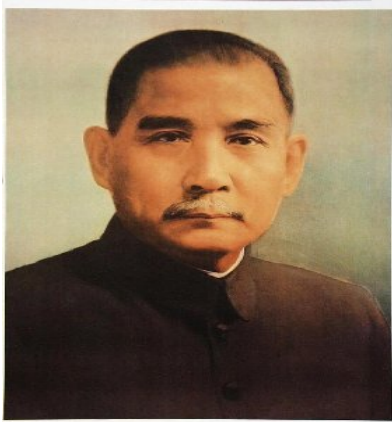




YANGTZE
INTERNATIONAL
STUDY ABROAD
扬子国际交流项目

POL 445
SYLLABUS

**Comparative Revolutions:
The Chinese Revolution, 1839-1949**
比较革命: 中国革命
(Bǐjiào Gémìng: Zhōngguó Gémìng)



孙中山像
coll. SRL
Sun Yatsen



Chiang Kai-shek

Mao Zedong



Professor Andrés D. Oñate
欧老师 (Ōu Lǎoshī)
Email: aonate@yisa-china.org
Office Hours:
By Appointment

Course Description

This course examines the causes and consequences of the Chinese revolution, popularly dated from 1911 to 1949, but for the purposes of this class, from 1839 to 1949, as will be made clear during our review of the syllabus. In my view, the “real” revolution occurred in 1911, when 2,000 years of an imperial form of government ended, but without a clearly defined alternative “political” system to succeed it. We will also take a look at Chinese society on the eve of the revolution, which may well have contributed to the fall of the Qing dynasty. This will all become clear as we study the immediate events leading to the 1911 revolution, and then study the long-term events following the 1911 revolution, which in many ways took another thirty-eight years to sort itself out in a continuum from a republican form of government, to a flirtation with anarchism, to warlord domination, to a 22-year civil war, and finally, to resolution in the victory of communism in 1949.

Part One, Unit One provides the intellectual tools (theories) needed to understand the causes of revolutions, and then encourages you to apply these tools to make sense of what happened in China in 1911 that ended China’s imperial system. In the process, however, you should know that we will be relying on imprecise theories of revolution because there is a lack of a consensus today on a unified theory of revolution. The contending theories are nonetheless useful tools to organize intellectually the data that you will be exposed to as you make your decision on what caused the end of an imperial system that had survived so many threats in its 2,000 year history, only to succumb in a short 70+-year span (1839-1911), and whether or not any one of these tools, or a combination thereof, helps you to understand why it took another thirty-eight years before the revolution sorted itself out with the victory of a participant, the Chinese Communist Party, that did not even exist in 1911, and would take another ten years before it did, and another 25-30 years before it finally became a force in the revolution. As you review the theoretical literature, ask yourself: “Did it take nearly four decades for any other revolution in history to sort itself out?” “Is there a theory of revolution that helps me explain this fact?” Your “decision,” as you might suspect, is the topic of your final essay examination, to be discussed at an appropriate time during the semester. At mid-term, we will look at the foreign and domestic sources that brought down Imperial China, although perhaps more in a historical exercise than an analytic one without the use of the tools.

Readers and Textbooks Available from Prof. Onate

There are no required texts for this course. Two readers [Reader One, 1839-1911; Reader Two, 1912-1949] will be provided to you that have been prepared especially for this course, and that cover every topic listed in the syllabus. In addition, please consult the following list of books available upon request. If you do not have access to any online library source, for whatever reason, please see me; we'll work it out.

