

**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL  
RELATIONS**

**History Programme  
HIST415: China and Democracy**

**Full year 2010**

1<sup>st</sup> March to 13<sup>th</sup> November 2010

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**1. TRIMESTER DATES**

End of trimester: Saturday 13<sup>th</sup> November

End of teaching: Friday 15<sup>th</sup> October

Study week begins: Monday 18<sup>th</sup> October

**Withdrawal dates**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx>

**2. COURSE COORDINATOR AND COURSE TIMETABLE DETAILS**

Dr Pauline Keating

Old Kirk 418, Phone: (04) 463 6760

email: pauline.keating@vuw.ac.nz

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

**Office hours**

*TBA.* Times will be posted on my office door (OK418)

### Seminar time and location

Seminar time: Wednesdays, 2.10 – 4pm

Location: OK406 (Wood Seminar Room, Level 4, Old Kirk Building, Kelburn Parade)

HIST415 is a seminar-based course. At first, for three or four weeks, we will meet **weekly**, but after that seminars will normally be held **fortnightly** (see provisional timetable below). The minimum number of seminars for the entire course is 12. But that is a 'bare minimum', and we might find that we need more than 12 meetings.

### Communication of additional information

Information about any changes to the programme or timetable will be emailed to you and also 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 (XXXXXXxxxx@myvuw.ac.nz).

*If you do not regularly check your student email account, it will help if you set up your student email account to redirect messages to your preferred email address.*

## 3. 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 19<sup>th</sup> century to the present.

## 4. COURSE CONTENT

HIST415 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 their 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 democrats 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 17<sup>th</sup> March is designed to lay that foundation. Then each student will be asked to select two topics for special study – one related to the late-imperial or Republican China (1890s – 1940s), and the other related either to the history of the Communist Party (from the 1920s) or the period in which the Communist Party governed China (1949 to the present)

## 5. LEARNING OBJECTIVES

Students who complete HIST415 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 elements in the historian’s toolbox

See, also, the “aims” and “objectives” of History Honours listed on the [BA Honours in History](http://www.victoria.ac.nz/history/degrees/ba-hons/index.aspx) web page: <http://www.victoria.ac.nz/history/degrees/ba-hons/index.aspx>

## 6. EXPECTED WORKLOAD

If you are taking four Honours courses in 2010, then to keep up you must be able to devote at least forty hours a week to your work, ten hours a week to each subject. Since History Honours seminars are normally held fortnightly, you would need to devote twenty hours to a topic between seminars.

As written assignments begin to absorb your time, you might find that half your time is spent in research and writing. Nevertheless, you still need to devote adequate time to seminar preparation. It is absolutely crucial that you establish regular patterns of work from the very beginning of the Honours year. Deadlines cluster at a few points throughout the year, and the amount of work required to produce a satisfactory assignment is greater than at undergraduate level.

## 7. READINGS

A *HIST415 Reading Guide* will be distributed as a separate handout

## 8. 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 (2000 - 2500 words)
- Research Essay 1 (3500 - 4000 words)
- Research Essay 2 (4500 - 5000 words)

The due dates and assessment weightings will be as follows:

Literature Review	Due 9 <sup>th</sup> April	15%
Research Essay 1	Due on 14 <sup>th</sup> June	40%
Research Essay 2	Due on 18 <sup>th</sup> 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 on a topic related to one of the Section B seminar topics, which focus on the pre-Communist era

**Research Essay 2** will be on a topic related to the early Communist movement or the history of the People's Republic of China

## 9. WRITTEN WORK DETAILS

### LITERATURE REVIEW

**Length:** 2000 - 2500 words

**Value:** 15%      **Final date for submission** 9<sup>th</sup> 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.vuw.ac.nz/library/instruction/online/annotated-bibliography/>**

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: LATE-IMPERIAL & REPUBLICAN CHINA****Length:** 3500 – 4000 words**Value:** 40%      **Final date for submission** 14<sup>th</sup> June

