This seminar focuses on social movements and collective action in China from the eighteenth century to the present. The course will explore theoretical and empirical issues concerning the history of social movements in China: their causes, organizational and behavioral repertoires, and impacts on various social groups and the state. In doing so, we will combine social scientific methods and approaches with study of particular Chinese historical cases; i.e., we will apply theories rooted in general issues and in cases from other times and places to close study of the Chinese case in the context of its past.

During the first part of the seminar, we will read, contemplate, and discuss some of the best new scholarship on social movements in China. Then we will focus on students' research papers. Each of you will choose a topic to research, prepare a bibliography and research proposal with outline, and produce a finished paper of 15 to 25 pages that has gone through drafting and revisions. Sessions will be devoted to dealing with questions of research methods and strategies and the use of library and other resources. In April, students will present drafts to the seminar. For those sessions, you will read fellow students' work, to be circulated in advance, and come to class prepared to contribute to a
discussion that will help all of us learn about the subject matter of the papers while also providing suggestions to each author about ways to develop the research paper in progress. Finished seminar papers revised on the basis of class discussion and our comments will be submitted at the end of the semester as a final project.

Effective learning requires a strategy of active study, thinking and interchange. To encourage reflective reading, by Sunday afternoon of each week you are expected to submit on the Discussion Board of the course Blackboard site a short reflection on the book or draft research paper we will have read; you are also invited to comment there on what others in the class have written. You may also use the forum to raise questions on which you would like help from me or from fellow students. You should read the forum before class, to find out what everyone else in the class is thinking. All this preparatory work should help make our discussions more productive.

You are expected to participate regularly in class discussions – an activity that our preparation outside of class on the computer forum is intended to make more inviting.

Your work will be evaluated according to the following weights:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly discussion board comments</td>
<td>25%</td>
</tr>
<tr>
<td>Quality (not quantity) of participation in class</td>
<td>25%</td>
</tr>
<tr>
<td>Paper</td>
<td>50%</td>
</tr>
</tbody>
</table>

Please take careful note of these proportions. They reflect my conviction that the week-to-week process of participating in the course through reading, thinking and contributing to everyone else’s learning in discussion is as important to your learning as the paper you will write. All work in this class and academic pursuits outside of class are governed by the Honor Code <http://new.oberlin.edu/students/policies/11-Policies-Honor.pdf>.

If you are eligible for and need academic adjustments or accommodations because of a disability, please speak to me early in the semester, or contact the Office of Disability Services at http://new.oberlin.edu/office/disability-services/.

Please consult the schematic chronology and the guide to the rudiments of Chinese pronunciation at the back of this syllabus.

The following books are available for purchase at the Bookstore (They may also be available through OhioLink):

Schedule of Classes, Topics and Assignments

Sept. 4: Introduction

Sept. 11: Theoretical Approaches to Social Movements
Tarrow, *Power in Movement*, 1-138; n.b., read endnotes with the text.

Sept. 18: Theoretical Approaches to Social Movements
Tarrow, *Power in Movement*, 141-210; n.b., read endnotes with the text.

Sept. 25: The Boxer Rebellion
Esherick, *The Origins of the Boxer Uprising*, xiii-166
Brief statement on paper topics due. Schedule library reference consultation

Oct. 2: The Boxer Rebellion
Research techniques and sources

Oct. 9: Popular Protest
O'Brien, ed., *Popular Protest in China*, 1-125

Oct. 16: Discussion on first half semester.
Paper outlines and bibliographies due

Oct. 23: Fall Break: No Class

Oct. 30: Popular Protest

Nov. 6: Rural Protest
O'Brien and Li, *Rightful Resistance in Rural China*, complete
Nov. 13:  **Paper session**

