

Wars and Revolutions in 20th Century China

Syllabus

Course Instructor: Dr YANG, Chan (yang.chan@sjtu.edu.cn).

Course Schedule:

Course Description:

Students are introduced to major events of **China's 20th century history** from the perspective of **Memory Studies**. Several topics are covered by this course, and a major thread running through these topics is the impact of the **wars** (especially the Fourteen-year War, 1931-1945) and **revolutions**. After completing this course students can understand China's 20th Century history in a fresher way and be able to apply the analytical tools of Memory Studies to understand a given historical event or phenomenon.

Students are expected to read in preparation for *every* class. Students are expected to actively participate in group tasks, general discussions, debates, etc.

General Reading:

There is no textbook for this course, but students are suggested to read John Fairbank et al., *The Cambridge History of China, volume 12, 13, 14, 15* (Cambridge University Press, 1983-1991), and Immanuel C.Y. Hsu, *The Rise of Modern China* (Oxford University Press, 1999) for reference. In addition, reading lists, including articles and book chapters, are given for each topic.

Assessment:

- **Homework:** 25%
- **Class attendance and participation:** 10%
- **Presentation:** 20%
 - Please discuss the impact of a war/revolution on Chinese rural society/ cities/ intellectuals, by applying the analytical tools of Memory Studies
 - Presentations take place during **weeks 14-16**
- **Final papers:** 45%
 - 3000 words, due on **Friday week 18**

Topic 1: Introduction to Memory Studies (Week 1)

Week 1 (lecture + discussion) introduces theories and methodologies of Memory Studies. 'Memory' is a frequently used term in China and elsewhere nowadays. By talking about 'memory', we actually mean two types of memory: individual memory and collective memory. Key concepts of both individual and collective memory are explained, such as 'false memory', 'amnesia' and 'realms (sites) of memory'. Students are required to complete the reading and think about:

What are the pros and cons of personal testimonies as sources for history writing?

Can personal and collective memory be manipulated?

What're the problematic aspects of Halbwachs's concept of 'collective memory'?

How to bridge personal memory and collective memory?

Reading:

'What is Memory', in Richard F. Thompson and Stephen A. Madigan. *Memory: The Key to Consciousness* (Princeton University Press, 2005)

'Chapter 4 Collective Memory', in A. Whitehead, *Memory* (Routledge, 2009)

Topic 2: Wars and Revolutions in early 20th Century China (Week 2-4)

This topic aims to demonstrate that how personal memory can help us understand the 'big history', by comparing different types of sources and writings about the wars and revolutions in early 20th century China.

Week 2 (discussion + lecture) deals with the Boxer Uprising and Xinhai Revolution.

Each student is required to talk about these events, ideally based on relevant chapters of Immanuel Hsu's book. Then, the course instructor will introduce sources relating to personal memory.

Week 3 (discussion) deals with the Northern Expedition and the Fourteen-year War.

Students are required to identify the memory sources used in Part I, II of Hans van de Ven's book; and share your understandings as to his usage of these sources during the class.

Week 4 (discussion) deals with the Fourteen-year War, Liberation War and Korean War.

Students are required to identify the memory sources used in Part IV, III of Hans van de Ven's book and share your understandings as to his usage of these sources during the class.

Reading:

Hans van de Ven. *China at War Triumph and Tragedy in the Emergence of the New China* (Harvard University Press, 2018)

Topic 3: Second World War: Remembrances, Legacies and beyond (Week 5-7)

This topic introduces the evolutional processes of WWII remembrance in China and other ex-belligerents, and demonstrates how to conduct research on collective memory.

Week 5 (lecture) compares the WWII remembrance of the Soviet Union, China and Japan, and introduces the methodology of collective memory studies.

Week 6 (lecture + discussion) deals with the diplomatic aspects in China's WWII memory (the Fourteen, by especially looking into the correlation between China's war memory and its relationship with Japan. Students are encouraged to read the Prologue of Rana Mitter's book and Chapter 2 of Chan Yang's book, and think about:

How many names can be used to refer to the military conflict that was fought between China and Japan from 1931-1945? What does this complication of naming situation suggest?

