



MW 2-3:20, FLB 2050 | Mark E. Frank | mefrank2@illinois.edu | Office Hours MW 3:30-4:30 Gregory 442

Introduction: Few places on earth experienced as much social or political turmoil as China during the past two hundred years. This course offers an introduction to the cultural history of Chinese revolutionary moments from the 19th through 21st centuries. Our focus will be on learning how these moments were experienced, often from the perspective of real families or individuals. The goal of this course is to deepen understandings of class, gender, ethnicity and the nation-state by viewing these categories through the lens of historical uprisings. ■ A “revolution” is conventionally defined as an uprising that successfully overthrows the ruling power. In this course, however, we will give equal attention to other moments that had the *potential* to be revolutions, although they did not fully overthrow the ruling power—I refer to both kinds of event as “revolutionary moments.”

Course Website: There is a Moodle site for this course that contains most of our readings, a copy of the syllabus, and more. If you are registered for the course, you should see it when you log in to Moodle (learn.illinois.edu).

How to do well in this course: In this course you are expected to develop three skills. To do well, you must demonstrate that you have developed these skills:

- 1) An intuitive grasp of basic factual knowledge regarding Chinese revolutions.
- 2) An ability to relate Chinese revolutionary moments to broader Chinese culture, particularly via the analytics of ethnicity, gender and the nation.
- 3) An ability to analyze different kinds of primary sources.
- 4) Analytical writing skills, including an ability to use your sources to write critically about social issues.

You will be assessed through your participation in class discussions, two exams, and a final paper. (See breakdown of grades below.)

Readings: In addition to short weekly excerpts on Moodle, we will read multiple excerpts from R. Keith Schoppa’s *Revolution and its Past: Identities and Change in Modern Chinese History* (1), and you will also be required to read one additional memoir/novel of your choosing (from 2a - c). *You will not need to read all four of these books in their entirety.*

1) Schoppa, R. Keith. *Revolution and Its Past: Identities and Change in Modern Chinese History*. 3rd edition. Upper Saddle River, NJ: Routledge, 2016.

2a) Chang, Jung. *Wild Swans: Three Daughters of China*. Reprint edition. Touchstone, 2003.
Available in Chinese as 《鴻——三代中國女人的故事》.

2b) Chin, Pa, and Olga Lang. *Family*. Reprint edition. Prospect Heights, Ill.: Waveland Pr Inc, 1972.
Available in Chinese as 《家》.

Syllabus: Revolutionary Moments in Modern China

2c) Esherick, Joseph W. *Ancestral Leaves: A Family Journey through Chinese History*. 1 edition. University of California Press, 2011. Available in Chinese as 《葉:百年動盪中的一個中國家庭》.

You can think of your chosen book (2a/b/c) as your “host family” for the course—all three of these books are riveting accounts of one family experiencing real historical turmoil. Since not all students are reading the same book, you will be asked to talk about your “host family” from time to time in class.

Films: We will complement our readings and lectures by watching several films in and out of class, including documentary and historical drama. Of course, historical dramas shouldn't be treated the same way as good history writings, but they are great for starting conversations about two things: 1) events of the past, and 2) contemporary interpretations of the past. *Some of these films express strong political views that I do not fully agree with, and you are also welcome to disagree.* We will not have time to finish most of these films, but you're strongly encouraged to finish them on your own time:

- Gordon, Richard, and Carma Hinton. *The Gate of Heavenly Peace*. Documentary, 1995.
- Han, Sanping, and Jianxin Huang. *The Founding of a Republic*. Drama, History, 2009.
- Scorsese, Martin. *Kundun*. Biography, Drama, History, 1997.
- Williams, Sue. *China: A Century of Revolution*. Documentary, 2007.
- Zhang, Yimou. *To Live*. Drama, War, 1994.

Lectures: I want you to have time to really read and savor the memoir or novel of your choosing (2a/b/c above), and so readings from other texts will be light. I will use much of our class time to present two kinds of historical exposition through informal lectures: 1) overviews of the events we are covering, and 2) in-depth explorations of our three analytics (gender, ethnicity, and the nation) in relation to those events. *These informal lectures provide key information that is not repeated in the readings, so attendance is crucial!*

Attendance: Very important. We will cover material in class that is not covered in readings. We will also discuss our readings. This is a small class, and so drops in attendance will negatively affect the entire class. If you simply cannot make it to class, please contact me. Absences will be excused in the case of illness and family emergencies, and may be excused in other cases if you consult me in advance. *You are allowed two free absences; beyond this, unexcused absences will reduce your overall grade by 3%.*

Grades: Your grade will be calculated based on in-class participation, three reading reports, two exams, and a writing project. The grade is calculated as follows:

Class discussion:	20%
Reading reports:	15%
Midterm Exam:	15%
Final Exam:	20%
Writing Project:	30%

I will issue a separate document explaining the requirements for the final writing project.