   Progress reports on research

Nov. 20:  **Applying Concepts to Cases**


Nov. 27:  **Presentation of drafts**

Dec. 4:  **Presentation of drafts**

Dec. 11:  **Concluding Discussion: Last Class**

Dec 19:  **Research papers due by 4:00pm (deadline firm, due to College regulations)**
SCHEMATIC CHRONOLOGY OF CHINESE HISTORY AND POLITICS

c. 500 B.C.E. Confucius (and other Zhou thinkers, including Daoists & Legalists)
c. 220 B.C.E. First Emperor of Qin unifies China, makes virtual revolution
c. 200 B.C.E. - 200 A.D. Han Dynasty founded (and Buddhism from India)
c. 600 A.D. Turkic ruling houses regenerate the empire in Sui and Tang
c. 750 Mid-Tang revolution (capita taxes to land, migration north to south)
c. 1000-1300 Song (policy-making traditions; culture stronger than army)
1368 Ming expels the Mongols' harsh and short Yuan Dynasty
1644 Manchus come to power after the Ming falls in a peasant rebellion
1840 Opium War (unequal Treaty of Nanjing in 1842)
1850-64 Taiping Rebellion (Han gentry/proto-warlord armies save the Qing)
1895 Sino-Japanese War ends with China's loss
1898 Hundred Days of Emperor's reform ended by Empress Dowager & friends
1905 Confucian exams abolished for posts: Sun Yatsen founds proto-Guomindang
1911 Fall of the empire; Republican Revolution
1915 21 Demands (Japan wants China as protectorate); Yuan wants the throne
1919 May 4 Movement protests Versailles gift of Shandong enclaves to Japan
1921 Chinese Communist Party founded (then a minor event, in Shanghai)
1923 First United Front of Guomindang and Communist Party (Sun-Joffe Agreement)
1925 Sun Yatsen dies
1926 Beginning of Northern Expedition of Jiang Kaishek to unify warlords under Guomindang
1927 Jiang attacks Communist Party, forces it to countryside, begins "Nanjing Decade"
1929-34 Jiangxi Soviet (land reforms) (Jiang's "encirclement campaigns")
1932 Japan seizes Manchuria (N.E. China), installs Qing emperor there
1934-35 Long March ("go north to resist Japan"), Mao becomes head of Communist Party
1936 Xi'an Incident (anti-Japanese Guomindang generals kidnap Jiang temporarily)
1937 Japan invades N. China Plain & coasts; Guomindang-Communist Party "Second United Front"
1941 Pearl Harbor (U.S. enters war); Guomindang-Communist Party military conflict in Anhui
1945 Japanese surrender; cities given to Jiang's Army: civil war resumes
1948 People's Liberation Army attacks in North and Central China; U.S. aids Jiang
1949 "Liberation": October 1 founding of People's Republic of China
1950 Korean War (June 25; China enters, October 25); land, labor, & marriage laws
1951 Main land reform; patriotic bourgeois support for CCP in war; truce talks
1952 "Three-anti/five-anti" to purify & scare bureaucrats/businessmen in cities
1953 Lower-stage agricultural coöps begun: mutual aid _ pooling inputs; Stalin dies; Korea truce
1954 Constitution, centralization; rations; Gao & Rao (regional leaders) purged
1955 Higher-stage agricultural coöps; First Five Year Plan announced
1956 Hundred Flowers campaign
1957 Antirightist Campaign; send-down
1958 Great Leap Forward (oversized communes, new factory capital, mobilization)
1959 Defense Minister Peng Dehuai purged for criticizing Mao; revolt in Tibet
1960 Famine in post-Leap economic depression; Soviet technicians leave China
1961 Retrenchment to smaller communes, last of "3 bad years"; Cuba, Berlin Wall
1962 Border war with India
1963 Socialist Education Campaign: workers & peasants advantaged in jobs, education
1964 Atom bomb successfully tested; army organizes movements for proletarian pride
1965 “On Dismissal of Hai Rural-urban inequality”/“People’s War” (pre-Cultural Revolution radical tracts, Yao/Lin)
1966 Red guards from cadres' families, then among ex-bourgeois & contract labor
1967 Cultural Revolution at height: red guard factional coalitions, civil wars
1968 Clean class ranks: soldier-worker-cadre teams force order; USSR invades Prague
1969 Lin Biao named “Mao’s successor”; May 7 cadre schools; Ussuri River fighting
1970 Zhou Enlai-Mao Zedong political coöperation: Mao supports “Gang of 4” too
1971 Lin Biao's fall; Kissinger's secret flight to Peking; China takes UN seat
1972 People's Liberation Army budget cut; official violence ebbs a bit; Shanghai Communiqué
1973 Commanders shifted among military regions: Deng reappears (purged in '66)
1974 “Criticize Confucius” (an allegory: radicals criticize Zhou); leaders ill
1975 Deng Xiaoping quasi-premier for Zhou's Four Modernizations (removed, 1/76)
1976 Zhou, Mao die; Hua Guofeng Premier (2/76), Party Chair (9/76); “Gang” jailed (10/76)
1977 Four Modernizations new line, but under old-style leader Hua; admission exams for colleges
1978 Deng in charge at Third Plenum; “democracy wall”; Carter-Hua Communiqué (US-PRC relations)
1979 “Rightists” exonerated: rural reforms extend; Vietnam invasion
1980 “Gang of Four” tried: some communes become townships; Zhao Ziyang Premier
1981 Rural incomes up, amid urban shortages: Hu Yaobang replaces Hua as Party Chair
1982 US defense weapons to Taiwan, but US-China agreement on fewer future sales
1983 Spiritual Pollution Campaign stirs doubts in Communist Party, but campaign ends soon
1984 Industrial reforms announced; Hong Kong accord
1985 Old cadres retired at autumn congress; Gorbachev heads USSR
1986 Students protest delay of political reforms, but Communist Party is slow to accommodate them.
1987 Dismissal of Party General Secretary Hu Yaobang; movement against bourgeois liberalization
1988 Abortive price reform; inflation; beginning of economic austerity
1989 Broad popular protests followed by repression and martial law; rise of hard-line leadership
1990 Hard-liners in power
1991 Consolidation of post-1989 leadership; economic austerity
1992 Economic austerity ends; debate on appropriate pace of growth
1993 Some releases from prison of 1989 protesters; economic overheating; rural discontent erupts
1994 High inflation; continuing expressions of discontent
1995 Corruption a major issue; death of Chen Yun; economic soft landing; Taiwan Straits heat up
1996 Economy stabilizes; Taiwan Straits hot; US-China relations difficult
1997 Death of Deng Xiaoping; return of Hong Kong; Jiang Zemin consolidates the country's leadership at the 15th Party Congress, and then visits US
1998 At the National People's Congress, Premier Li Peng is the first top Chinese leader in history to vacate his position in accordance with the Constitution; President Clinton visits China; hardliners rise at end of the year
1999  China tense in face of political demonstrations by workers and Falungong spiritual practitioners; US bombs Chinese embassy in Belgrade, provoking popular patriotic outrage and state-approved popular demonstrations