What was the relationship between Chinese national and local Fourteen-Year War remembrance activities before 1982?

Why did the 1972 Sino–Japanese normalisation not lead to a Sino–Japanese post-war reconciliation?

Week 7 (lecture + discussion) deals with the domestic elements in China's WWII memory. Students are encouraged to read Chapter 3,4,5 of Chan Yang's book and think about:

How did Chinese official and non-official actors interact with each other to shape China's War of Resistance memory?

Reading:

'Prologue: City on Fire', in Rana Mitter, *Forgotten Ally: China's World War II, 1937-1945* (Penguin Books, 2013)

Chan Yang. *World War Two Legacies in East Asia: China Remembers the War* (Routledge, 2017)

Topic 4: “No Dogs and Chinese Allowed”, Foreign Presence in China (Week 8-10)

Week 8 (lecture + discussion) introduces principal guises of foreign establishment in China in the first half of 20th Century, which was largely sustained by the foreign powers' gunboat diplomacy; these include foreign network, diplomats, missionaries, Chinese

Government Agencies, and economic interests. Students are required to read the relevant Fairbank's chapter, and think about:

How was China's sovereignty infringed by the foreign presence?

Did the 'imperialists' do anything good for the Chinese people? If yes, name two or three such things.

Week 9 (lecture + discussion) explores how the international and Chinese domestic events influenced the foreign community in China, and the breakout of the Pacific War and the subsequent Japanese internment of allied nationals will be singled out as examples of such events. Students are encouraged to read Leck's chapter and think about:

What's the impact of WWII on foreigners' life in China?

Week 10 (discussion) discusses the impact of the communist revolution on the foreigners in China, and re-examines the 'Dogs and Chinese Not Admitted' sign and the 'one hundred years of national humiliation' narrative. Students are required to read the article of Bickers and Wasserstrom, and share your understandings of this article during the class (10 minutes per student).

Reading:

'The Foreign Presence in China', in John Fairbank et al (ed) *The Cambridge History of China, Volume 12* (Cambridge University Press, 1983)

'Introduction' in Greg Leck. *Captives of Empire: The Japanese Internment of Allied Civilians in China (1941-1945)* (Shandy Press, 2007)

Robert Bickers and Jeffrey Wasserstrom, 'Shanghai's "Dogs and Chinese Not Admitted" Sign: Legend, History and Contemporary Symbol', *The China Quarterly*, No. 142 (1995), pp. 444-466

Robert Bickers. *Out of China: How the Chinese Ended the Era of Western Domination* (Penguin, 2017)

Topic 5: "Selling Piglets and Chinatowns", Overseas Chinese (Week 11-13)

The modern Chinese emigration began in the mid-19th century, when many Chinese male laborers emigrated to western countries and its colonies as a result of poverty and the political turmoil caused by the Taiping uprising. After entering the 20th century, the overseas Chinese communities developed several new features. Overseas Chinese also played an increasingly important role in China's course of rejuvenation. They were praised as the 'mother of the 1911 Xinhai Revolution', and their generous help to their compatriots during the Fourteen-year War was also much appreciated. This topic will introduce their stories.

Week 11 (lecture + discussion) deals with their history between 1900-1945. Students are encouraged to read Chapter 3, 6 of Kuhn's book and think about:

How to evaluate the role played by the Hongmen Society in overseas Chinese communities?

How Chinese governments' policy and attitudes towards emigration affected overseas Chinese communities?

Why so many overseas Chinese were so into China's domestic affairs?

Week 12 (lecture + discussion) deals with their history between 1945-1999. Students are encouraged to read Chapter 7, 8 of Kuhn's book and think about

There were many differences among overseas Chinese, in terms of region, political affliction, dialect, period of emigration and so forth, what had bonded them together?