The subject of your **RESEARCH ESSAY 1** is to derive from one of the topics in Part B of the seminar programme (p. 6 below). The seminar topics are quite broad and, ideally, you should ‘narrow in’ on one of the subtopics (listed under the seminar topics). Or you could zoom in on an issue that you discovered when working on your literature review. We can work out the precise topic and wording of the essay

**RESEARCH ESSAY 2: THE COMMUNIST ERA****Length:** 4500 - 5000 words**Value:** 45%      **Final date for submission** 18<sup>th</sup> October

As for essay 1, the subject of your **RESEARCH ESSAY 2** needs to be closely connected to the seminar programme – this time to Part C of the programme (p. 7 below). And as for essay 1, you are advised to *narrow in* on a specific aspect of one of the broad seminar topics.

**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.

**Essay Questions**

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 suggestions (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 characterise a fourth-year essay.

## 10. PROVISIONAL SEMINAR PROGRAMME

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

### Part A: Introductory

- |                        |   |
|------------------------|---|
| 3 <sup>rd</sup> March  | 1. <b>Part A:</b> Introductions; admin matters; resource tools, data bases etc.<br><b>Part B:</b> Chinese history overview (discussion led by PK) |
| 10 <sup>th</sup> March | 2. <b>Digging for democracy in Chinese history</b> (discussion led by PK)   |
| 17 <sup>th</sup> March | 3. <b>Part A:</b> The <b>'impact of the West'</b> and democracy<br><b>Part B:</b> The <b>civil society</b> debate                                 |

### Part B: 1800s – 1930s

- |                        |   |
|------------------------|---|
| 31 <sup>st</sup> March | 1. The <b>Constitutional</b> or <b>Local Self-Government Movement(s)</b> , 1890s - 1911 |
|------------------------|---|

#### MID-TRIMESTER BREAK

- |                        |   |
|------------------------|---|
| 21 <sup>st</sup> April | 2. The Republican Revolutionary Movement, 1890s – 1919                    |
| 5 <sup>th</sup> May    | 3. The May 4 <sup>th</sup> Movement and Populist Democracy, 1910s - 1920s |
| 19 <sup>th</sup> May   | 4. The Nationalist Party (GMD) and democracy, 1910s - 1940s               |
| 2 <sup>nd</sup> June   | 5. The "Third Way" democrats, 1920s – 1930s                               |

*Sub-topics* that can be essay topics:<sup>1</sup>

- Democracy and the **pioneering reformers** of the 1870s – 90s (Seminar A:3 or B:1)
- Democracy and the **anarchist** movements, 1900s – 1927 (Seminar B:2 or B:3)
- **Students** and democracy, 1895 – 1915 (Seminar B:2)
- **Overseas study** and Chinese democracy, 1870 – 1920 (Seminar B:2 or B:3)
- **Educational reform** and democratisation, 1870s – 1919 (Seminar B:2 or B:3)
- Chinese democrats and the **liberation of women**, 1890s – 1920 (Seminar B:2 or B:3)
- The rise of the **modern press** in China (Seminar B:2 or B:3)
- The **labour movement** and popular democracy (Seminar B:3)
- **Foreign observers** of China's Republican Movement and Republican governments (Seminar B:4)
- China's "nascent **civil society**" in the early 20th century (Seminar B:1 or B:3)
- **Rural Reconstruction** and village democracy in the 1930s (Seminar B:4)
- **Biographies:** Kang Youwei; Liang Qichao; Yan Fu; Sun Yatsen; Chen Duxiu; Li Dazhao; Zhang Junmai (Carsun Chang); Liang Shuming.....

<sup>1</sup> In each 'sub-topics' list, the seminar topic under which a sub-topic can be subsumed is indicated in brackets. But the topics and sub-topics are not tightly tied together. The 'civil society' theme, for example, is relevant to Seminar A:4, B:1, B2, B:3 .... If you are interested in exploring this theme, you'll need to delineate a timeframe. Timeframes will depend on the availability of sources. Ask for advice about this when necessary.