- James DeFronzo, Revolutions and Revolutionary Movements, 1996
- Jack A. Goldstone (ed.), Revolutions: Theoretical, Comparative, and Historical Studies, 2003
- Theda Skocpol, States and Social Revolutions: A Comparative Analysis of France, Russia, & China, 1979
- Charles Tilley, Social Movements, 1768-2004, 2004
- Stephen K. Sanderson, Revolutions: A Worldwide Introduction to Political and Social Change, 2005
- Crane Brinton, The Anatomy of Revolution: Revised and Expanded, 1965
- John King Fairbank and Merle Goldman, China: A New History. Enlarged Edition, 1999.
- Earl Pritchard, Anglo-Chinese Relations During the 17th and 18th Centuries, 1929 (1970)
- Earl Pritchard, The Crucial Years of Early Anglo-Chinese Relations, 1936 (1970)
- Jonathan D. Spence, The Search for Modern China, 1990
- Jonathan D. Spence, The Gate of Heavenly Peace: The Chinese and Their Revolution, 1981
- Jonathan D. Spence, God's Chinese Son: The Taiping Heavenly Kingdom of Hong Xiuquan, 1999
- Joseph Esherick, The Origins of the Boxer Uprising, 1987
- John King Fairbank, The Great Chinese Revolution 1800-1985, 1987.
- Chun-tu Hsueh (ed.), The Chinese Revolution of 1911: New Perspectives, 1986
- Lucien Bianco, The Origins of the Chinese Revolution of 1911, 1915-49, 1967
- Jean Chesneaux, et al., China From the Opium Wars to the 1911 Revolution, 1976
- Maurice Meisner, Li Ta-Chao and the Origins of Chinese Marxism, 1982
- Andrés D. Oñate, Chairman Mao and the Chinese Communist Party, 1978
- Mark Selden, The Yen-an Way in Revolutionary China, 1972
- James Pinckney Harrison, The Long March to Power, 1972
- Nick Night, Marxist Philosophy in China: From Qu Qiubai to Mao Zedong, 1923-1945, 2005
- Jonathan D. Spence, Mao Zedong, 1999
- Jerome Chen, Mao and the Chinese Revolution, 1967
- Edgar Snow, Red Star Over China, 1938 (1993)
- Barbara Tuchman, Stilwell and the American Experience in China, 1911-1945, 1972
- Michael Schaller, The United States and China into the 21st Century, 2002
- Stuart Schram, The Thought of Mao Tse-tung, 1990
- Arif Dirlik, et. al., Critical Perspectives on Mao Zedong's Thought, 1997
- Macfarquhar and Schoenhals, Mao's Last Revolution, 2006
- Joseph Esherick, The Chinese Cultural Revolution as History, 2006

- James Lilley, China Hands, 2004

Writing Tutorial

According to the University of Arizona, this is a writing emphasis course. As such, a “Writing Tutorial” will be offered in the first week of classes so that students are prepared to write their essays in full knowledge of the teacher’s expectations and grading standards. Writing assignments must be submitted on their due dates. Documents are to be typed, spelling and grammar-checked, double-spaced, have correct margins, have a cover page, and follow an accepted writing formatting and style guide (MLA, APA, Turabian’s abridged version of the Chicago Manual of Style). ***The format is worth 10 points; grammar and spelling is worth 10 points.***

A Tutorial for Essay Writing

Planning Page

Step 1: Your Subject _____

Step 2: Your Main Idea _____

Step 3: Your Thoughts on the Main Idea _____

1. _____

2. _____

3. _____

Step 4: Your Thesis Statement _____

Step 5: Your Question _____

Step 6: Your Three Answers _____

1. _____

2. _____

3. _____

Visual Concept – Essay Format

Title

Introduction

HOOK (an idea or statement that grabs the reader’s attention)
One or two sentences that connect the HOOK to the ESSAY.

Brief explanation of the subject of the essay.

THESIS STATEMENT (main idea of the entire essay)

Body Paragraph #1

(transition)¹, a topic sentence that refers directly back to the thesis statement. Use three or four sentences that support the topic sentence.

Body Paragraph #2

(transition), a topic sentence that refers directly back to the thesis statement. Use three or four sentences that support the topic sentence.

Body Paragraph #3

(transition), a topic sentence that refers directly back to the thesis statement.

Conclusion

(transition), restate the thesis statement in different words.

Restate three topic sentences in different words.

