collected from OK405.

The HIST231 essay submission date is flexible (you select your own deadline, *within limits!*). If you want to change the deadline you set for yourself, *you must do so before the end of the fourth week of the course* (i.e. before 21<sup>st</sup> March 2008).

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## 11. WORKLOAD

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In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to a stage-two course. This includes 2 hours of lectures per week, and a one-hour tutorial. In the case of HIST231 this means that after three hours of formal classwork, you can devote **at least 12 hours per week** to tutorial preparation, journal work, research and essay-writing.

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## 12. ACADEMIC GRIEVANCES

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If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

[www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances)

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## 13. ACADEMIC INTEGRITY AND PLAGIARISM

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Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

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## 14. AEGROTAT

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Please note that under the Assessment Statute (Sections 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **first** trimester courses in 2008 the starting point for this period is **Monday 12 May 2008**.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical

certificate or other appropriate documentation, the student will be given an extension.

- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

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## 15. GENERAL UNIVERSITY POLICIES AND STATUTES

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Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx>

[#general](#)

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support



### “LONG LIVE THE REPUBLIC”

The five-coloured flag was the flag of the Republic of China from 1912 to 1928 (the five colours represented the Han, the Hui, the Manchu, the Mongol and the Tibetan people).  
The flag on the left was the republican navy flag, and the flag on the right – the republican army flag.

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## 18. LECTURE PROGRAMME

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*The weekly two-hour lecture has two sections, and there is a ten-minute break after the first section.*

Wednesday 27<sup>th</sup> Feb: **Changing China 1:** Introduction  
**Changing China 2:** Imperial China

Wednesday 5<sup>th</sup> Mar: **Protest and Rebellions 1:**  
Elite criticism and dissent in imperial China  
**Protest and Rebellions 2:**  
Popular protest and rebellions in imperial China

Wednesday 12<sup>th</sup> Mar: **China and the West 1:**  
Opium and the Western push into China, 1800 - 1860  
**China and the West 2:**  
The rise of Chinese nationalism, 1840s – 1880s

Wednesday 19<sup>th</sup> Mar: **Popular rebellion in the 19<sup>th</sup> century 1:**  
The Taiping Rebellion, 1851 - 1864  
**Popular rebellion in the 19<sup>th</sup> century 2:**  
The revolutionary consequences of rebellion, 1860s – 1890s

Wednesday 26<sup>th</sup> Mar: **Opposition to Western Christians 1:**  
The Christian missionary push into China, 1830s – 1890s  
**Opposition to Western Christians 2:**  
The anti-Christian rebellions in the late-nineteenth century

Wednesday 2<sup>nd</sup> Apr: **Reform and Revolution 1:**  
The anti-Manchu reformers, 1890s - 1911  
**Reform and Revolution 2:**  
The revolutionaries and the 1911 revolution

Wednesday 9<sup>th</sup> Apr: **Cultural radicalism and the “new youth” 1:**  
The New Culture Movement, 1915 – 1920s  
**Cultural radicalism and the “new youth” 2:**  
The May 4<sup>th</sup> student movement, 1919

### ❧ MID-TRIMESTER BREAK ❧

Wednesday 30<sup>th</sup> Apr: **Shanghai 1:** “Paradise of Adventurers”  
**Shanghai 2:** A seedbed of Chinese radicalism

Wednesday 7<sup>th</sup> May: **Changing rural China 1:**  
Reformers and the peasants in the 1930s  
**Changing rural China 2:**  
The Communists and the peasants in the 1930s

Wednesday 14<sup>th</sup> May: **The Guomindang (GMD) and revolution 1:**  
The GMD in opposition, 1905 – 1927  
**The Guomindang (GMD) and revolution 2:**  
The GMD in power, 1927 – 1949

Wednesday 21<sup>st</sup> May: **The Communists (CCP) and revolution 1:**  
The Communists as nationalists, 1921 – 1949  
**The Communists (CCP) and revolution 2:**  
The Communists as rural revolutionaries, 1927 – 1949

Wednesday 28<sup>th</sup> May: **Women in a Changing China 1:**  
The early feminists, 1800s – 1919  
**Women in a Changing China 2:**  
Women and the Chinese revolutions, 1911 – 1949

## 19. COURSE OVERVIEW

	<b>Dates</b>	<b>Lectures</b>	<b>Tutorial Workshops</b>	<b>Assignments</b>
<b>Week 1</b>	Wed 27 <sup>th</sup> Feb	1. <b>Changing China 1:</b> Introduction 2. <b>Changing China 2:</b> China before the 19 <sup>th</sup> century	No tutorial workshops this week	<b>ESSAY READING PLAN [5%]</b> This can be submitted any time before 6 p.m. on 17 <sup>th</sup> March
<b>Week 2</b>	Wed 5 <sup>th</sup> Mar	3. <b>Protest and Rebellions 1:</b> Elite criticism and dissent in imperial China 4. <b>Protest and Rebellions 2:</b> Popular protest and rebellions in imperial China	Traditions of dissent and rebellion in Chinese history	<b>TUTORIAL PAPER (30%)</b> Your tutorial paper can be submitted <i>any time</i> up to two weeks after the tutorial on your topic
<b>Week 3</b>	Wed 12 <sup>th</sup> Mar	5. <b>China and the West 1:</b> Opium and the Western push into China,  6. <b>China and the West 2:</b> The rise of Chinese nationalism, 1840s – 1880s	Anti-opium crusades and the Opium wars 1800 – 1860 <b>China and the West 2:</b>	<b>ESSAY (40%)</b> can be submitted any time before Monday 2nd October at 6 p.m.
<b>Week 4</b>	Wed 19 <sup>th</sup> Mar	7. <b>Popular rebellions in the 19<sup>th</sup> century 1:</b> - The Taiping Rebellion, 1851 - 1864 8. <b>Popular rebellions in the 19<sup>th</sup> century 2:</b> The revolutionary consequences of the rebellions	Rural rebellions in the mid-19 <sup>th</sup> century	
<b>Week 5</b>	Wed 26 <sup>th</sup> Mar	9. <b>Opposition to Western Christians 1:</b> The Christian missionary push into China, 1830s – 1890s 10. <b>Opposition to Western Christians 2:</b> The anti-Christian rebellions in the	Anti-foreign protests and uprisings in the late-nineteenth century	

	late 19 <sup>th</sup> century		
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***COURSE OVERVIEW CONT***

