Format and Requirements: A lecture course with questions welcome at any time and regularly scheduled discussion sessions. Students are responsible for material presented in lectures and in reading assignments. Participation in discussions and attendance in class are integral parts of the course work and figure into your evaluation.

The Honor Code: All Oberlin students are on their honor to do their own academic work in this course and other courses. [From “The Revised Honor Code and Honor System] “The default assumption covering all academic exercises is that students are required to do their own work without help from others not explicitly authorized by the instructor. Students may, however, use sources of assistance routinely offered to all students, such as reference librarians and writing tutors.” The Honor Code document can be found at <http://new.oberlin.edu/students/policies/11-Policies-Honor.pdf>. Studying with friends or in groups does not violate the Honor Code.

Reading: The following books are available for purchase at the Bookstore. All readings may be found on reserve in Mudd.

Jonathan Spence, *The Search for Modern China*
Pei-kai Cheng & Michael Lestz, *The Search for Modern China: A Documentary Collection*
Jonathan Spence, *The Death of Woman Wang*
Paul A. Cohen, *History in Three Keys: The Boxers as Event, Experience, and Myth*
Rae Yang, *Spider Eaters: A Memoir*
A Note on the Readings and Objectives:

Readings for the course are meant to introduce you to a variety of sources for learning about China’s history during the past 350 years. The works include a textbook and a collection of primary documents translated into English. We will also read a work—The Death of Woman Wang—that draws on a variety of primary and secondary historical sources, literary works, and the author’s empathetic creativity to evoke the lives men and women lived in a desperate place at a desperate time, as well as the first volume of one of the towering works of Chinese prose fiction—Story of the Stone. A monograph on the Boxer Uprising (History in Three Keys) looks at this great social movement from the perspective of history, personal experience, and myth. Finally, we will read a personalized account of China’s modern revolution and in particular, the Cultural Revolution.

Each of these works will allow us to approach a variety of issues and questions concerning China’s history in different ways. In reading these works, you should aim not merely to understand and assimilate material, but also, and very importantly, to ask of each work what the author’s purposes are. How do those purposes shape the questions the work addresses? What assumptions underlie the choices the author makes in selecting evidence and supporting data?

Study questions will be posted on the Blackboard web site under “Reading Ques.” and should be considered during reading and in advance of the discussions.

Please note that the textbook, The Search for Modern China, is a resource that consists of more than the narrative that unspools across the 700 pages of text. There is useful front- and back-matter, including a Pin Yin to Wade-Giles transcription table; an annotated glossary of significant names and terms—a mini-historical dictionary, in fact—as well as two maps at the very end of the book. The book also includes an excellent section of further readings organized to match the chapter headings in the main text.

The narrative of the textbook is also a resource. That is, read the textbook for orientation and to gain a grasp of the chronology of the history we will be learning about in lecture, discussion, readings, and through writing assignments. I have listed page assignments for the textbook throughout the syllabus, however, it is not necessary to read every word. Read in detail sections that interest you or those that cover subjects about which you are confused. If there are topics you come across in lecture or reading with which you are unfamiliar, use the index in the textbook to find Spence’s discussion.
Writing Assignments and Exams: Please submit electronically through course web site.

1. There will be a short essay (4-5 pp.) based on any reading study question. The reading study questions, used for our discussions, are posted under “Reading Ques.” on the course web site. Due May 4, or earlier. Submit through “Assignments” on the web site.

2. Documents assignment: For each assignment in Pei-kai Cheng & Michael Lestz, *The Search for Modern China: A Documentary Collection*, I have posted on the Modern China Blackboard web site questions for your response. They are in the Assignments section of the web site. The questions will be designed to engage you with the primary sources and relate them to the history we are studying as well as to raise questions about the use of documentary sources in studying history. Each student is responsible for submitting 4 document responses. Due dates are found under Assignments on the course web site, and in the syllabus. Responses should be around 500 words (2 pp.), and are to be submitted electronically through Assignments on the course web site.

3. A map assignment will be due in class Feb. 18. Hard copy is fine.

4. A Midterm Examination will consist of short answer identifications of significant names and terms as well as a short essay drawn from a number of topics related to the first half of the course.

5. The final exam is cumulative in coverage and its date is shown at the end of the syllabus.

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<tr>
<th>General Proportions of Evaluations</th>
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<tr>
<td>Study question essay...............................................</td>
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<td>Documents assignments ...............................................</td>
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<td>Map Assignment................................................................</td>
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<td>Midterm Examination ...................................................</td>
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<td>Final examination.......................................................</td>
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All assigned work must be completed to receive credit for the course.
Lecture Schedule And Readings:

Feb.  6 (M)  Introduction to the Course
      8 (W)  The Contours and Setting of China’s Modern History
      10 (F)  The Manchu Conquest and the Rise of the Qing Dynasty

Reading: (147 pp.)
Spence, *The Search for Modern China*, 3-73
Cheng & Lestz, *Documentary Collection*, Docs. 1.1-1.3, 1.4-1.9; 2.1-2.3, 2.7-2.8
Begin Spence, *Death of Woman Wang*

