Land Acknowledgement:
Acadia University acknowledges our region’s indigenous people, the Mi’kmaq, and their un-ceded land upon which we teach and learn. They are the traditional stewards and protectors of the territory. In performing land acknowledgment, we make what was invisible visible, and invite the land, the First Nations people, and the Truth and Reconciliation Commission into our conversations. This act of naming – of inviting something into language – is an underlying principle of advocacy and lies at the heart of higher education. Advocacy compels us to acknowledge a diversity of thoughts and opinions as a starting point rather than as an ideal outcome. In institutions of higher learning, we have a responsibility to honour spaces for emerging and established voices to engage in productive, respectful, and sometimes even uncomfortable conversations where individuals are safe to speak truth to power, explore and challenge dominant ideologies, and call out injustices and inequalities in order to imagine new ways of existing. Despite its reputation as an ancient monolithic culture, China’s history is one of imperial conquest. Modern China forms a diverse multi-ethnic country built on centuries of assimilation and acculturation. Indeed, the Chinese state actively suppresses indigenous and ethnic minorities to this day, especially in the regions of Xinjiang and Tibet.
Identity Policy
Acadia University both aspires, and commits, to principles of equity, diversity, and inclusion. The University believes that the learning, teaching and research environment should be accessible and affirming to the individuals that comprise it. As an individual’s identity is at the very core of their personal experience, Acadia affirms that a person’s preferred identity will be used whenever possible to ensure a welcoming, inclusive, academic and living environment.

Course Description
From the Acadia University Calendar: “An analysis of the changes China has experienced since the mid-19th century. Emphasis is on the collapse of traditional order and the search for new political, social and cultural forms.” To emphasise continuity as well as change, this iteration covers ‘modern’ China from the High Qing through to Deng Xiaoping, Tiananmen, and into the twenty-first century.

Course Objectives
This senior-level seminar course focuses on the history of modern China, primarily during the nineteenth and twentieth centuries. It presents multiple historical perspectives from geopolitics and ideology to emotions, lifestyles, and lived experiences. Students will develop and apply analytical, research, and discursive skills through classroom participation, collaborative group work, research projects, and student-guided learning. The course will build knowledge of several major themes, including revolution, social conditions, war, nationalism, gender roles, and personal contingencies. We will focus particularly on the convergence and confrontation of visions, violence, and vice in Chinese life and politics from ‘last’ empire to world superpower.

The reading load is substantial (at times more than 100 pages/week), plus assignment research. Students will learn efficient reading habits and refine analytical techniques. Students are expected to complete the assigned readings before class – not every word, but enough to discern and contemplate salient ideas and issues. This expectation will be checked through your participation each week; especially during “seminar” sessions. As this is a senior seminar, the rules are different from a general survey course. In addition to class-time, it is expected that students will devote 6 hours on average to course preparation each week. My advice: Start reading now!

Course Textbook

Required Reading
Jonathan Spence, *Search for Modern China* Norton, 2013 (SMC)

***Other readings will be available online, provided as handouts, or posted to the ACORN site

Assignment Texts (select two for book analyses)

William Rowe, *China’s Last Empire: The Great Qing* Belknap Press, 2009.

**Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Weight</th>
<th>Your Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Weekly in class and/or on ACORN</td>
<td>20%</td>
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</table>
| Gobbet (select two books, write two gobbets) | *China’s Last Empire?* (Jan. 25)  
*Chinese People at War* (Feb. 8)  
*Changing Face of China* (Mar. 22) | 20% (10% each) |           |
| Group Project                          | Project Approval (Feb. 12)  
Final Project (Apr. 4) | 30%      |           |
| EXAM (Take-Home circulated April 4)    | April 23                                      | 30%      |           |

*THE LATE PENALTY FOR ALL WORK IS 5% PER CALENDAR DAY OVERDUE WITHOUT AUTHENTICATED OR DOCUMENTED PERSONAL OR MEDICAL CIRCUMSTANCES. ASSIGNMENTS WILL NOT BE ACCEPTED IF MORE THAN SEVEN DAYS LATE*

**Assignments**

This course has multiple assignments, each designed help students develop different skill sets.

i. **Participation (20%)** – This includes attendance and overall contribution, especially during seminar sessions. Every week includes a “DocTalks” class. These sessions focus on a particular dimension of Chinese society, culture, and history. We may watch a documentary, do group work, work on research methods, etc. To do well in this participation grade you should do the following: read the related primary document/historical source posted on ACORN, engage fully with whatever the activity ends up being, and submit whatever ‘mini’ assignments may be asked. You must attend these “DocTalks” sessions to get credit for them.

ii. **Gobbet (20% total; 10% each)** – Two concise (200 word) abstracts of William Rowe’s *China’s Last Empire*, Diana Lary’s *The Chinese People at War*, or John Gittings’ *The Changing Face of China*. Assignment details will be posted on ACORN. Generally you must identify the book’s argument, assess its sources, address its historiographical importance, and evaluate its success. Do not be fooled by the word count. Pith is an art form.

