

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

History Programme

Full-year

(Monday 2 March 2009 – Friday 16th October)

HIST415: A Topic in Chinese History: China and Democracy

CRN 1969

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1. THE BASICS

COURSE COORDINATOR:

Dr Pauline Keating

Old Kirk 418, Phone: 463 6760

email: pauline.keating@vuw.ac.nz

web page: <http://www.victoria.ac.nz/history/staff/pauline.aspx>

OFFICE HOURS:

These will be posted on my office door and on Blackboard.

Seminar time and location

Wednesdays, 2.10 – 4 p.m. in OK406

Weekly to begin with, then fortnightly

COMMUNICATION OF ADDITIONAL INFORMATION

Information about any changes to the programme or timetable will be emailed (to your VUW address) and posted on HIST 415's Blackboard site, under "Announcements".

BLACKBOARD AND EMAIL

There is a HIST 415 Blackboard site. It will be used mainly for pointing out news reports of relevance to "China and Democracy" and useful

readings that are missing from the Reading Guide. You can chat with each other within the "Seminar Group" folder (it includes an email tool) or the Discussion Board. The Blackboard class-email function uses your student email (XXXXXXxxx@myvuw.ac.nz).

It'll help if you set up your student email account to redirect messages to your preferred email address if you do not regularly check your student email account.

2. COURSE AIMS

The broad aim of this course is to gain an historical understanding of the way in which Chinese thinkers and activists have defined, redefined and struggled for 'freedom', 'democracy' and 'human rights' from the early 19th century to the present. We also ask if, in the changing relationship between state and society in China since the 1900s, we find a process that can be called "democratisation".

3. COURSE CONTENT

This course is designed as a study of the "problem" of China and democracy, the development of "democratic" ideas among Chinese thinkers, and the attempts by reformers over the last 150 years to translate visions of democracy into practice.

The study will be based on two major premises. The first is that "democracy" has been given different meanings by its champions (both Western and Chinese) through the period under study. The second closely related premise is that Western ideas of democracy were planted in a "Chinese soil" and their growth in China was a process of translation and reworking. The Western imports, in other words, were synthesised with, or adapted to harmonise with, indigenous ideas.

The course's starting point, therefore, is the "Chinese soil" that produced democratic shoots and saplings this century. We need to give serious attention to the argument that Western "seeds" were

crossed with indigenous "democratic" traditions, and yielded a fruit that was much more Chinese than Western. And in order to refute or pursue that argument we need to make a close study of the "democratic strains" in traditional Chinese sub-cultures and counter-cultures. That study will take us all the way back to the Zhou dynasty (1100 B.C.-256 B.C.), when the ideology we commonly call "Confucianism" was born. As well as spawning Confucianism, the "Schools of Thought" of the Warring States period (475-221 B.C.) also seeded an ideological opposition to the hierarchism, patriarchalism and authoritarianism that came to characterise Confucianism once it was institutionalised. We need to establish the extent to which oppositional traditions (i.e. traditions with "democratic" themes) survived as living traditions that could be drawn on by China's democratic reformers of the 20th century.

Some attention also needs to be given to the varieties of Western democratic models that China's 20th century democratists were attracted to. Very broadly, we will distinguish between "liberal" democracy and what can be called a "populist" (or "direct") democracy.

The study of China's traditional political cultures – mainstream, sub-cultural and counter-cultural, and a consideration of a range of meanings the term "democracy" can have, will lay the conceptual foundation for the study of democratic experiments and "movements" in China in the 20th century. Seminar 3 on 18th March is designed to lay that foundation. Then each student will be asked to select two "movements" for special study – that is, one topic from Part B of the seminar programme, and one from Part C. Your special study will be the subject of your two research essays and two seminar presentations.