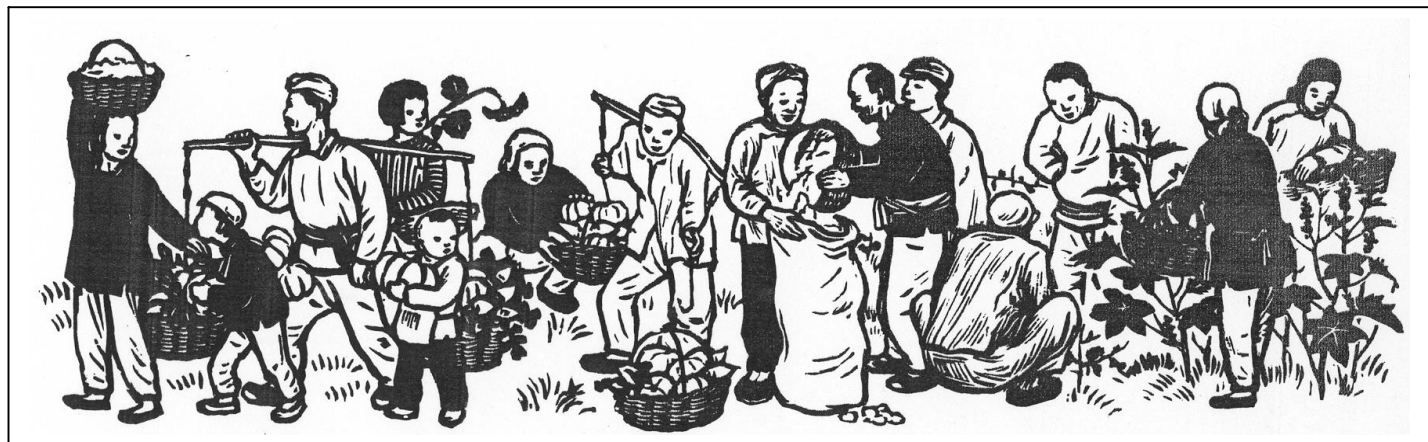
<b>Dates</b>	<b>Lectures</b>	<b>Tutorial Workshops</b>	<b>Assignments</b>
<b>Week 6</b> Wed 2nd Apr	11. <b>Reform and Revolution 1:</b> The anti-Manchu reforms, 1890s - 1911 12. <b>Reform and Revolution 2:</b> The revolutionaries and the 1911 revolution	The differences between reformers and revolutionaries	
<b>Week 7</b> Wed 9 <sup>th</sup> Apr	13. <b>Cultural Radicalism &amp; the New Youth 1:</b> The New Culture Movement, 1915 – 1920s 14. <b>Cultural Radicalism &amp; the New Youth 2:</b> The May 4 <sup>th</sup> student movement, 1919	Cultural radicalism and student nationalism, 1919 to 1968	
<b>Mid-Trimester Break</b>			
<b>Week 8</b> Wed 30 <sup>th</sup> Apr	15. <b>Shanghai 1:</b> “Paradise of Adventurers” 16. <b>Shanghai 2:</b> A seedbed of Chinese radicalism	Shanghai’s working class radicalism	
<b>Week 9</b> Wed 7 <sup>th</sup> May	17. <b>Changing rural China 1:</b> Reformers and peasants in the 1930s 18. <b>Changing rural China 2:</b> The Communists & the peasants in the 1930s	The rural crisis in the 1930s	
<b>Week 10</b> Wed 14 <sup>th</sup> May	19. <b>The Guomindang &amp; revolution 1:</b> The GMD in opposition, 1905 – 1927 20. <b>The Guomindang &amp; revolution 2:</b> The GMD in power, 1927 - 1949	The Guomindang’s rise and fall	

***COURSE OVERVIEW CONT***

<b>Dates</b>	<b>Lectures</b>	<b>Tutorial Workshops</b>	<b>Assignments</b>
<b>Week 11</b> Wed 21 <sup>st</sup> May	21. <b>The Communists and revolution 1:</b> The Communists as nationalists, 1921 – 1949 22. <b>The Communists and revolution 2:</b> The Communists as rural revolutionaries, 1927 – 1949	Why did the Communists win in 1949?	<div style="border: 1px solid black; padding: 5px;"> <p><b>TAKE-HOME TEST</b> (worth 25%). You will be given the questions on Friday 30<sup>th</sup> May, and you must submit your answers by 6 p.m. on Monday 2<sup>nd</sup> June</p> </div>
<b>Week 12</b> Wed 28 <sup>th</sup> May	23. <b>Women in a Changing China 1:</b> The early feminists, 1800s - 1919 24. <b>Women in a Changing China 2:</b> Women and the Chinese revolutions, 1919 – 1949	Women's liberation struggles to the 1940s	

*This is a 1940s woodblock print, an art form used extensively by CCP artists*

*Jinchaji jiefangqu mukexuan*  
 [A collection of Woodblock Prints from the Jinchaji Liberated Area],  
 Siuchuan Chubanshe, 1982, p. 46





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## 20. COURSE READING

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### Essential texts

*HIST231 Book of Readings* available at Student Notes

### Writing History Essays

Available at the **Student Notes Shop** for about \$5 and can be downloaded in PDF format from the History web site.

### Highly Recommended Survey Histories<sup>1</sup>

Jonathan Spence, *The Search for Modern China* New York: WW Norton, 1990 [2nd edition: 1997]

R. Keith Schoppa, *Revolution and its Past: Identities and Change In Modern Chinese History*, Upper Saddle River, NJ: Prentice Hall, 2002

### Recommended Survey Histories

Lucien Bianco, *The Origins of the Chinese Revolution, 1925 – 1949* Stanford: Stanford University Press, 1971

Jean Chesneaux, Françoise Le Barbier and Marie-Claire Bergère, *China: from the opium Wars to the 1911 Revolution* New York: Pantheon, 1976

Jean Chesneaux, Françoise Le Barbier and Marie-Claire Bergère, *China: from the 1911 Revolution to 1949* New York: Pantheon, 1976

Patricia Buckley Ebrey, *China: A Cultural, Social and Political History* Boston & New York: Houghton Mifflin, 2006

John K. Fairbank, *China: A new history* Cambridge, Mass.: Belknap Press of Harvard University Press, 1992

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<sup>1</sup> A “survey history” is one that spans many decades, perhaps centuries, and offers introductions to key events. Survey histories of modern China usually span the 1800s – 1949 period, or the 1800s to the 2000s. The survey histories recommended here are written by top-rank China historians who are also experienced tertiary-level teachers. They wrote their books for tertiary-level undergraduates who have not studied Chinese history before.

