The Republican period (1912-1949) was the time of enormous transformation in China and of increasing interconnectedness in the world. It was the time of human suffering and empowerment on an unprecedented level. The Republican period ended with the rise to state power of the Chinese Communist Party that has governed China till today. This course will explore the complex factors, local and global, that shaped China during that time. We will focus on two themes: The first is the world of individual -- what various people, men and women, saw themselves doing, their ideas, their families, their jobs, their communities, and their sense of identity. The second theme is "creative" adaptations which occur when strange new ideas seem to answer pressing local problems. We will also learn how to read primary and secondary sources critically as historians.

Course Requirements and Assessment

1. Participation, 20%. Based on attendance, participation, and individual or group presentations.
2. Two short papers, 10% each.
3. Midterm exam, 30%.
4. Final paper, 30%.

Attendance and participation

The seminar discussions are integral to this course. We will usually talk about the readings assigned for that week, and sometimes discuss upcoming exams or essay assignments.

Assignments:

Two short papers, 10% each.

1. A two-page paper (double-spaced, Times New Roman, 12-point) in response to the assigned readings is due on the second class of the course. In your paper you should reflect on one of the following two topics: 1. What does “revolution” mean for Zou Rong? What are the concerns of Zhang Zhidong and Zou Rong? Did the Qing government take any steps during the “Golden Decade” to deal with these problems? or 2. What kind of
concerns did Qiu Jin have? Were they addressed in the reform process?

2. A five-page paper (double-spaced, Times New Roman, 12-point). You have two options:

Option A is due at the first class of Week 5: What are some recurrent themes in Zou Rong’s and Chen Duxiu’s texts? What are they most frustrated about? Was there any correspondence between these concerns and why would some people find communist ideas inspiring? Could we use these two primary texts to support Yeh Wen-hsin’s argument?

Option B is due at the first class of Week 8: What were the wartime experiences of the Chinese people? What kind of dilemmas were they facing? How did they cope with the war? Can we see any relations between the concerns that Qiu Jin expressed in her address to her female compatriots and those raised by Ding Ling in her novel?

Final research paper (30%).

An approximately ten to fifteen page paper (double-spaced, Times New Roman, 12-point) that should explore the connections of China to the world in the Republican period. The range of questions you can think about includes how Chinese people made use of “foreign ideas” or how their lives were influenced by what was going on in the world outside China. You have to find one primary source that illustrates China’s connection with the world, and read what has been written about this particular theme by scholars. Write a paper about how this primary source confirms, refutes, or amends existing understanding of China’s connection to the world that you gathered from reading other scholars. You can start looking for primary sources in the two documentary collections by Ebrey and Spence that are on reserves in the library.

**Required texts:**
Esherick, Ancestral leaves

**Other texts:**
Will be provided by the instructor or will be placed on reserve in the library

Lu Hsun, *Selected Stories*
and others
Class Schedule

Week 1: Tensions of Late Qing

1. Introduction

*Reading in class:* The New Prefect, selections (Ebrey)

2. Reforms, Revolution, Japan’s model

*Assignment Due: Short paper*

*Readings:* “Zhang Zhidong on the central government, 1898 (Spence)  
“Zou Rong on Revolution” (Spence)  
Qiu Jin “An address to two hundred million fellow country women” (Ebrey)  
Reynolds *Xinzheng Revolution* (selections), pp. 1-110, 151-92

Week 2: The Search for a New Order: - *Isms*

1. International origins of Chinese nationalism. Asianism and anarchism: from Paris to Manila to Hawaii


2. Nationalism and Chinese overseas: helping the Philippines and looking for help in Japan

Sun Yat-Sen: “Pan-Asianism,” 1924  

Week 3: Empire, Revolution, Republic

1. Revolution of 1911
Lu Hsun, “The Story of Ah-Q”

2. The end of old empires

Readings: Esherick, Ancestral Leaves, ch 4-6.

Week 4: Interwar (inter)nationalist moment and China

1. Anti-imperialism


3. The New Culture Movement

Readings: Chen Duxiu, "Call to Youth"
Yu Dafu, “Sinking’

Week 5: What is to be done?

1. Warlords & Alienated Scholars


Esherick, Ancestral Leaves, ch. 7.8
“Dog meat general” (Ebrey)

4. Midterm in class
Week 6: Leninism and Chinese revolutionaries in China and abroad

1. Guomindang


Cherepanov on life in Whampoa (Spence)

2. The Chinese Communist Party


Week 7: The 1930s: Revolution, Nation, Japan’s menace

1. Nanking Decade: nation building and urban modernities

*Readings:* Mme. Chiang on New Life Movement (Spence)
Esherick, *Ancestral Leaves*, ch. 9
Yeh, “Shanghai Modernity: Commerce & Culture in a Republican City”
Short selections from British Colonial Office Records on propaganda among the overseas Chinese

2. The CCP in Yanan

*Readings:* Yan'an Talks on Literature and Art
Mme. Sun Yatsen defends the left (Spence)

Week 8: Second World War in China

1. The War
Readings: Wang Jingwei’s address 1941 (Spence)
Documents on the Rape of Nanking, ed. by Timothy Brook, U of Michigan
Ding Ling, “When I was in Xia village”.

2. **Film**

“The Spring River Flows East”, 1947 (selections)

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**Week 9 War’s legacies in China and in Asia**

1. **Economy and society**
   

3. **China and War in Asia: New nations, new relations**
   
   
   Tan Cheng Lock’s speech

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**Week 10 Civil war and the communist rise to power**

1. **Civil War**
   
   *Readings*: Esherick, *Ancestral Leaves*, ch.10
   
   General Marshall: the mediator’s view, 1947 (Spence)

2. **The CCP rise to Power**
   