4. LEARNING OBJECTIVES

By the end of the course you should have:

- a sensitive understanding of the different understandings of “democracy” among democratic reformers and revolutionaries in China over the last 150 years, and of the complexities entailed in the process of “democratization” in modern China;
- a familiarity with the civil society debate and the relevance of the civil society model to a study of Chinese societies;
- an ability to apply flexibly and selectively to the study of “democracy” in China a range of conceptual and theoretical tools, and an ability to critically evaluate these tools (and to recognize the Eurocentricism of many of them);
- the ability to conduct independently a rigorous empirical enquiry into an historical phenomenon;
- a thorough knowledge of the range of, and means of accessing, the English language information sources on the history of modern China
- the ability to construct a logical argument in response to an historical question, to identify and interpret relevant evidence in support of your argument, and to present your argument in clear prose.
- the referencing, bibliographic and text-formatting skills that are basic skills in the historian’s toolbox

5. COURSE ORGANISATION

For the most part, HIST415 will be organised around fortnightly seminars. Because some students have not studied Chinese history, I propose a series of weekly “introductory” meetings to begin with. The programme plan is as follows:

Section A

The first four meetings (weekly) will consist of introductions:

1. to each other, the course, and the building of bibliographies
2. to modern Chinese history
3. to the “democracy problem” in relation to modern China
4. to the Civil Society debate

Section B:

The focus of the next 5 fortnightly seminars will be the period before the 1940s:

① collapse of the monarchical system * revolution * warlordism * struggles to “save the nation”

Your first research essay will probably be based on the one of these seminar topics (see pp. 5 - 6 below), and you will be asked to lead the discussion on that topic.

Section C:

In this section we study the 1920s - 1990s period:

① the rise of political parties * state strengthening * statism * resistance to the Party-state.

and your second research essay will be on a topic related to this period. As for your first essay, you’ll be asked to lead a seminar discussion on the topic that relates closely to the subject of your second essay

6. EXPECTED WORKLOAD

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote an average of 10 hours per week (over 30 weeks) to HIST 415. See under “Workload” in the 2009 History Prospectus, pp. 28 - 29

7. ASSIGNMENTS AND ASSESSMENT

History Honours is a single course, comprising four papers. You therefore receive a single overall result at the end of the year, although the course work in your individual papers contributes to your overall result.

The work to be assessed for HIST415 consists of:

- Literature review (1000 - 1500 words)
- Research Essay 1 (2500 - 3000 words)
- Research Essay 2 (3500 - 4000 words)

The assessment weightings will be as follows:

Literature Review	Due 9 th April	15%
Research Essay 1	Due on 1st June	40%
Research Essay 2	Due on 5 th October	45%

Literature Review

The task here is to compile a list of readings for your first essay and to write a review of the literature available to you (i.e. English language materials in the VUW library or on-line, or that can be acquired through interloans)

Research Essay 1 will be based around one of the Section B seminar topics, and will either:

- focus on a history of ideas of democracy/liberty/human rights in early-modern China (1860s - 1920s), OR
- be a socio-political history of an EARLY movement for democracy/freedom in early-modern China

Research Essay 2 will be a socio-political history of a movement for democracy/freedom/human rights in any period from the 1930s onwards. Choose from one of the Section C seminar topics or propose another topic that you judge belongs within the framework of the course.

8. WRITTEN WORK DETAILS

LITERATURE REVIEW

Length: 1000 - 1500 words
Value: 15% **Final date for submission** 9th April

This exercise entails:

- Building a list of primary and secondary readings for your Research Essay 1 topic
- Discussing and evaluating the literature available on the topic in English

Start this project by reading the VUW Library's "online instructions" for writing an "Annotated Bibliography" at: <http://www.victoria.ac.nz/library/instruction/additionalguides/annotatedbib.aspx>

The sections on "An Annotated Bibliography" and "The Bibliographic Essay" are directly relevant to this assignment

A couple of web sites that discuss Literature reviews are:

<http://library.ucsc.edu/ref/howto/literaturereview.html>
 (University of California, Santa Cruz)

<http://www.utoronto.ca/writing/litrev.html> (University of Toronto)

RESEARCH ESSAY 1

Length: 2500 - 3000 words
Value: 40% **Final date for submission** 4th June

RESEARCH ESSAY 1 will either:

- focus on a history of ideas of democracy/liberty/human rights in early-modern China (1860s - 1920s), OR
- be a socio-political history of an EARLY movement for democracy/freedom in early-modern China

Select from the topics in Part B of the seminar programme (p. 5 below), or propose your own topic (in close consultation with the course coordinator!)