Jack Gray, *Rebellion and Revolutions: China from 1800* Oxford: Oxford University Press, 1990  
 Peter Zarrow, *China in War and Revolution, 1895 – 1949* London: Routledge, 2005

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## 21. COURSE ASSIGNMENTS

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### 1. Essay Reading Plan

Due Date:

5%

17<sup>th</sup> March 2007

You will be given a planning form at the first tutorial (in the week ending 7th March). The form will ask you:

- To specify your essay question
- To nominate at least **TWO preliminary readings** (from two survey histories of modern China)
- To list **primary sources** relevant to your topic (start with the relevant tutorial readings in this Reader)
- To list **key** (essential) secondary sources
- To list **additional readings** that you’ll use if you have time

<b>2. Tutorial Paper (about 1500 words)</b> <b>Due Date: Two weeks after your tutorial presentation</b>	<b>25%</b>
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This exercise is designed:

- ✦ To draw attention to the precise meanings of both Chinese and English terms that historians when analysing a specific period of modern Chinese history
- ✦ To establish the narrative that underpins historical events (that is, the *sequence* of events) by charting a **chronology**
- ✦ To get practice with using evidence to support an argument, and evidence from primary sources in particular
- ✦ As a training run for the big assignment – your essay

### CHOOSING YOUR TOPIC

- ✦ You have a choice of **SIX** topics (the weeks 4, 5, 6, 7, 8 and 9 tutorial topics)
- ✦ The six topics will be divided up among members of each group at the first tutorial (week ending 7<sup>th</sup> March).
- ✦ You might not get your first choice because we need an equal spread of about **FOUR** presenters at each tutorial

### REQUIRED READING:

The required (minimum) readings for this assignment are:

- ✦ the tutorial materials for the tutorial at which you make your presentation, that is:
  - One or two secondary readings
  - A collection of primary documents

### FURTHER READING

You can improve your chances of getting a good grade by reading more widely and broadly than this. Get advice from your lecturer

about further readings. See the lists of recommended readings on page xv above. And use the Reading Guide at the back of this Reader.

### YOUR ROLE AS PRESENTER:

- ✦ You are to lead part of the discussion at **ONE** tutorial. This will entail presenting to that tutorial:
  - Your **glossary** – that is, your definitions of selected terms (a minimum of **five**)
  - A chronology (timeline)
- ✦ **Before** the tutorial, post your glossary and chronology in your tutorial group’s “File Exchange” folder on Blackboard
- ✦ **After** the tutorial, you are to write an answer to a question on the week’s topic, using the required readings (secondary and primary) and the tutorial discussion. As indicated above, you will be rewarded for wider and deeper reading than the prescribed minimum.

### YOU ARE TO SUBMIT FOR ASSESSMENT.....:

... a tutorial paper that consists of:

- A **glossary**: definitions of at least **five** words (concepts, foreign-language words, personal name.....)
- A **chronology** (timeline)
- A **referenced** answer to the tutorial question (“referencing” means using footnotes or endnotes), and your bibliography

**Highly recommended:** post a draft of your answers in your tutorial group’s “File Exchange” folder on Blackboard, so that other members of your tutorial group can comment on it and make suggestions for improvement before you submit it.

**SUBMISSION DATE**

Your tutorial paper is to be submitted **TWO WEEKS AFTER** your tutorial presentation

**COLLABORATION**

- ✦ An aim of this exercise is to encourage collaborative work among members of each tutorial group
- ✦ Presenters should expect to get help from other members of their group both **DURING** the tutorial and **AFTERWARDS**.

DURING the tutorial, the presenters will get help with:

- refining their glossary definitions
- improving their chronologies
- developing an answer to the tutorial question

AFTER the tutorial, group members can continue to help the presenters by commenting on the draft answers posted on the group's "File Exchange" (on Blackboard).

**SKILLS DEVELOPMENT**

What does this exercise test?

- ✦ your understanding of **key concepts and terms** related to modern Chinese history;
- ✦ your ability to construct a timeline – that is, to list in chronological order a series of events, within a specific timeframe, that are relevant to the topic you are studying
- ✦ an ability to analyse primary sources, and to discuss their meaning and implications;
- ✦ an ability to construct an answer to the set question;

- ✦ an ability to write clear and correct English;
- ✦ an ability to cite sources (i.e., **use footnotes or endnotes**) and construct a **bibliography**)

**FOOTNOTES AND BIBLIOGRAPHY**

*Writing History Essays* tells you how to format your footnotes (or endnotes). Note the use of *ibid*.

Your **Bibliography** should use the **full format**, as illustrated in the reading lists for each tutorial (you cannot use *ibid* in a Bibliography).

**DEFINITIONS OF KEY CONCEPTS AND PHRASES**

The VUW Library does not yet have an electronic dictionary or encyclopaedia of modern Chinese History. Browse the DS700 – 799 shelves of the Library's Reference Section (Level 2) to see the hard-copy reference books in the field of China studies. You might need to use these when looking for the meanings of very specialised terms.

You will often find what you're looking for in the more general encyclopaedias or dictionaries.

ENCYCLOPAEDIA BRITANNICA:

<http://www.search.eb.com.helicon.vuw.ac.nz/>

OXFORD REFERENCE ONLINE:

<http://www.oxfordreference.com.helicon.vuw.ac.nz/views/GLOBAL.html?authstatuscode=202>

This provides access to a good range of dictionaries and encyclopaedia (e.g. the *Dictionary of World History*)

**3. Essay (approx 2500 – 3000 words) 40%**  
**Due Date: Any time before Monday 19<sup>th</sup> May at 6 p.m.**

## Essay Questions

### A. Anti-Opium Crusades and Anti-foreignism, 1830s – 1860s

- Examine and evaluate the way in which China's nineteenth century "opium problem" is presented in survey histories of modern China.
  - Select at least **four** survey histories from the list on pages 2 and 3 in the Reading Guide at the back of this Reader.
  - Who do the authors blame for the problem?
  - How serious do they regard the problem (that is, how much political, economic and asocial harm did opium do?)
  - Do your authors believe that opium contributed to "dynastic decline"?
  - Conclude with an evaluation of your sources. Do you think that the historians you selected exaggerate the damage done by opium in nineteenth century China?
- Make a study of Chinese reactions to the Western push into China up to the 1860s. Do you find any evidence of "nationalism" in these reactions.