Refer back to the HOOK for unity.

Your essays must contain an introductory statement, at least three well-defined paragraphs, and a conclusion.

¹ Some useful transition words: “in addition to this,” “also,” “as a result of this,” and “therefore.”

Work Page

Your Name:

Title of essay:

Introduction

Main idea #1

Main idea #2

Main idea #3

Conclusion

Critical Thinking

When writing an essay, students are encouraged to weigh both sides of an argument, keep an open mind, raise their own hypotheses, and arrive at their own conclusions on a given topic, even if those conclusions go against government policies, conventional wisdom, or their professor's position once the classroom discussion commences. Students are encouraged to think critically, independently, and, in today's jargon, "think outside the box." ***The content and development of your essay is worth 60 points. The organization (introduction, main points, and conclusions) is worth 20 points.***

Class Standards

The University of Arizona and Yangtze International Study Abroad (YISA) trust students to maintain the highest standards of honesty and ethical behavior. Assignments submitted in fulfillment of course requirements must be the student's own original work. Plagiarism, defined as "intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise," is a violation of the UA's or YISA's code of conduct. An assignment that is plagiarized in whole or part is unacceptable for credit and will receive zero points. Students who plagiarize are also subject to disciplinary action.

Class Attendance and Behavior

Class attendance is mandatory. Students will be permitted three unexcused absences, but each unexcused absence will deduct points off the final tally for determining class grades.

First unexcused absence:	deduct 1 point
Second:	deduct 2 points
Third:	deduct 3 points
Fourth:	conference with teacher to determine whether or not to continue in the class. If the decision is to continue, deduct 4 points
Fifth:	automatic withdrawal from class

Tests missed because of unexcused absences will not be made up, and the points will be deducted from the overall point tally that determines the class grade.

Falling asleep in class will be treated as an unexcused absence. The class attendance system described above applies to sleeping in class.

Cell phones and iPods must be turned off before entering class. If a cell phone rings while class is in progress, the student will be asked to leave the class, and the class will be considered an unexcused absence. There are no exceptions to this rule.

Class Participation

Class participation is highly encouraged, and will be rewarded positively. Entries on class participation are made at the conclusion of each class denoted by a "+" sign if the student has participated actively (class attendance in itself is not considered a positive sign of participation). Class participation may influence the outcome of the course grade where applicable. For example, class participation may increase a student's grade who has a borderline score between a "B+" and "A-."

Class participation includes bringing the day's reading materials to class. I note whether or not you bring the day's readings; if not, I make a negative mark after your name.

Essay Exams and Oral Presentations

A mid-term exercise, a final essay, and a multiple choice test as part of the final examination, constitute the main examinations for this course. Both the mid-term exercise and the final essay are worth 100 points. The value of the multiple choice test will be determined when the test is administered.

At the end of each “Part,” students will write a short essay (no more than 3-pages long) on a topic related to the section, which is worth 10 points, coupled with an oral presentation of the topic. The oral presentation is NOT graded. I will explain the ground rules for this exercise well in advance of the first one.

A = 90% and above of total points

B = 89-80 %

C = 79-70%

D = 69-60%

F = 59% and below

Cell phones, iPods, and any other hand held devices are prohibited in class during examination periods. Leave these items in your room.

Grade Disputes

If a student disagrees with a grade I have given, the dispute will be handled as outlined below. This format should enable us to appropriately give careful attention to the student’s needs.

1. After you receive the graded assignment that you would like to appeal, submit an email (aonate@yisa-china.org) describing why you want the grade re-considered. Using quotes from the paper and/or references to the syllabus, my assignment notes and remarks in class, support your claim that the paper, as handed in, satisfies the points raised in my evaluation of your paper, and is better than the grade reflects.
2. Submit your appeal statement, together with a copy of the graded assignment, within one week after you have received the graded assignment. I will not consider any appeal not received within one week after I return the graded assignment to you. Work piles up each week.
3. I will review your appeal and the assignment and give you my written response within one week. I reserve the option to review the entire assignment, including the specific area that may be the subject of your specific concern.
4. Students who contest the score received have one other option: you may ask that your paper be reviewed by one of the Program Directors or another professor on the staff who has some knowledge of the subject matter. The review may change the grade positively or negatively, depending on the reviewer’s evaluation.