RESEARCH ESSAY 2**Length:** 3500 - 4000 words**Value:** 45% **Final date for submission** 1st October

RESEARCH ESSAY 2 will be a socio-political history of a movement for democracy/freedom/human rights in any period from the 1930s onwards.

Select from the topics in Part C of the seminar programme (p. 6 below), or propose your own topic (in close consultation with the course coordinator!)

N.B.

The broad aim of the research exercise (Essays 1 and 2) is to encourage you to develop habits of independent research and to give you an opportunity to research an historical problem as extensively and as rigorously as possible.

You need, from the very beginning, to work at identifying the problems you want to analyse. We will talk about the kinds of questions you might ask when we have our first face-to-face meeting about each of the two essays. We'll probably need at least two meetings for each essay; by the time of the second meeting, you should have "firmed up" your question. I will help you formulate it.

RESEARCH MATERIALS

You are expected for the research essays to read as widely as possible. Identify the secondary sources that are the key books on your topic. Comb the bibliographies at the back of those key books and build your own bibliography. Hunt for any relevant primary material in English translation (and in Chinese if you can read Chinese script). Explore some of the theoretical writings that have a bearing on the problems you are addressing. And search for information in sources that do not directly deal with your topic (for example, if you are researching the women's movement, do not limit your reading to studies about the women's movement). Keep putting your expanding bibliography in front of me for

comment and further suggestion (my memory is jogged when I have a list to look at). You won't, in the end, have time to read everything that you feel you need, or would like, to read. But, by collecting a comprehensive list, you are better able to make sensible decisions about priority reading.

ESSAY PRESENTATION

Consult the History Programme publication on Writing History Essays for advice about essay writing strategies, conventions and format.

Professionalism (among other things) should characterize a fourth-year essay.

9. SEMINAR PROGRAMME

This programme is not set in concrete. We can add and delete topics to fit students' interests.

Part A: Introductory

4th March Introductions, and intro to Endnote, Historical Abstracts.....

11th March Background: A whiz through 400 years of Chinese history, 1600s - 2009

18th March THE DEMOCRACY "PROBLEM" IN RELATION TO CHINA:
 a. Were there "seeds of democracy" in China's traditional cultures?
 b. How did 19th century Chinese reformers interpret and translate democratic ideologies imported from the West?

25th March THE CIVIL SOCIETY DEBATE

Part B: 1800s - 1930s

8th April The Constitutional & Local Self-Government Movement(s), 1890s - 1911

MID-TRIMESTER BREAK

22nd April	The Republican revolutionary movement, 1890s – 1919
6th May	The May 4 th Movement and Populist Democracy, 1910s - 1920s
20th May	The Nationalist Party (GMD) and Sun Yatsen's vision of democracy, 1910s - 1940s
3rd June	China's "nascent civil society" in the 1920s and '30s

Other possible topics:

- Democracy and the pioneering reformers of the 1870s – 90s
- Democracy and the Anarchist movements, 1900s – 1927
- Students and democracy, 1895 - 1918
- Overseas study and Chinese democracy, 1870 – 1920
- The "third force" or "third way" democrats, 1920s – 1940s
- Educational reform and democratisation, 1870s – 1919
- Chinese democrats and the liberation of women, 1890s – 1920
- China's "nascent civil society" in the early 20th century

Part C: 1930s - 2006

15 th July	The early Communist movement and democracy, 1921 – 1940s
29 th July	The 100 Flowers Movement, 1956 – 57
12 th August	The Cultural Revolution and "populist democracy", 1966 – 1973
19 th August	The Democracy Movement of 1976 – 1980

MID-TRIMESTER BREAK

9th September	The Democracy Movement of the 1980s – 1990s
16 th September	The Village Self-government Movement, 1988 – 2009
30 th September	The internet and China's democratisation

Other possible topics:

- Rural Reconstruction and village democracy in the 1930s
- The Communist Party and "new democracy", 1930s – 1940s
- The progress of a Chinese civil society in the post-Mao era
- Village democracy in the 1990s
- Local Self-government Movement
- China's "off-shore democrats" (exiles), 1990s – 2005
- The "human rights" issue in recent Chinese history
- Labour movements and workers rights in the PRC
- The Chinese media since China's "opening" in the early 1980s
- The progress of Chinese women since 1949
-

Leading a Seminar in Part A of the Course

You will be asked to be the "discussion leader", or to link up with one or two other students and jointly lead the discussion, of one section of the seminar scheduled for 18th March. This will entail:

- Leading off with answers to the set questions (the other students can then comment on your answers);
- Posing your own questions about the reading (and getting the other students to answer them).