**Survey Histories** [use about 2 or three of these):

**For full book titles, see section 1 of Reading Guide.**

Chesneaux et al., *China: From the Opium Wars.....*, chaps 2 & 3; Ebrey, *China: A cultural.....*, chap. ?; Fairbank et al., *China.....*, chap 10; Fairbank, *The United States and China*, chap. 7; Fairbank, *China: A New History*; Gray, chaps 2 & 4; Hsü, chaps 8 & 9; McAleavy, chaps 3 & 6; Meskill, chap 8; Schoppa, chap 2; Spence, *The Search for Modern China*, chaps 6 & 7; Pye, chap. 6; Wakeman, chap. 7.

**Primary Material:**

Baumler, *Modern China and opium*; Cheng & Lestz chaps 6 & 7; *HIST231 Readings*, 3; Pelissier, chaps 1, 2 & 4; Teng & Fairbank, chap 2;

**Specialist Studies:**

see Section 4 of the HIST231 Reading Guide, especially: Bello [1]; Brooke [1]; Cameron, 1970 [1, 2]; Chang [1, 2]; Ch'en [2]; Cohen, 1970 [1]; Collis [1]; Dikotter [1]; Fairbank, 1953 [1] Franke [2]; Haine & Sanello [1]; Lodwick [1]; McMahon [1]; Polachek [1]; Spence, 'Opium Smoking...' [1]; Spence, *The China Helpers* [2]; Wakeman, 1966 [1]; Wakeman, *CHOC* [1]; Waley [1]; Wong [2]

**See also Section 4(a) of the Reading Guide** (Histories of Christian Missions in China) for [2]

### B. The mid-19th Century Rural Rebellions

- "The Taiping movement promised a revolution; in the end, however, it was swallowed up by the old society".  
Discuss
- Make a comparison of the Nian [Nien] and Taiping rebellions, identifying the main similarities and differences between the two movements. Which of the two, in your judgment, has more historical importance, and why?

**Survey Histories** [use about 2 or three of these):

**For full book titles, see section 1 of Reading Guide.**

Chesneaux et al., *China: From the Opium Wars.....*, chap 4 & pp. 324 - 44; Fairbank et al., *China.....*, chap 10 & pp. 376 - 83; Fairbank, *The United States and China*, chap. 8; Fairbank, *China: A New History*; Gray, chap. 3; Hsü, chaps 10 & 16; McAleavy, chaps 4, 5 & 11; Meskill, chap 8; Schoppa, chap. ?; Spence, *The Search for Modern China*, chap. 8; Wakeman, chap. 8.

**Primary Material:**

Cheng & Lestz chap 8; *HIST231 Readings*, Week 4; deBary, *Sources of Chinese Tradition*, vol. 2, chap 21; Cheng, *Chinese Sources for the Taiping Rebellion*; Clarke, P. and J. Gregory, *Western Reports on the Taiping: A Selection of Documents* (ANU Press, Canberra, 1982); Pelissier, chap. 2.

**Specialist Studies:**

see **Section 3** of the HIST231 Reading Guide, especially: Chesneaux, *Popular Movement...* [4]; Chesneaux, 1973 [3, 4]; Chesneaux, 1971 [4]; Chiang [3, 4]; Davis [4]; Eastman [3, 4];

Feuerwerker [3, 4]; Jen [3]; Kuhn [3, 4]; Peek [3]; Perry [3, 4]; Prazniak [3, 4]; Scalapino & Yu, chap. 1 [3, 4]; Spence, 1996 [3, 4], Wakeman [3]; Wang [3]; Weller [3]

### C. Christians, Anti-Christian Movements and the Boxers

5. “On balance, the good done by Christian missionaries in rural China in the nineteenth century far outweighs any negative consequences of their activities”.  
Do you agree?
6. In its early phases, the Boxer Movement was just another peasant rebellion, completely traditional in nature. It was the events of 1900 – 1901 that made the Boxer rebellion a turning point in Chinese history”.  
Do you agree?

#### Survey Histories:

##### On missionaries:

Spence, *The Search for Modern China*, pp. 204 - 210.

Use the indexes at the back of general textbooks (look under ‘Christianity’, ‘missionaries’, ‘anti-foreignism’....).

##### On the Boxers:

Chesneaux et al., *China: From the Opium Wars.....*, pp. 324 - 343; Fairbank et al., *China.....*, pp. 376 - 383; Fairbank, *China: A New History*; Gray, pp. 136 - 39; Hsü, chap. 16; McAleavy, chap. 11; Scalapino & Yu, pp. 97 - 108; Spence, *The Search for Modern China*, pp. 230 - 35; Wakeman, pp. 216 - 221.

#### Primary Material:

##### On missionaries:

Cheng & Lestz, chap ?; *HIST231 Readings*, Week 5; Teng & Fairbank, chap. 15; Clarke, P. & J. Gregory, *Western Reports on the Taiping* (numerous reports in this volume are by missionaries).

##### On the Boxers:

Cheng & Lestz chap ?; *HIST231 Readings*, Week 5; Bland & Backouse, *China under the Empress Dowager* (1910); Bland & Backouse, *Annals and Memoirs of the Court of Peking* (1914); Edwards, *Fire and Sword in Shansi* (1903); MacDonald;

Pelissier, pp. 215 - 229; Sharf & Harrington; Teng & Fairbank, chap. 19.; Shanghai Mercury, *The Boxer Uprising*.

#### Specialist Studies:

see Section 4 of the HIST231 Reading Guide, especially: Barnett & Fairbank [5]; Barnett, “National image ...” [5]; Barr [6]; Buck [6]; Cameron [6]; Ch'en [6]; Cohen, *CHOC* [5, 6]; Cohen, *History in Three Keys* [6]; Clements [6]; Cohen, 1963 [5]; Druiker [5, 6]; Dunch [5]; Edwards [5, 6]; Elliot [6]; Esherick [6]; Fairbank, 1957 [5]; Fleming [6]; Gernet [5]; O'Connor [6] Purcell [5, 6]; Shanghai Mercury [6]; Sweeten [5]; Tan [5, 6]; Wherle [5, 6].