Academic Integrity: I adhere strictly to UIUC's definition of academic integrity. Make sure you are familiar with university policies regarding plagiarism; ignorance of these policies is not an acceptable excuse. They can be found here:

<http://www.library.illinois.edu/learn/research/academicintegrity.html>.

Course Schedule

Roman numerals (I, II, III) indicate lectures in a series.

☉ indicates a reading from R. Keith Schoppa's *Revolution and its Past*.

Ⓜ indicates a reading on Moodle.



1. Background and Conceptual Toolkits

1/14 Introduction: Revolutionary Moments

1/16 Crash Course in Dynastic China

☉ Read Schoppa ch. 2.

[1/21—Martin Luther King Jr. Day]

2. The Empire Strikes Back: Rebellions Against the Qing

1/23 The Great Qing and its Rebellions

☉ Read Schoppa ch. 4.

1/28 The Taiping Rebellion

Ⓜ Read excerpts from *God's Chinese Son* according to your group number (1 or 2).

Ⓜ Read *Ancestral Leaves* chapter 1, "Fleeing the Longhairs."

1/30 Gender (I): The Cult of Chastity and its Discontents

Ⓜ Read Sommer, "The Uses of Chastity"

2/4 The Boxer Rebellion: Boxers and Saints

☉ Read Schoppa ch. 6.

Ⓜ Read excerpts from *Boxers and Saints*.

3. Crushing the Empire: The Revolution of 1911

2/6 The Ye Family Experiences late Qing turmoil

Ⓜ Read *Ancestral Leaves* chapter 5, "Official Life in the Late Qing."

2/11 Reformers and Revolutionaries

☉ Read Schoppa ch. 7.

2/13 The Revolution of 1911

Ⓜ Read *Wild Swans* chapter 1, "Concubine to a Warlord General."

2/18 The Chinese nation as the *Zhonghua minzu*

2/20 Ethnicity (I): Assimilation and the "Unity of the Five Ethnic Groups"

© Read excerpts from *Coming to Terms with the Nation*

4. Youth Take Action: The New Culture and May Fourth Movements

2/25 The May Fourth Movement

© Read Schoppa ch. 9

2/27 The New Culture Movement

Ⓜ Read excerpts from *Family*.

Ⓜ Read excerpts from *The True Story of Ah Q*.

Writing project proposal is due.

3/4 Gender (II): Rejecting the “Traditional Chinese Woman”

Ⓜ Read excerpts from *Bound Feet and Western Dress*.

3/6 **Midterm Exam**

Study Review Guide.

5. “New China” : The Communist Revolution

3/11 Film: *The Founding of a Republic* (建国大业)

Ⓜ Read reviews of *The Founding of a Republic*

3/13 “Liberation”: Communists win the Civil War

© Read Schoppa ch. 15 pp. 287-297.

[March 16-24—Spring Break]

3/25 Ethnicity (II): The 56 Minzu

Ⓜ Read excerpts from *Coming to Terms with the Nation*

3/27 The Cultural Revolution

© Read Schoppa ch. 18.

View in advance: *To Live* (活着)

4/1 Gender (III): “Men and Women are the Same”

Ⓜ Read excerpts from *Wild Swans* according to your group (1 or 2)

6. Uprisings in the Revolutionary State

4/3 Ethnicity (III): Ethnic Uprisings in the People’s Republic

Film excerpts: *Kundun*

Ⓜ Read excerpts from *The Snow Lion and the Dragon*

4/8 Tiananmen Square, 1989: The Premise

Ⓜ Read excerpts from *The Tiananmen Papers*

Syllabus: Revolutionary Moments in Modern China

- 4/10 Tiananmen Square 1989: The Conflict
View in class: *The Gate of Heavenly Peace*
- 4/15** Endless Revolution: Red Nostalgia and Anti-Japanese Sentiment in the PRC
Ⓜ Selected news articles
Short film: *The Number One Village in the World*
- 4/17 The Problems of Hong Kong and Taiwan
- 4/22** The Sunflower and Umbrella Movements
Ⓜ Selected news articles
- 4/24 Student presentations
- 4/29** Student writing workshop
- 5/1** Review: gender, ethnicity, and Chinese uprisings
- 5/6 **Final Exam**



Writing Projects are due 5/10.

“A revolution is not a dinner party, or writing an essay, or painting a picture, or doing embroidery; it cannot be so refined, so leisurely and gentle, so temperate, kind, courteous, restrained and magnanimous.” –Mao Zedong