Leading a Seminar in Part B of the Course

In Part B of the seminar programme, each student will be asked to lead the discussion on one of the four topics scheduled for the period between 8th April and 3rd June; the topic will be the subject of your Research Essay 1.



Liang Qichao

Sometimes described as “the father of the Chinese democracy movement”

10. RELATIONSHIP BETWEEN ASSESSMENT, SEMINARS, LEARNING OBJECTIVES AND SKILLS DEVELOPMENT

After the first four introductory seminars, seminar discussions will usually be on topics chosen as essay topics by members of the group. There is, therefore, a very close relationship between the seminars and written work.

Leading a Seminar in Part C of the Course

As for Part B, you are to lead one of the seminars scheduled for the 15th July to 30th September period, and on the topic that is the subject of your Research Essay 2.

N.B.:

Presenters are to specify the readings that everyone must read as seminar preparation.

In the Literature Review and two Research Essays, students will be expected to demonstrate:

- a sensitive understanding of the different understandings of “democracy” among democratic reformers and revolutionaries in China over the last 150 years, and of the complexities entailed in the process of “democratization” in modern China;
- a familiarity with the civil society debate and the relevance of the civil society model to a study of Chinese societies;
- an ability to apply flexibly and selectively to the study of “democracy” in China a range of conceptual and theoretical tools, and an ability to critically evaluate these tools (and to recognize the Eurocentrism of many of them);
- the ability to conduct independently a rigorous empirical enquiry into an historical phenomenon;
- a thorough knowledge of the range of, and means of accessing, the English language information sources on the history of modern China.

11. MANDATORY COURSE REQUIREMENTS

The minimum requirements are:

- participation in at least 75 per cent of the HIST415 seminars;
- submission of the three written assignments by the specified deadlines.

More specifically:

- You should aim to attend all seminars. Please notify me in advance if you are unable to attend any seminar. Note that the Department defines 'attendance' as both being present and participating in discussion!
- You will be asked to lead THREE seminar discussions;
- You must submit
 - ▶ a short Literature Review (about 1000 - 1500 words) by 9th April at the latest.
 - ▶ Research Essay 1 after your seminar presentation on your essay topic, and by 1st June at the latest.
 - ▶ Research Essay 2 after your seminar presentation on your essay topic, and by 5th October at the latest.

12. LATE SUBMISSIONS AND PENALTIES

We expect at Honours level that all work will be submitted on time. Illness and accidents do happen, however. As soon as you fear a failure to meet a deadline, come and talk about it, or make a phonecall, or send an email. Note that October 23rd 2009 is the last possible date on which HIST415 assignments can be submitted for assessment.

13. ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work'

means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

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

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

14. GENERAL UNIVERSITY POLICIES AND STATUTES

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 or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staffconduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

15. AEGROTATS

Please note that under the revised Examination Statute (Sections 6-10) 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 second trimester courses in 2008 the starting point for this period is Monday 18 May 2009.

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 Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

16. STUDENTS WITH IMPAIRMENTS

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are

available. Disability Support Services are located on Level 1, Robert Stout Building, phone: 463-6070 or email: disability@vuw.ac.nz.

The Disabilities Coordinator for the History Programme is: Glyn Parry, Old Kirk 504, ph. 463 6776.

17. HIST415 READINGS

A reading guide, organised under topic headings, will be distributed as a separate handout.

For preliminary reading, start with a **survey history** of China that provides a narrative of the 1600 - 1900s period (or, at the very least, 1800 to the 1980s). Recommended are:

J. K. Fairbank, *China: A New History* Cambridge, Mass., 1992

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

Spence, Jonathan. *The Gate of Heavenly Peace*. New York: Faber & Faber, 1981.

Spence, Jonathan. *The Search for Modern China*. New York: W.W.Norton, 1990/1999.