### D. Republican and Democracy Movements, 1895 - 1911

7. Compare the reform and revolutionary movements in the 1900 – 1911 period. Identify the key differences between the goals and strategies of reformers and revolutionaries, and evaluate the role they played in the 1911 revolution.
8. Explain why the New Army came to play a major role in the republican revolution of 1911.
9. Does Sun Yatsen deserve to be remembered as the “father of the [Chinese] nation”? Answer this question by examining Sun’s role in the 1911 revolution.

#### Survey Histories [use about 2 or three of these]:

##### **For full book titles, see section 1 of Reading Guide.**

Chesneaux, J. et al., *China: From the 1911 Revolution to ....*, chaps 1 & 2; Ebrey, *China: A Cultural ....*, chap. ?; Fairbank et al., *China.....*, pp. 395 - 427; Fairbank, *China: A New History*; Gray, pp. 139 - 46; Hsü, chaps 18 - 20; McAleavy, chaps 12 & 13; Meisner, *Mao's China and After*, chap 1; Scalapino & Yu, chaps 6 & 7; Schoppa, chap. ?; Sheridan, *China in Disintegration*, chaps 1 & 2; Spence, *The Search for Modern China*, chap. 11; Wakeman, chap. 11.

**Primary Material:**

Cheng & Lestz, chap 11; *HIST231 Readings*, Week 6; de Bary, vol. 2, chap. 23; Pelissier, chap. 7; Teng & Fairbank, chaps 20 - 23. Wei et al, *Prescriptions for Saving China*, Lust (translator) of *Tsou Jung – The Revolutionary Army*

**Specialist Studies:**

see Section 5 of the HIST231 Reading Guide, especially:  
Bernal [7]; Borokh [7]; Dreyer [8]; Esherick [7]; Fincher [7]; Fogel & Zarrow [9]; Fung [8]; Gasster [7, 8, 9]; Hsueh [7, 9]; Lewis [7, 9]; Liew [7, 8]; Lust, ‘Secret Societies ...7]; Price [7]; Rankin [7, 8, 9]; Rhoads [7, 8, 9]; Schiffrin, 1968 [7, 9]; Spence [7]; Wang [7]; Wright [7, 8, 9]; Zarrow, *China in War and Revolution* [7, 8, 9]

**D. The May 4<sup>th</sup> Movement, 1915 - 1923**

10. In its broad meaning, the May Fourth Movement incorporated the New Culture Movement. In your judgment, which aspect of the May Fourth Movement is more historically important: the New Culture Movement based at Peking University from 1917, or the student activism sparked by the May 4<sup>th</sup> Incident in 1919?
11. Why did some leading figures in the May 4<sup>th</sup> Movement become Marxists in the late 1910s and early 1920s?
12. Make a study of the activities of at least THREE May Fourthers who went “down to the people” in the 1919 – 1927 period. How successful were their attempts to “mobilise the masses” in this period?<sup>2</sup>  
[We have information in English-language studies about the following important May Fourth activists: Peng Pai, Zhang Guotao, Zhou Enlai, Mao Zedong, Cai Hesen, Qu Qiubai, Fu Sinian, Luo Jialun].

**Survey Histories** [use about 2 or three of these):

**For full book titles, see section 1 of Reading Guide.**

Bianco, chap. 2; Chesneaux, *China: From the 1911 Revolution.....*, chap. 3; Clubb, chap. 3; Fairbank & Reischauer,

pp. 428 - 22; Fairbank, *China: A New History*, chap. 13; Hsü, chap. 21; Gray, chap. 9; McAleavy, chap. 15; Sheridan, chap. 4; Spence, *The Search for Modern China*, chap. 13.

**Primary Sources:**

Cheng & Lestz, chap 13; *HIST231 Documents* Week 7; Chang Kuo-t'ao, *The Rise of the Chinese Communist Party, 1921 – 27* Lawrence: Uni. of Kansas Press, 1971; Cheng et al., *The Search for Modern China: A Documentary Collection*, chap.13; deBary, vol. 2, chap. 24 & pp. 196 - 203; Li, *The Road to Communism*, chap. 2; Pelissier, pp. 268 - 78; Schurmann & Schell *China Readings* Book 3, pp. 51 - 121; Teng & Fairbank, chaps 24 - 26.

**Specialist Studies:**

see **Section 6 (a), (b) and (c)** of the HIST231 Reading Guide, especially:

Bailey [12]; Chang [11, 12]; Chen [11, 12]; Chow, *The May Fourth Movement ...* [10, 11, 12]; Chow, ‘The Anti-Confucian Movement ...’ [10]; Dirlik, 1989 [11, 12]; Duiker, [2]; Feigon, *Chen Duxiu* [12]; Feigon, “A Legacy...”, [10]; Furth, *CHOC* [10]; Galbiati [12]; Grieder, 1970 [10]; Grieder, 1981 [10, 11, 12]; Hofheinz [12]; Hsueh [11]; Kagan [11]; Luk [11]; Marks [12]; McDonald [12]; Meisner [11]; Scalapino, “The evolution....” [11, 12]; Scalapino and Yu [10, 11]; Schaffer [12]; Schwartz, *CHOC* [11, 12]; Schwarcz [10, 11, 12]; Spence [11, 12]; Wang [11]; Wasserstrom and Liu [11, 12]; Yin [12]; Wasserstrom [11, 12]; Weston [11, 12]

See also **Section 9 (b)** for sources on feminism and women student activists in the May 4<sup>th</sup> period, especially:

Croll [2, 3, 5]; Gilmartin [5]; Johnson [2]; Ono Kazuko [2, 3, 5].

**E. Shanghai in the 1920s and 1930s**

13. Were the Communists’ attempts to infiltrate, organise and mobilise the Shanghai working class significantly hampered by the Green Gang in the 1920 – 1927 period?

<sup>2</sup> The *immediate* aims of the May 4<sup>th</sup> activists focussed on the Treaty of Versailles and the punishment of government officials in May-June 1919. A first task for people who choose this essay question is to specify the *broader* aims of the May 4<sup>th</sup> movement.