Late Papers

Late papers will not be accepted unless the student has made arrangement with me beforehand, and then only if you have a reasonable excuse, with reasonableness determined solely by me.

Furthermore, in fairness to the students who did hand in the assignment on time, grades on assignments allowed to be submitted late will be reduced by 10% per each day the paper is late.





READER ONE

PART ONE THEORIES OF REVOLUTIONS

Unit One: Theories and Types of Revolutions

- Social-Psychological, Marxism, Systems, Modernization, and Structural
- Social v. Political Revolutions: What's the Difference?

PART TWO IMPERIAL CHINA ON THE EVE OF THE REVOLUTION

Unit Two: China's Imperial Government

- Timeline: China in World History
- Background on Early Imperial China
 - Confucianism (Is human nature good or bad?)
 - Legalism (Let the punishment fit the crime)
 - The Han Synthesis
 - The Civil Service Examination System (Look to the past, not the future)
- State and Society in 19th Century China (prelude to a breakdown)

PART THREE FOREIGN AND DOMESTIC CAUSES OF THE CHINESE REVOLUTION OF 1911

Unit Three: The "First" Opium War and its Consequences, 1839-1842

- Background: The Macartney Mission, 1792-3
 - China's emperor disses King George ("No need for foreign things")
- American Missionaries in China and the Opium Trade Problem
- The Opium War, 1839-42
 - The Treaty of Nanjing (Nanking), 1842
 - Cession of Hong Kong "in perpetuity"
 - Origins of the Most-Favored Nation Clause and the Open Door Policy

Unit Four: The Taiping Rebellion, 1854- 1866 (Jesus' "Little Brother" heeds the call)

Unit Five: The "Second" Opium War and its Consequences, 1858-1860

- The Second Opium War, 1858-60
- The Burning of the Summer Palace by British and French forces, 1860
(Clip from the documentary, "Yuanmingyuan")

Unit Six: The Rise of China's First Wave of Modern Dissidents and Their Fates

- From Reform to Revolution
 - The "Ti-Yong" (substance v. utility) Controversy

- The One Hundred Days (Failed) Reform Movement, 1898
 - Kang Youwei and the 100 Days Reform
 - Liang Qichao and Constitutional Monarchy
 - The Marble Boat (China's "Navy")

Unit Seven: The Boxer Rebellion and the Massacre of Christians in China, 1898-1900

- The Dragon Lady (Empress Dowager Cixi)
 - The Incompetent and Corrupt Imperial Court ("Opium anyone?")
- The Scramble for Concessions, the Open Door Policy, and Extraterritoriality
 - Growth of the Concession Areas ("No dogs or Chinese allowed")
- Origins of the Boxers
- The Defeat of the Boxers and the Boxer Indemnity
 - The U.S. remits its portion of the Boxer Indemnity to establish Qinghua University

Unit Eight: Sun Yatsen and the Chinese Revolution of 1911

- Sun Yatsen
 - The Common Alliance Society (forerunner to the Nationalist Party)
 - The Three Principles of the People
- The "Accidental" Revolution of 1911 (Where was Sun Yatsen?)
 - PBS Documentary, "China: A Century of Revolution," Part 1

Mid-Term Exam

Essay Question Provided One Week in Advance of Due Date

READER TWO

PART FOUR

WARLORDS, ASIAN FOREIGN RELATIONS (1914-1919), AND THE MAY FOURTH INCIDENT, 1919

Unit Nine: Yuan Shikai (The Would-Be Emperor)

- Republican Politics, 1912-1916
 - Yuan Shikai's attempt to restore the monarchy
- Warlord Politics
 - The Nature of Warlordism
 - The warlord's legacy