**Part C: 1920s - 2010**

- |                         |   |
|-------------------------|---|
| 14 <sup>th</sup> July   | 1. The <b>early Communist movement</b> and democracy, 1921 – 1940s      |
| 28 <sup>th</sup> July   | 2. The <b>100 Flowers Movement</b> , 1956 – 57                          |
| 11 <sup>th</sup> August | 3. The <b>Cultural Revolution</b> and “populist democracy”, 1966 – 1973 |
| 18 <sup>th</sup> August | 4. The <b>Democracy Movement</b> of 1976 – 1980                         |

**MID-TRIMESTER BREAK**

- |                            |   |
|----------------------------|---|
| 8 <sup>th</sup> September  | 5. The <b>Democracy Movement</b> of the 1980s – 1990s               |
| 22 <sup>nd</sup> September | 6. The <b>Village Self-government Movement</b> , 1988 – 2007        |
| 6 <sup>th</sup> October    | 7. Environmentalism, NGOs and the expansion of <b>civil society</b> |

*Sub-* topics that can be essay topics:

- The Communist Party and “**new democracy**”, 1930s – 1940s (Seminar C:1)
- **Foreign observers** of ‘democracy’ in the Communist movement (Seminar C:1)
- The progress of a Chinese **civil society** in the post-Mao era (Seminar C:1, C:5 or C:6)
- **Red Guards** and democracy (Seminar C:3)
- **Village democracy** in the Maoist Era (Seminar C:3)
- China’s “**off-shore democrats**” (exiles), 1990s – 2010 (Seminar C:5)
- The “**human rights**” issue in recent Chinese history (Seminar C:2, C:4 or C:5)
- **Legal reform** and democracy (Seminar C:4 or C:5)
- **Popular protest** and democracy in the reform era (Seminar C:6)
- Labour movements and **workers rights** in the PRC (Seminar C:2 or C:5)
- The Chinese **media** since China’s “opening” in the early 1980s (Seminar C:5)
- The **internet** and democracy (Seminar C:5)
- The progress of Chinese **women** since 1949 (Seminar C:3)
- **Biographies**: Fang Lizhi, Liu Binyan, Wei Jingsheng, Wang Dan, Liu Xiaobo, Dai Qing ....
- .....

**Leading a Seminar in Part B of the Course**

In Part B of the seminar programme, each student will be asked to make a presentation based on the research they have done for their first research essay. Normally, the first part of the meeting (50 minutes) will focus on the broad seminar topic. Students will present their research on an aspect of the broad topic during the second 50 minutes, and invite discussion of their presentations.

**Leading a Seminar in Part C of the Course**

As for Part B, you are to present your Essay 2 research at one of the seminars scheduled for the 14<sup>th</sup> July to 6<sup>th</sup> October period, and invite feedback on your presentation.

***N.B.:***

*Presenters are to liaise with the course coordinator in selecting one of the readings that everyone must read for the seminar at which they will present their research.*

### 11. PENALTIES FOR LATE SUBMISSIONS

Students will be penalised for late submission of essays—a deduction of 5% per day up to a maximum of 5 working days. Work that is more than 5 working 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 cases, prior notice will be necessary, unless exceptional circumstances make this impossible. You must complete an extension form, available from the History Office (Old Kirk Room 405), and agree to a new due date with your lecturer. A photocopy of the extension form (approved and signed by the lecturer) must be submitted with the essay.

### 12. 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 **TWO seminar** discussions;
- You must submit
  - ▶ a short **Literature Review** (about 2000 - 2500 words) by 9<sup>th</sup> April at the latest.
  - ▶ **Research Essay 1** after your seminar presentation on your essay topic, and by 14<sup>th</sup> June at the latest.
  - ▶ **Research Essay 2** after your seminar presentation on your essay topic, and by 18<sup>th</sup> October at the latest.

### 13. Class Representative

There will be an opportunity to elect a class representative at the second lecture. The elected person’s name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### 14. 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>

### **15. 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>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)