14. John Gunther described Shanghai's International Settlement in the 1920s as "an ulcer on the face of China"<sup>3</sup>. Assess Gunther's judgement by examining the history of the International Settlement from the early 1840s to the World War II years.
15. Explain the causes, development and outcomes of the May 30<sup>th</sup> Movement in Shanghai in 1925. Was it, in the main, a labour movement or an anti-imperialist movement?

#### Survey Histories

You will not find in the general textbooks a special focus on the history of Shanghai. Use the chapters that cover the 1920s and 1930s. For example: Chesneaux et al, *China: From the 1911 Revolution ...*, chapter 4; Gray, chaps 9 – 10; Fairbank, *China: a new history*, chaps 13 – 14; Hsü, chaps 21 – 22; Spence, *The Search ...*, chap. 14.

#### Primary Sources:

Cheng & Lestz, chap 14; *HIST231 Documents Week 8*; Chang Kuo-t'ao, *The Rise of the Chinese Communist Party, 1921 – 27* Lawrence: Uni. of Kansas Press, 1971; Cheng et al., *The Search for Modern China: A Documentary Collection*, pp. 257 – 269; Isaacs, *The China Forum* [PK has copy].

#### Specialist Studies:

see **Section 7 (a), (b) and (c)** of the HIST231 Reading Guide, especially:  
Chesneaux, *The Chinese Labour Movement* [13, 15]; Clifford [13, 14, 15]; Henriot [14]; Honig, *Sisters and Strangers* [15]; Honig, "The Contract Labour System ...", [15]; Howe [14]; Isaacs [13, 15]; Lee [14]; Lu [14]; Martin [13]; Murphey, 1970 [14]; Murphey, 1971 [14]; Perry, *Shanghai on Strike*, [13, 14, 15]; Perry, *Challenging ...* [15]; Rigby, [15]; Sergeant [14]; Thomas [13, 15]; Wakeman, *Policing Shanghai* [13, 15]; Wei [14]; Yeh [14].

See also **Section 6 (b)** for sources on the student movement, especially:

Wasserstrom & Liu [15]; Wasserstrom [15]; Yin [15]

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<sup>3</sup> John Gunther, quoted by Edgar Snow, *Journey to the Beginning* in *Course Reader*, p. 240.

## F. Village China in the 1920s and 1930s

16. Examine at least **six** (6) short stories written in the 1930s and '30s by left-wing writers and that have rural settings. Do these stories serve as primary sources that illuminate China's rural crisis in the early twentieth century, or do the authors' political biases intrude too much?
17. In your judgment, did the CCP develop practicable strategies for solving the problem of "rural emiseration" in decade before the outbreak of the Sino-Japanese war?
18. What were the goals and strategies of the Rural Reconstruction Movement in China, and what were the main factors that limited the movement's achievements in the 1926 – 1937 period?

#### Survey Histories

Few of the general textbooks give special attention to rural China in the 1920s and '30s; Spence, Bianco and Gray are important exceptions. Use also the chapters that deal with the Communist Movement in the 1921 – 37 period. For example: Bianco, chaps. 3 & 5; Chesneaux et al, *China: From the 1911 Revolution ...*, chapter 5, 8 & 9; Gray, chap 7, and pp. 219 – 222, & chap. 12; Fairbank, *China: a new history*, chap. 15; Hsü, pp. 665 - 677; Sheridan, *China in Disintegration*, chap 5; Schoppa, chap.?.; Spence, *The Search ...*, chap. 16.

#### Primary Sources:

Cheng & Lestz, chap 16; *HIST231 Documents Week 9*; Brandt et al., *A Documentary History of Chinese Communism*, pp. 51 – 233; Cheng et al., *The Search for Modern China: A Documentary Collection*, pp. 246 - 251; deBary, vol. 2, pp. 203 – 221; Isaacs, *the China Forum* [PK has copy]; Li, *The Road to Communism*, chap. 6; Mao Zedong, *Selected Works*, vols. 1 & 2; Pelissier, pp. 328 – 41; Snow, *Journey to the Beginning*; Snow, *Red Star over China*; Schram, *Mao's Road to Power*, vols. 1 – 3; *Stories of the 1930s* [we have in translation a number of the fictional writings of the 1930s; PK has copies that can be borrowed]

**Specialist Studies:**

see **Section 8 (a) and (b)** of the HIST231 Reading Guide, especially:  
Alitto [18]; Bianco, “Peasant Movements” in *CHOC* [17, 18]; Bianco, *Peasants without the Party* [10]; Billingsley [10]; Buck [9]; Chao [17]; Chesneaux [17]; Gamble [18]; Hayford [18]; Hsiao [17]; Huang [17]; Thomson [18]; Wou [17]

**Readings for Essay Question 16:**

See **Reading Guide, Section 8 (c)** for a list of fictional stories by left-wing writers about rural China and **Section 8 (d)** for secondary sources about the left-wing literature of the 1930s

**Readings for Essay Question 17:**

See **Section 11(a)** of the Reading Guide for sources on the CCP’s Jiangxi period (1927 – 34), especially:  
Ch’en, 1967; Ch’en, *CHOC*; Harrison; Hsiao, 1961; Huang [17]; Kim; Rue; Salisbury; Schram, 1967 & 1969; Schwartz; Swarup; Thompson; Waller; Womack; Yakhantoff.

**Readings for Essay Question 18:**

See **Section 8(d)** of the HIST231 Reading Guide for sources on Rural Reconstruction

**G. The Guomindang (Nationalist Party), 1911 - 1949**

19. How do you explain the weakness of the Republican government and the rise of warlordism in the 1911 – 1927 period?
20. Describe and evaluate the Guomindang’s “rural reconstruction” programme during the Nanjing decade.
21. Is it fair to describe Chiang Kai-shek as a “fascist”?
22. Why did the attempt to form a coalition government in China after the end of World War II fail?
23. “Most people in China did not support the Communists in the late 1940s. The main factor behind the CCP victory in 1949 was the Nationalist government’s loss of popular support in the 1946 – ’49 period”  
Do you agree?

**Survey Histories**

Note that this topic covers a very broad period, and is usually divided into at least four narrower periods:

1. 1911 – 1927;
2. 1927 – 1937 (Nanjing Period);
3. 1937 – 1945 (Sino-Japanese War);
4. 1945 – 1949 (GMD-CCP Civil War).