Week 13 (lecture + discussion) deals with the War of Resistance memory of overseas Chinese. Students are encouraged to read Daqing Yang's chapter and think about:

Why to say that the Fourteen-year War changed people's impression about overseas Chinese? Did commemoration of the war serve the aim of constructing a shared identity among overseas Chinese?

Reading:

Philip A. Kuhn, *Chinese Among Others: Emigration in Modern Times* (Rowman & Littlefield Publishers, 2009)

'Introduction (pp.1-21)', in Gregor Benton and Edmund Terence Gomez. *The Chinese in Britain, 1800-Present* (Palgrave macmillan, 2008)

Daqing Yang, 'Entangled Memories: China in American and Japanese Remembrance of World WAR II', in Marc Galliccio ed. *The Unpredictability of the Past: Memories of the Asia-Pacific War in U. S.- East Asian Relations* (Duke University Press Books, 2007)

Topic 6: "Ancestral Halls", Earthbound China (Week 14)

Week 14 deals with the history and memory of Chinese rural society in the 20th century. The class of this week is designed as a student-led seminar. Each class consists of a presentation given by a student, a Q&A session, a brief background introduction by the course instructor and a general discussion session.

Questions to think about:

Was the Chinese rural society unaffected by the westernization and modernization that was going on in the first half of China's 20th century?

How was the traditional structure of a clan-based rural society changed by the Fourteen-year War, the War of Liberation, and the Land Reform Movement of the PRC?

What kinds of sacrifices did Chinese farmers make during China's socialist construction?

Reading:

'The agrarian system', in John Fairbank et al (ed) *The Cambridge History of China, Volume 13* (Cambridge University Press, 1986)

'Chapter 1', in Gail Hershatter *The Gender of Memory: Rural Women and China's Collective Past* (University of California Press, 2011)

'Special Characteristics of Rural Society', in Fei Xiaotong, *From the Soil: The Foundations of Chinese Society* (University of California Press, 1992)

Topic 7: "The Floating World": Urban China (Week 15)

Week 15 deals with China's cities and Chinese urban life in the 20th century. The class of this week is also designed as a student-led seminar. Each class consists of a presentation given by a student, a Q&A session, a brief background introduction by the course instructor and a general discussion session.

Questions to think about:

To what extent did the foreigners shape Chinese cities throughout the 20th century history?

Between 1931-1941, what was the situation like in cities of Japanese occupied territories, in cities of Free China and in cities under western control, respectively?

How did PRC's planned economy affect China's map of cities, and urban culture?

Reading:

'Chapter 1 Modernity and Nation in the Chinese City', in Joseph W. Esherick ed. *Remaking the Chinese City: Modernity and National Identity, 1900-1950* (University of Hawaii Press, 2001)

'Urban Life in the People's Republic', in John Fairbank et al (ed) *The Cambridge History of China, Volume 15* (Cambridge University Press, 1991)

Topic 8: "Long Gowns, Suits and Mao Suits": Struggles of Chinese Intellectuals (Week 16)

Week 16 deals with Chinese intellectuals in the 20th century. Again, the class of this week is designed as a student-led seminar. Each class consists of a presentation given by a student, a Q&A session, a brief background introduction by the course instructor and a general discussion session.

Questions to think about:

How do you portray the late-Qing intellectuals, the intellectuals of Republic era and nowadays?

What was the 'ideological revolution' in 20th century China and how it was related to the intellectuals?

What were the primary concerns of Chinese intellectuals during different periods?

The Chinese government carried out a contradictory approach towards the intellectuals, what was this approach? What consequences were brought by this approach?

Reading:

'The Party and the Intellectuals' & 'The Party and the Intellectuals, phase two', in John Fairbank et al (ed) *The Cambridge History of China, Volume 14*(Cambridge University Press, 1991)

'Introduction(pp.5- 28)', in Timothy Cheek . *The Intellectual in Modern Chinese History* (Cambridge University Press, 2016)

Lijing Jiang. *Educational Memory of Chinese Female Intellectuals in Early Twentieth Century* (Springer, 2018)