Feb.  13 (M)  The Early Qing: the Manchu Imprint
     15 (W)  The High Qing: Emperorship and the Seat of Empire
     17 (F)  Discussion: *The Death of Woman Wang*

Reading: (130 pp.)
Spence, *The Death of Woman Wang*, complete
Spence, *The Search for Modern China*, 74-116
Cheng & Lestz, *Documentary Collection*, Doc. 3.5

Feb.  20 (M)  Local Government and Society
     22 (W)  Education and Ideological Control
     24 (F)  Refinement and Respectability: Women’s Burden

Reading (c. 250 pp)
Cheng & Lestz, *Documentary Collection*, Docs. 3.4, 4.1-4.2, 5.1

Feb.  27 (M)  The Eighteenth-century Watershed
     29 (W)  The Jiaqing Era: Crisis and Reform
Mar.   2 (F)  Discussion: *Story of the Stone*

First Document Assignment Due

Reading: (c. 250 pp.)
Cao Xueqin, *Story of the Stone, vol. 1*, complete
Cheng & Lestz, *Documentary Collection*, Docs. 5.4-5.5
Mar.  5  (M)  The Chinese World Order: Macartney Mission
       7  (W)  The Canton Trade
       9  (F)  The Opium War and Qing Politics

Reading: (38 pp.)

Spence, *The Search for Modern China*, 117-137
Cheng & Lestz, *Documentary Collection*, Docs. 7.1-7.5

Mar.  12 (M)  The First Treaty Settlement and the Unequal Treaty System
       14 (W)  The Origins of the Taiping Heavenly Kingdom and Its Rebellion
       16 (F)  The Suppression and Its Costs

Reading: (98 pp.)

Spence, *The Search for Modern China*, 141-214

Mar.  19 (M)  Review Discussion
       21 (W)  Midterm Examination
       23 (F)  Video/Discussion: The Genius that was China, part 3: "The Threat from Japan"

Second Document Assignment Due

Reading: (c. 250 pp.)

Begin, Cohen, *History in Three Keys*
Spence, *The Search for Modern China*, 215-242
Cheng & Lestz, *Documentary Collection*, Docs. 9.3-9.4, 9.6-9.8, 10.1-10.2

Mar. 24-31: Spring Recess:  Read Cohen, *History in Three Keys*
<table>
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<tr>
<th>Apr.</th>
<th>2</th>
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<th>The Hundred Days of Reform</th>
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<td>The Boxer Uprising and Its Aftermath</td>
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<td>6</td>
<td>(F)</td>
<td>Discussion: Cohen, History in Three Keys</td>
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**Reading:** (c. 200 pp.)

*Cohen, History in Three Keys*, complete

*Cheng & Lestz, Documentary Collection*, Docs. 10.4-10.5

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<tr>
<th>Apr.</th>
<th>9</th>
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<td>11</td>
<td>(W)</td>
<td>The New Culture Movement</td>
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<td>13</td>
<td>(F)</td>
<td>May 4, 1919: The Political Transformation of the New Culture Movement</td>
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**Reading:** (125 pp.)

*Spence, The Search for Modern China*, 243-341


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<thead>
<tr>
<th>Apr.</th>
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<th>(M)</th>
<th>Video: China in Revolution, part 1</th>
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<td>18</td>
<td>(W)</td>
<td>Video: China in Revolution, part 2</td>
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<td>20</td>
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<td>Discussion</td>
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**Third Document Assignment Due**

**Reading:** (260 pp.)

*Yang, Spider Eaters*, first half

*Spence, The Search for Modern China*, 342-488

*Cheng & Lestz, Documentary Collection*, Docs. 14.3-14.9; 16.2-16.4; 17.4-17.7

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<th>The Establishment of Communist Power: Land Reform</th>
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<td>25</td>
<td>(W)</td>
<td>Politics in Command: The Great Leap Forward</td>
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<td>27</td>
<td>(F)</td>
<td>Politics in Command: The Great Proletarian Cultural Revolution and the Gang of Four</td>
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**Reading:** (255 pp.)

*Yang, Spider Eaters*, complete

*Spence, The Search for Modern China*, 489-585

*Cheng & Lestz, Documentary Collection*, Docs. 19.3; 20.3-20.5; 21.1; 22.1; 22.3-22.5

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<th>Apr.</th>
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<th>(M)</th>
<th>The Cultural Revolution: Legacies</th>
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</table>
May 2 (W) Mao’s Successors
4 (F) Discussion Spider Eaters

Reading Question Essay Due

Reading: (232 pp.)
Spence, *The Search for Modern China*, 589-646
Cheng & Lestz, *Documentary Collection*, Docs 25.5

May 7 (M) Reform and Reaction
9 (W) Discontent and Democracy
11 (F) Concluding Remarks, Discussion

Fourth Document Assignment Due

Reading: (283 pp.)
Spence, *The Search for Modern China*, 647-728

Final Exam: Thursday, May 17, 2012, 7:00-9:00 pm