Once you have chosen your essay question, establish the time period it covers, and then select the relevant section from two or three of the general textbooks listed here.[use about 2 or three of these]:

**For full book titles, see section 1 of Reading Guide.**

Bianco, chaps 6 & 7; Chesneaux, *China: From the 1911 Revolution....*, chaps 2, 5 - 12; Clubb, chaps 4, 5, 6, 7 & 8; Fairbank et al., *China: Tradition and Transformation.....*, pp. 416 – 27; 439 – 64; 472 - 82; Hsü, pp. 584 – 88; 623 – 48; chap. 23; 723 – 41; & chap. 25; Fairbank, *China: A New History*; chaps 14, 16 & 17; Gray, chaps 8, 10 & 11; **Lary, *Republican China***, chaps ??; McAleavy, chaps 13, 14, 16, 17, 18 & 20; Schoppa, chap. ?; Sheridan, *China in Disintegration*, chaps 3, 5, 7 - 9; Spence, *The Search for Modern China*, 288 – 90 & chaps 14, 15, 16, 17 & 18; Zarrow, chaps ?

**Primary Sources:**

Cheng & Lestz (use index); *HIST231 Course Reader*, Documents Week 11; Belden, *China Shakes the World* New York, 1949; Cheng et al., *The Search for Modern China: A Documentary Collection*, chap.15, & pp.294 – 304, chap. 18; de Bary, vol. 2, pp. 134 – 50, 232 - 71; Li *The Road to Communism*, chaps 1, 3, 4, 5, 8, 9 & 10; Pelissier, 252 – 65; chaps 9- 13; Shieh, Milton S. T., *The Kuomintang: Selected Historical Documents, 1894 - 1962* (St John's University Press, Taipei, 1970); Shurmann & Schell, *China Readings, Book 3*, pp. 133 – 59, 222 - 236.

**Specialist Studies:**

see **Section 10** of the HIST231 Reading Guide, especially: Botjer [19, 20, 21, 22, 23]; Brandt [19]; Cavendish [21]; Chan [19]; Chang [21]; Dirlik, ‘The Ideological ...’ [21]; Dreyer [19]; Eastman, *CHOC* [19, 20, 21]; Eastman, 1972 [21]; Eastman, 1974 [20, 21]; Eastman, 1976 [21]; Fewsmith [19, 20]; Fitzgerald



[19]; Tien [19, 21]; Thornton [19, 21]; Wakeman [21]; Wei [21];  
Wilbur, *CHOC* [19]; Zarrow [22, 23]

For **question 20** see also *Reading Guide Section 8*: Bell, Brown,  
Feuerwerker, Miner, Myers, Tawney

## H. The Communist Movement, 1921 – 1949

24. What best explains the defeats suffered by the Communists in 1934 and their forced “long march” – the strategies and strength of the Nationalist Army, or the CCP’s own policy mistakes and failures?
25. “The Communists cleverly exploited the Second United Front so that it worked to their advantage and to the Guomindang’s disadvantage”. Do you agree?
26. To what extent and why did peasants support the Communist Party during the Sino-Japanese War of 1937 – 1945?
27. Describe and assess the ways in which Edgar Snow, Harrison Forman and Agnes Smedley depicted the Chinese Communists in *Red Star over China* (1937), *Report from Red China* (1946) and *Battle Hymn of China* (1944). How useful are these books as historical sources?
28. The Chinese Communists claimed that the land revolution they led in the 1946 - 49 period put economic and political power into the hands of the peasantry. Did it?

### Introductory Readings [use about 2 or three of these]:

#### For full book titles, see section 1 of Reading Guide.

Bianco, chaps. 3 & 6; Chesneaux, *China: From the 1911 Revolution.....*, chaps 5, 8 to 12; Clubb, chaps 7 & 8; Hsü, pp. 665 – 679; chaps 24 & 25; Fairbank, *China: A New History*, chaps 15, 16 & 17; Gray, chap.13; McAleavy, chaps 19 - 20; Sheridan, *China in Disintegration*, chap. 5, 8 & 9; Spence, *The Search for Modern China* 2<sup>nd</sup>. ed., pp. 397 - 409, chaps 17 & 18; Zarrow, chap. ?

### Primary Sources:

Cheng & Lestz, chap 2 17 & 18; *HIST231 Course Reader* Week 12 Documents; Benton & Hunter, chap ?; Brandt et al, *A Documentary History of Chinese Communism*, pp. 239 - 438; Cheng et al., *The Search for Modern China: A Documentary Collection*, pp. 290 – 294, 309, 313, chaps. 17 & 18; deBary, vol. 2, pp. 203 – 221, 232 - 71; LI, *The Road to Communism*, chaps 6, 8, 9 & 10; Mao Ze-dong, *Selected Works*, vols 2, 3 &

4; Pelissier, pp. 328 – 41, chaps 11 - 13; Schram, *Mao’s Road to Power*, vol.?.; Shurmann & Schell, *China Readings, Book 3*, pp. 123 - 32, 195 – 222, 222 – 326; Snow, *Red Star over China*.

### Specialist Studies:

see **Section 11 (a), (b) and (c)** of the HIST231 Reading Guide, especially:  
 Chao [25]; Ch’en, *CHOC* [24]; Ch’en , 1967 [24]; Chen [25, 26]; Chesneaux [24, 26]; Eastman, 1984 [25]; Goodman [26]; Harrison [24, 25, 26, 28]; Johnson [26]; Kataoka [25, 26]; Mackerras [27]; Meisner [24, 25, 26]; Myrdal [26]; Pepper 1978 & *CHOC* [28]; Saich [25, 26]; Salisbury [24]; Schram, 1967 [24, 25]; Schwartz [24, 25]; Schurmann [24, 25, 26, 28]; Selden [25, 26]; Service [25, 26, 27]; Shewmaker [27]; Shillington [28]; Shum [26]; Thornton, 1973 [24, 25]; Thaxton, 1983 [25, 26]; Van Slyke, *CHOC* [25, 26]; Van Slyke, 1967 [25, 26]; Wilson [24]; Xiao & Wiles, *Women of the Long March* [24]; Yang [28];

### First-hand reports by foreigners

Belden [28]; Crook, 1959 & 1979 [28]; Forman [27]; Gelder [27]; Hinton [28]; Peck [26, 27]; Service [27]; Smedley [27]; Snow [24, 25, 26]; White and Jacoby [27]

## I. Students and Intellectuals

29. Can you find common ideological themes and common protest strategies in the Chinese student movements of the 1930s and 1940s, or was each movement quite distinctively different?<sup>4</sup>
30. Make a study of the “middle way” (or “third force”) parties and their attempt to develop a “democratic” alternative to the CCP and GMD in the 1930s and 1940s. Did the “middle way” parties achieve anything?

