

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

HIST 415: A Topic in Chinese History: China and Democracy

Full year 2011

28th February to 14th October 2011

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1. TRIMESTER DATES

Teaching dates: 28 February to 3 June 2011; 11th July – 14th October 2011

Mid-trimester breaks: 18 April to 1 May 2011; 22nd August – 4th September 2011

Mid-year break: 6th June – 3rd July 2011

Withdrawal dates

Information on withdrawals and refunds may be found at

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

2. COURSE COORDINATOR AND CONTACT DETAILS

Dr Pauline Keating

Old Kirk 418, Phone: 463 6760

email: pauline.keating@vuw.ac.nz

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

Office hours: Tuesdays 12 – 2 p.m. and Fridays 1 to 2 p.m.

3. SEMINAR TIME AND LOCATION

The HIST415 seminars are held in the Wood Seminar Room, OK406, from 2.10 p.m. to 4 p.m. on Wednesdays.

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 on pages 4 – 5 below). The minimum number of seminars for the entire course is 12. But that is a 'bare minimum', and we are likely to find that we need more than 12 meetings.

4. COURSE DELIVERY

Each seminar will focus on a specific topic (see the list of topics on pages 4 – 5 below), and readings on the topics, with a list of questions, will be distributed at least a week before each seminar. The seminar discussions are based on the readings, and the questions are designed to help you probe and critique the readings. In order to make a useful contribution to the seminar discussion, it is essential that you make a careful reading of the assigned texts well before the seminar; ideally, they should be read more than once.

Seminar discussions in the first half of each trimester will be led by the course coordinator. In the second half, students will lead the discussion by making presentations on their essay topics.

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".

5. COURSE CONTENT

HIST415 explores the theme of "democracy" in Chinese history. Its starting point is the development of "democratic" ideas among Chinese thinkers from the mid-nineteenth century, and it examines the attempts by reformers over the last 150 years to translate their visions of democracy into practice. It also gives attention to any shifts in the relationship between state and society during the modern period that have provided space for the some grassroots democratisation and the growth of a civil society.

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 "100 Schools of Thought" of the Warring States period (475-221 B.C.) also seeded an ideological opposition to the hierarchism, patriarchy 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 16th 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.

6. 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

As with all History courses, the learning objectives of HIST 415 contribute to the attainment of specific graduate attributes: <http://www.victoria.ac.nz/hppi/subjects/hist.aspx#Grad-attributes>

7. EXPECTED WORKLOAD

In accordance with the Faculty of Humanities and Social Sciences guidelines, the overall workload for this course is 300 hours in total.

If you are taking four Honours courses in 2011, 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.

8. READINGS

Essential Reading

The essential reading for the seminars will be available for collection *at a least a week before* each seminar; there is no Book of Readings for HIST415. You are asked to pay a fee to the History Programme Administrator (OK405) for the provision of these readings (\$23 per History Honours course except HIST 419 and HIST 489).

Additional Reading

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

9. PROVISIONAL SEMINAR PROGRAMME

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

Part A: Introductory

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|------------|--|
| 2nd March | Part A: Introductions; admin matters; resource tools, data bases etc.
Part B: Chinese history overview (discussion led by PK) |
| 9th March | 2. Digging for democracy in Chinese history (discussion led by PK) |
| 16th March | 3. The 'impact of the West': Modernisation and democracy in the late 19th century in China |
| 23rd March | 4. The Civil Society Debate |

Part B: 1800s – 1930s

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|------------|---|
| 30th March | 1. The Constitutional & Local Self-Government Movement(s) , 1890s - 1911 |
| 13th April | 2. The Republican revolutionary movement , 1890s – 1919 |

Mid-Trimester Break

- | | |
|----------|--|
| 4th May | 3. The May 4th Movement and Populist Democracy , 1910s - 1920s |
| 18th May | 4. The Nationalist Party (GMD) and democracy, 1910s - 1940s |
| 1st June | 5. The "Third Way" democrats , 1920s – 1930s |

Sub-topics that could be essay topics:¹

- Democracy and the **pioneering reformers** of the 1870s – 90s (Seminar A:3)
- 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.....

Part C: 1920s - 2010

- | | |
|----------------------------|---|
| 13 th July | 1. The early Communist movement and democracy, 1921 – 1940s |
| 27 th July | 2. The 100 Flowers Movement , 1956 – 57 |
| 10 th August | 3. The Cultural Revolution and “populist democracy”, 1966 – 1973 |
| 17 th August | 4. The Democracy Movement of 1976 – 1980 |
| MID-TRIMESTER BREAK | |
| 7th September | 5. The Democracy Movement of the 1980s – 1990s |
| 23rd September | 6. The Village Self-government Movement , 1988 – 2011 |
| 5 th October | 7. Continuities and ‘breakthroughs’ in the struggles for democracy in China, 1860s - 2011 |

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 and C:6)
- **Red Guards** and democracy
- **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 & C:5)
- **Legal reform** and democracy (Seminar C:4 & C:5)
- **Popular protest** and democracy in the reform era (Seminar C:6)
- Labour movements and **workers rights** in the PRC (Seminar C:2 & C:5)
- The Chinese **media** since China’s “opening” in the early 1980s (Seminar C:5)

¹ 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.

- The **internet** and democracy
- The progress of Chinese **women** since 1949 (Seminar C:3)
- **Biographies**: Fang Lizhi, Liu Binyan, Wei Jingsheng, Wang Dan, Liu Xiaobo, Dai Qing
- Liu Xiaobo, Charter '08 and the Nobel Peace Prize in 2010
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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.

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 July to 6th 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.

10. 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:

- Review Essay (about 2000 words)
- Research Essay 1 (about 3500 words)
- Research Essay 2 (about 4500 words)

The due dates and assessment weightings will be as follows:

Review Essay	Due 15 th April	15%
Research Essay 1	Due on 13th June	40%
Research Essay 2	Due on 14 th October	45%

Review Essay

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 Communist movement and the history of the People's Republic of China

More details about the three assignments will be distributed at the first seminar on 2nd March.

Marking Criteria

In history essays, we look for analytic cogency and clarity, evidential support for the argument, solid research and research resourcefulness, the skilful use of primary materials, systematic and adequate referencing, and writing that is fluent, clear, accurate and grammatical.

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.

Return of assignments

Essays and tests will be returned during lectures and or tutorials. If students fail to attend, they may collect their essay from the History Programme Office in level 4, Old Kirk Building between the hours of 2 and 3pm from Monday to Friday and must show their Student ID card before collection.

11. PENALTIES

History Programme policy stipulates that late submission of essays is penalised. Students lose 5% for the first day late and 2% thereafter for a maximum of 8 days. After 8 days, work can be accepted for mandatory course requirements but will not be marked. Extensions may be granted in exceptional circumstances, but **all extensions require the student to provide documentation**. If granted an extension, students must agree to a new due date. Contact your tutor as soon as a problem emerges. Extension forms are available in the History Programme office.

Note that **Friday 14 October 2011** is the final date on which any written work can be accepted by the Programme, because this is the date on which we must certify whether students have met the course requirements. The provision for late submission with penalty does not apply beyond this 3 June date.

12. MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work); AND
- b) Attend at least 75% of the scheduled seminars

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 15th April at the latest.
 - ▶ **Research Essay 1** after your seminar presentation on your essay topic, and by **13th June** at the latest.
 - ▶ **Research Essay 2** after your seminar presentation on your essay topic, and by **14th October** at the latest.

13. CLASS REPRESENTATIVE

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator, tutors 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. WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.