## Teaching Plan for Academic Year 2020-21

**PAPER: History of Modern China (c. 1840- 1950s)**

**SEMESTER: V**

**SESSION: JULY – DEC 2020**

**TEACHER'S NAME: Dr. Shakti Madhok**

**Syllabus:**

**Unit I: Late Imperial China: Society, Economy, Polity**

(a) Confucian Value System

(b) China and the Great Divergence Debate

**Unit II. Imperialism, Popular Movements and Reforms in the 19th century**

(a) Opium Wars and the Unequal Treaty System

(b) Taiping and Boxer Movements – Causes, Ideology, Nature

(c) Self-Strengthening Movement; Hundred Days Reforms of 1898

**Unit III: Emergence of Nationalism**

(a). The Revolution of 1911: Context, Nationalist Ideologies, Role of Social Groups,

Changing Gender Roles.

(b). Sun Yat-sen (Sun Zhong Shan)— Ideology and Three Peoples Principles

(c) May Fourth Movement of 1919

**Unit IV: Nationalism and Communism**

(a). 1921-1927: Formation of the CCP and early activities; Reorganization of the KMT

(Nationalist Party); The First United Front

(b). 1928-1949: Kiangsi (Jiangxi) Period; Evolution of Maoist Strategy and Revolutionary

Measures; the Yenan Phase; Peasant Nationalism and Communist Victory

**Course Description:**

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism on China and the country’s numerous internal fissures and contradictions. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles. It facilitates an understanding of the multiple trajectories of China’s political and cultural transition from a late imperial state, to a flawed Republic, to the Communist Revolution led by Mao Tse Tung. The paper shall expose students to historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centred on such issues.

## TEACHING TIME (No. Of 15 Weeks)

## CLASSES

The course is organized around daily lectures as per the timetable. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. The presentation shall focus either on important themes covered in the class lectures, or on specific readings. Interactive sessions through group discussions or group presentations. shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Students in this course will primarily have three modes of assessment:

 1) Written assignment

 2) Presentation

 3) Class Test

Two assignments of 5 marks each. Students will have to write one essay-based assignment inclusive of bibliographies, and for the second assignment, they will have to prepare a presentation. There will be a Class Test of 10 marks. It will take place tentatively after the mid-semester break.

Additionally, there are 5 marks for Attendance

**Essential Readings:**

Latourette, K.S. (1954). *History of Modern China.* London: Penguin Books, (Chapter 2 &

Chapter 3).

• Gray, J. (1990). *Rebellions and Revolutions: China from 1800s to the 1980s.* Oxford:Oxford

University Press, (Chapter 1).

• Pomeranz, K. (2000). *The Great Divergence: China, Europe and the Making of the Modern*

*World.* Princeton: Princeton University Press, (Introduction, Chapter 1).

• Wong, R. Bin*.* (1997). *China Transformed: Historical change and the Limits of European*

*Expansion.* Ithaca and London: Cornell University Press, pp. 1-52 (The “Introduction” is

available on line:

h t t p : / / www.history.ubc.ca /sites/ default / files / documents / readings/bin\_wong\_introduction\_1.pdf.)

Peffer, N. (1994).*The Far East- A Modern History.* New Delhi: Surjeet Publications, (Chapter VI &Chapter VII).

• Chung, Tan. (1978). *China and the Brave New World: A Study of the Origins of the Opium*

*War.* New Delhi: Allied Publishers, (Chapter 2, Chapter 6 & Chapter 7).

• Vinacke, H.M. (1982).*A History of the Far East in Modern Times.* Delhi: Kalyani Publishers,

(Chapter II).

• Chesneaux, J. (1973). *Peasant Revolts in China 1840-1949.* London: Thames and Hudson,

(Chapter 2).

• Cohen, P.A. (1997). *History in Three Keys: The Boxer as Event, Experience and Myth.* New

York: Columbia University Press.

• Fairbank, J.K. and Merle Goldman. (2006). *China: A New History.*Harvard: Harvard University Press, (Chapter 10& Chapter 11).

• Gray, J. (1990 reprint). *Rebellions and Revolutions: China from 1800s to the 1980s.* Oxford: Oxford University Press, (Chapter 3& Chapter 6).

• Purcell, V. (1963). *The Boxer Rebellion: A Background Study.* Cambridge: Cambridge University Press, (Chapter VI, Chapters IX, Chapter X& Conclusion).

• Tan, Chester C. (1967). *The Boxer Catastrophe,* New York: Octagon Books.

• Shih, Vincent. (1967). *Taiping Ideology: Its Sources, Interpretations and Influences.* Seattle: University of Washington Press.

Wright, M. C. (Ed.). (1968). *China in Revolution: the First Phase, 1900-1913.* London: Yale

University Press, (Introduction).

• Zarrow, P. (2005). *China in War and Revolution 1895-1949.* London: Routledge.

• Lazzerani, Edward J. (Ed.). (1999). *The Chinese Revolution.* Westport, Connecticut: Greenwood

Press, pp 19-32.

• Linebarger, P.M.A. (1973). *The Political Doctrines of Sun Yat-sen: An Exposition of the San min Chu I.* Westport (Connecticut): Greenwood Press, (“Introduction”. Also available online: http://www.gutenberg.org/ebooks/39356).

• Schiffrin*,*H.Z. (1968). *Sun Yat-sen and the Origins of the Chinese Revolution,* Berkeley: University of California Press, (Chapter 1, Chapter II & Chapter X).

• Bianco, L. (1967). *Origins of the Chinese Revolution 1915-1949.* Stanford: Stanford University Press, (Chapter 2).

• Chow,Tse-tung. (1960).*The May Fourth Movement.* Stanford: Stanford University Press,

(Chapter I, Chapter XIV).

Bianco, L. (1967).*Origins of the Chinese Revolution 1915-1949.* Stanford: Stanford University Press, (Chapter 3 & Chapter 4).

• Fairbank, J.K. (1987). *The Great Chinese Revolution 1800-1985,* Part Three. London: Chatto and Windus, (Chapter 12, Chapter 13 & Chapter 14).

• Harrison, J.P. (1972). *The Long March to Power: A History of the Chinese Communist Party, 1921-1972,* London: Macmillan, (Chapter 2, Chapter 3 &Chapter 9).

• Isaacs, H. (1961).*The Tragedy of the Chinese Revolution.* Stanford: Stanford University

Press, (Preface, Chapter 1, Chapter 2, Chapter 3, Chapter 4 & Chapter 18).

• Johnson, Chalmers A. (1962). *Peasant Nationalism and Communist Power: The Emergence*

*of Revolutionary China, 1937-1945.* Stanford: Stanford University Press, (Chapter I).

• Selden, M. (1971). *The Yenan Way in Revolutionary China.* Cambridge: Harvard University

Press, (Chapter 1 & Chapter VI).

• Shinkichi, E. and H. Z. Schiffrin, (Ed.). (1984).*The 1911 Revolution in China: Interpretive*

*Essays.* Tokyo:University of Tokyo Press, pp. 3-13.

• Snow, E. (1937). *Red Star over China, Part Three.*London: Victor Gollancz, (Chapter 2).

• Spence, J. (1999). *The Search for Modern China.* New York: W.W. Norton, (Chapter 16).