### Introductory Reading:

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<sup>4</sup> The most important student movements in the 1930s were the 1931 protests about Japan’s annexation of Manchuria and the **December 9<sup>th</sup> Movement** of 1935. There were no further big demonstrations until after the end of the war. So the next burst of student protest activity occurred during the 1946 – 1949 period.

This topic is rarely given detailed treatment in the general textbooks. See Spence, *The Search for Modern China*, pp. 410 – 18 on students, and Bianco *The Origins of the Chinese Revolution*, pp. 130 – 39 on the “middle way”.

**Primary Sources:**

Cheng & Lestz pp. 258 – 262, 304 - 309; *China Forum* is a primary source for the student movement in the early 1930s [photocopies can be borrowed from PK];

**Specialist Studies:**

see **Section 6 (a) and (b)** of the HIST231 Reading Guide, especially: Alitto [29], Chow [29]; Israel and Klein [29]; Israel [29]; Lutz 1965 & 1971 [29]; Schwarcz [29]; Spence [29]; Wasserstrom and Liu [29]; Wasserstrom [29]; Yin [29];

For question 29, see also HIST231 Reading Guide Section **11(c)** Pepper, 1978; Pepper, *CHOC*; Eastman

For question 30, see also HIST231 Reading Guide Section **10(c)**. Chen; Eastman; Fung; Jeans; Mi

## J. Chinese Women in Imperial and Republican China

31. Trace the development of the women’s movement in China from the late nineteenth century up to 1911. Where did the impetus for change come from, what were the movement’s main themes, and what had it achieved by 1911?
32. Who, in your judgment, played the more important role in advancing the cause of Chinese women’s liberation – the “male feminists” such as Kang Youwei [K’ang Yu-wei] and Liang Qichao [Liang Ch’i-ch’ao], or women like Qiu Jin [Ch’iu Chin] and He Zhen [Ho Chen]??

**Survey Histories:**

You will find little detailed discussion of Chinese women's history in the general textbooks. Ono Kazuko’s book is probably the best introduction to the subject. Sally Borthwick offers a good overview of late 19th century developments, and Elisabeth Croll's early chapters of *Feminism and Socialism in*

*China* (chaps 1 - 3) also provide a solid introduction to the history of the Chinese women's movement.

You might find Katie Curtin's *Women in China* useful, but only as an introduction. It is a *very general* treatment of the subject, and is inaccurate in places.

**Primary Material:**

Cheng & Lestz, chap ?; Clarke & Gregory, *Western Reports on the Taiping* [look up index entries under ‘women’]; Ebrey, Patricia (ed.) *Chinese Civilization and Society: A Sourcebook*, selections 10, 16, 20, 24, 25, 58 and 61; Verschuur-Basse, *Chinese Women Speak*, pp.?

**Specialist Studies:**

see **Section 4(a)** of the HIST231 Reading Guide for material on missionaries and women; for example: Boyd; Ch'en; Hunter; Lutz.

see **Section 9(a)**, especially:

Beahan [31, 32]; Borthwick [32]; Borthwick, *Education ...* [32], Cameron [31]; Croll, 1978 [31, 32]; Croll, 1990 [31, 32]; Hu Ying [31, 32]; Li Yu-ning [31]; Lust [31], Ono [31, 32]; Prazniak [32]; Pruitt [19]; Rankin, 1971 [32]; Rankin, ‘The Emergence ...’ [32]; Scalapino & Yu [32]; Sheridan [32]; Shin [32]; Spence [32]; Wolf [32], Zarrow [32].

**Section 5(a):** Borthwick [31].

33. To what extent was the May Fourth Movement (1915 – 1923) a significant step forward for Chinese women?
34. Did the Chinese women’s movement in the 1920s succeed in improving the condition of working-class and peasant women and in getting women labourers actively involved in the movement??
35. Make a study of Ding Ling’s career up to 1949. Do you think that she betrayed her feminist ideals after 1942?

36. To what extent did the Chinese Communist Party achieve improvements for women in the areas it controlled before 1949?<sup>5</sup>

**Survey Histories:**

Use index entries under ‘women’, ‘feminism’ etc. in Spence (1990/1997), Chesneaux et al., Ebrey, Schoppa

**Primary Sources:**

Cheng & Lestz, chap ?; *HIST231 Course Reader Documents* Week 10; Barlow and Bjorge, *I Myself am a Woman: The Writings of Ding Ling*; Cheng et al., *The Search for Modern China: A Documentary Collection*, pp. 233 - 238; Dooling and Torgeson; Lan & Fong; Lu Xun, *Selected Works and Short Stories* (the issue of women's liberation was consistently a theme in Lu Xun's writings); Snow, *Chinese Communists: Sketches and Autobiographies of the Old Guard*; Verschuur-Basse, *Chinese Women Speak*.

**Specialist Studies:**

see **Section 9 (b)** of the HIST231 Reading Guide, especially: Barlow and Bjorge [35]; Croll [33, 34, 35, 36]; Davin [34, 36]; Diamond, 1975 [34]; Dooling & Torgenson [33, 35]; Feuerwerker, 1977 & 1982 [35]; Gilmartin, 1989 [33, 34]; Gilmartin, 1995 [33, 34, 36]; Honig, 1986 [33, 34]; Honig, 1983 [33, 34]; Johnson [34, 36]; Lan and Fong [33, 34, 35]; Liu Nienling [33, 35]; Ono [33, 34, 35, 36]; Price [34, 36]; Spence [33, 35]; Stacey [36]; Stranahan [34, 36]; Xiao & Wiles [35].



<sup>5</sup> Most of the information we have is from the CCP's northwest base area (with Yan'an as its capital). But there are also some first-hand reports about "woman-work" from other bases, particularly during the 1946 - 49 civil war period (when the bases were called "liberated areas").