   - *China’s Last Empire?* (Jan. 25)
   - *Chinese People at War* (Feb. 8)
   - *Changing Face of China* (Mar. 22)

iii. **Group Projects (30%)** – Working in groups of two or three, you will perform an impulse analysis of westerners who lived abroad in China. Select one person from the list below (or not on the list, with approval). Projects will be graded on quality of research, organisation, and the calibre of work. There is no defined word-limit. Projects will have four components:
• **Personal Vignette:** Based only on firsthand accounts, write a fictional piece (mock diaries, letters, scrapbooks, reports, etc.) detailing experiences in their “own” words. The piece should provide colourful insight to their motivations and observations about China. The accounts should also try to capture Chinese life at the time with as much regional specificity and accuracy as possible. Describe what they did in China. Why did they go? What kept them there? Where relevant, your piece should reflect personal emotions and values as well as pragmatics and professional interests.

• **Research Essay:** A standard research paper providing historical, regional, and global context for your subject’s activities. Articulate a clear opinion and create an organised, argumentative essay based around primary and secondary sources. Aim to say something interesting about the era and underpinnings of your person’s time in China.

• **Annotated Bibliography:** A bibliography in proper citation style, divided into two sections: primary sources (archival and/or historical material) and secondary sources (scholarly books/articles). Underneath each entry write a paragraph – or at least a few sentences – that explain how it contributed to the project.

• **Contributors Page:** A page describing each individual member’s input to the project as a whole. Each separate component should be attributed to someone.

**Subject Options:**

- Norman Bethune
- Rewi Alley
- Harrison Forman
- Joseph Needham
- Mary Hannah Fulton
- Roy Spooner
- John Black Grant
- Minnie Vautrin
- John Rabe
- Chester Ronning
- Robert Hart
- Mary Hooker
- Edgar Snow
- Albert Menzo Dunlap
- Albert and Celia Steward
- Anna Moffett Jarvis
- Miner Searle Bates

➢ Project Approval: Due February 12
➢ Final Project: Due April 4

iv. **Final Exam (20%)** A take-home exam addressing broad course themes and content due at the end of the exam period. The specific handout will be circulated in class only on April 4.

➢ Due April 23 (on ACORN only by 5:00pm)

**Communication**

Since we are now slaves to technology, this course will likely rely on online interactions. I will endeavour to answer emails promptly, but do not assume all-hours service. Expect delays over evenings, weekends, and holidays (i.e. I like to pretend to have a life). Instead, students are encouraged to pose questions in class or office hours. Assignment advice is best sought well in advance rather than at the last minute. You may not receive responses in time to beat deadlines.

**Accessibility Learning Services**

If you are a student with a documented disability who anticipates needing supports or accommodations, please contact Dr. Abu Kamara, Coordinator, Accessible Learning Services at 902-585-1291, [abu.kamara@acadiau.ca](mailto:abu.kamara@acadiau.ca) or Marissa McIsaac, Accessibility Officer at 902-585-1520, [disability.access@acadiau.ca](mailto:disability.access@acadiau.ca). Accessible Learning Services is located in Rhodes Hall.
Writing Help
Successful writing starts with knowing expectations. It also involves practice, preparation, and help. The Writing Centre also offers free assistance to students wishing to improve writing skills. This service is not only for first-year students or for inexperienced essayists. Everyone can gain from writing advice. To book a one-on-one writing tutor appointment, visit: http://writingcentre.acadiau.ca/writing-tutorials.html. For helpful presentations and workshops, see: www.writingcentre.acadiau.ca/workshops-and-presentations.html.

Academic Integrity and Dishonesty
Be familiar with the Acadia University Calendar’s guidelines on “Academic Integrity” (p. 50-51). The History & Classics Department considers plagiarism a serious offence: departmental policy stipulates an assignment grade of F (zero) – with no appeal – for dishonest work. More severe penalties include a course grade of F (zero) and/or a recommendation for expulsion. Deliberate cheating is one thing. Most plagiarisers do it unconsciously in the age of cutting & pasting and digital learning. To avoid disaster: Be meticulous when you research, especially with electronic sources. Complete the Vaughan Library’s “You Quote it, You Note it!” tutorial. Consult their helpful site http://library.acadiau.ca/guides/plagiarism/: IF IN DOUBT, FOOTNOTE!!!