2000  China remains politically tense in the face of rising unemployment and protest; crackdowns on dissidents and Falungong continue
GUIDE TO CHINESE ROMANIZATIONS

There are three major systems of romanization used in the general literature. The first can be called the “post office system”, though it is totally unsystematic. It is mainly used for place names, examples include Peking, Canton, and Amoy.

The other two are Wade-Giles, which was commonly used through the 1970s, and pinyin, which is the official system of the People’s Republic, and has increasingly replaced Wade-Giles. You will have to discern which one your source is using by inspection. (Most of our readings will use pinyin.) The pinyin system is distinguishable by any of the following: x, q, z, zh, r, g, d, b, ong. By contrast, the Wade-Giles system contains apostrophes and hyphens.

Once you have deduced which system a text uses, you apply a few rules. The main general rule is that practically all words you see, except family names, contain two syllables. Sound them as containing two syllables, even if the letters suggest three or more to you. A few system-specific rules are noted below. The left side of each equation is the romanization, as you might see it on a page; the right is a usual and approximate English equivalent sound.

PINYIN

\[
\begin{align*}
x &= sy \\
z &= dz \\
zh &= j \\
c &= ts \\
ong &= ung \\
ian &= ien \\
ui &= way \\
\text{i is variable: } & \text{“-ee” after most initials; “-r” after ch, r, sh, zh; or a deep “-uh” or no sound after c, s, & z.}
\end{align*}
\]

WADE-GILES

When not followed by apostrophes: 
\[
\begin{align*}
k &= g \\
p &= b \\
t &= d \\
ts &= dz \\
ch &= j.
\end{align*}
\]

When followed by apostrophes, these all have English sounds.

Also: 
\[
\begin{align*}
j &= r \\
\text{ih} &= r \\
\text{ui} &= \text{way} \\
\text{yu} &= yo \\
\text{yü} &= yü \\
hs &= sy
\end{align*}
\]