Unit Ten: Asian Foreign Relations, 1914-1919 (Rise of Japan)

- Japan and China (Start of today's long memories)
- Japan and the United States ("Asians not wanted in the US")
- The Paris Peace Conference and the Shandong (Shantung) Question (Wilson makes "the best of a bad situation" at China's expense)
- The May Fourth Incident, 1919 (The rise of Chinese nationalism in the modern era)

Unit Eleven: The May Fourth Movement and its Consequences

- The New Culture Movement
 - Lu Xun
 - Hu Shi
- The rise of feminism in China
- Rise of the worker's movement
- Rise of student involvement in Chinese political affairs
- Rejuvenation of Sun Yatsen's Nationalist Party and Government
- The Origins of Marxism-Leninism

PART FIVE POLITICAL HISTORY OF THE CHINESE COMMUNIST PARTY, 1921-1949

Unit Twelve: Russia, the Founding of the CCP, and the First Chinese Civil War, 1921-27

- Russia and the Communist International (Stalin hedges his bet in China)
- The Founding of the Chinese Communist Party, July 1, 1921
- The First United Front, 1923 (Can Nationalists and Communists get along?)
- The Chinese Labor Movement (Communism comes to China?)
- The Communist International (Comintern) and the Warlords
- The May Thirtieth Movement, 1925
- Chiang Kai-shek (Jiang Jieshi) and the Guomindang (Kuomintang)
 - The Soong Sisters ("One loved power, one loved country, and one loved money")
- The Northern Expedition, 1926 (The demise of warlordism in China)
- The Shanghai Massacre (of Communists), April 4, 1927 (Mao takes to the hills)

Unit Thirteen: The Second Chinese Civil War, 1927-1937

- The Nanjing (Nanking) Decade, 1928-1937
- The Shanghai Aftermath (communism takes to the rural areas)
- Uprisings and Defeats (of Chinese Communists)
- The Chinese Soviet Republic, 1931
- The Maoist Strategy and the Discovery of the Peasants Revolutionary Spirit
- Chiang Kai-shek (Jiang Jieshi) and the Five Communist Extermination Campaigns, 1928-34 (the last one forces the Long March)
- The Long March, 1934-35 (The 6000 mile walk)
- The Xian (Sian) Incident (the kidnapping of Chiang Kai-shek)
- The Second (Failed) United Front between Nationalists and Communists, 1937
 - PBS, "China: A Century of Revolution," Part 2

Unit Fourteen: The War Against Japan, 1937-1945

- World War II in Asia
 - Japan and The Marco Polo Bridge Incident, 1937
- The “Special” Undeclared War
 - The “Rape” of Nanking, December 13, 1937
 - (video: “The Rape of Nanking”)
- The Political Vacuum
 - Retreat to Chongqing
 - The Journey of China’s Imperial Treasures
 - The Japanese Puppet Governments
 - Wang Jingwei’s Defection

Unit Fifteen: Wartime Expansion of the Chinese Communist Party and Army, 1937-45

- CCP/Army Reform Programs, 1937-45
- The origins of “The Thought of Mao Zedong,” 1937
 - The “Thought of Mao Zedong adopted as the Party’s official ideology, 1945
- The Yanan Rectification Program, 1942-44
 - The Yanan Forum on Art and Literature (art and literature serving the people and politics)
- The American “Dixie Mission,” 1944
- Japan Surrenders, August 15, 1945
 - PBS, “China: A Century of Revolution,” Part 3 (1st hour)

PART SIX “WHO LOST CHINA?”

Unit Sixteen: The Role of the United States in the Chinese Civil War, 1945-49

- Diplomacy: The U.S. State Department’s “China Hands” (The Dixie Mission comes back to haunt the U.S. Foreign Service Officers in China)
- Military: The U.S. Army: The “Other China Hands”
 - PBS, “China: A Century of Revolution,” Part 3 (2nd hour)

Final Exam