Course Schedule

WEEK 1  Introduction
Readings
• SMC, pages 26-137
Lectures/Discussion
Jan. 8  Introduction
Jan. 10  Lecture: Geography and Language Basics; Organisation of groups

WEEK 2  Qing Dynasty (1644-1900)
Readings
• SMC, pages 137-234
Lectures/Discussion
Jan. 15  Lecture: High Qing, 1644-1796
Jan. 17  Lecture: Crises & Responses (1796-1900)

WEEK 3  Late Qing (1900-1911)
Readings
• SMC, pages 234-301
Lectures/Seminar
Jan. 22  Lecture: Decline & Revolution (1900-1911)
Jan. 24  Lecture -- The Early Republic (1911-1919)
DocTalks: China 1919
WEEK 4  Warlords and the Republic (1919-1937)

Readings
• SMC, pages 301-389

Lectures/Seminar
Jan. 29         Lecture: Continual Crises I (1919-1937)  
Feb. 1          DocTalks: Warlords & Wayfinders

WEEK 5  Chinese People at War (1937-1944)

Readings
• SMC, pages 389-433

Lectures/Seminar
Feb. 5         Lecture: Continual Crises II (1937-1944)  
Feb. 7          DocTalks: Resistance & Resilience

WEEK 6  Civil War (1944-1949)

Readings
• SMC, pages 433-460

Lectures/Seminar
Feb. 12        Lecture: Continual Crises III (1944-1949)  
Feb. 14         DocTalks: Split, Definitive

WEEK 7

Feb. 19    NO CLASS / WINTER STUDY BREAK  
Feb. 21    NO CLASS / WINTER STUDY BREAK

WEEK 8  Early People’s Republic (1949-1958)

Readings
• SMC, pages 460-514

Lectures/Seminar
Feb. 26        Lecture: Building a New World (1949-1958)  
Feb. 28         DocTalks: Labour Pains
WEEK 9: Great Leap Forward (1958-1966)

Readings

- SMC, pages 514-535

Lectures/Seminar
Mar. 5 Lecture: Great Leap Forward – and Backwards (1958-1966)
Mar. 7 DocTalks: Feast & Famine

WEEK 10 Cultural Revolution (1966-1976)

Readings

- SMC, pages 535-587

Lectures/Seminar
Mar. 14 DocTalks: Generation Lost

Week 11 Mao’s Shadow (1976-1989)

Readings

- SMC, pages 587-639

Lectures/Seminar
Mar. 21 DocTalks: Relief & Release

Week 12 Tiananmen & After (1989-2000)

Readings

- SMC, pages 639-690

Lectures/Seminar
Mar. 28 DocTalks: Velvet Repression


Readings

- SMC, pages 690-707

Lectures/Seminar
Apr. 4 Course Evaluations and Take-home exam Circulation (mandatory)
STYLE & FORMATTING REQUIREMENTS

Unless otherwise indicated, all assignments must follow the guidelines below:

- Cover page (with title, course name, student name, submission date, professor name)
- Font (Times New Roman 12pt)
- Page numbers (bottom centre of page)
- Double-spacing
- Proper citations, including:
  ➢ Footnotes & Bibliography (not in-text references, “works cited”, etc.)
  ➢ Chicago/Turabian style and formatting
- Word count (within ~10% of requested length; penalties apply if over or under)
- File format (Submitted online content must be in Microsoft Word (DOC and DOCX); Corel WordPerfect; HTML; Adobe PostScript; Plain text (TXT); Rich Text Format (RTF); Portable Document Format (PDF); or OpenOffice (ODT) – online material in other formats will not be accepted and will be considered late)

***All assignments should be submitted on ACORN only***

GRADE GUIDE

- A = Clear and interesting thesis statement supported by well-crafted paragraph structure; no technical errors (i.e. spelling, grammar, style, expressing, citations, etc.); draws on rich source material and engages with the arguments of other historians; deeply and originally addresses assignment questions and objectives. Meets all style and formatting guidelines.
- B = Clear thesis statement supported by well-crafted paragraph structure; few technical errors; could be better researched and thought out but still engages well with secondary literature and sources; addresses assignment questions and objectives; Meets most style and formatting guidelines.
- C = A somewhat unclear thesis statement that also needs more support from the body paragraphs; multiple technical errors; needs more research and/or clearer indication that research has informed author’s thinking. Attempts to address assignment questions and objectives (but ultimately falls short). Fails to meet some style and formatting guidelines.
- D = Thesis statement either not present or needs substantial revision; pervasive technical errors; more research needed and/or research inadequately referenced and cited. Misunderstands or does not address assignment questions and objectives. Fails to meet most style and formatting guidelines.
- F = No thesis statement; major technical errors; minimal evidence of research and/or inappropriate scholarly practises. Unresponsive to assignment questions and objectives. Fundamentally ignores style and formatting guidelines.

Grades suffer because ideas are not expressed clearly. Think about your writing. Use short and direct sentences. Bind paragraphs around topic sentences. Follow a clear and logical essay structure. Rely on your own words and analysis. Avoid cutting-and-pasting. Research extensively and methodically. Pay attention to details. Follow instructions!