PLEASE NOTE CAREFULLY:

The full set of school regulations and procedures is contained in the Undergraduate Student Handbook which is available online at your MyAberdeen page. Students are expected to familiarise themselves not only with the contents of this leaflet but also with the contents of the Handbook. Therefore, ignorance of the contents of the Handbook will not excuse the breach of any school regulation or procedure.

You must familiarise yourself with this important information at the earliest opportunity.

COURSE CO-ORDINATOR
Dr Isabella Jackson, Isabella.jackson@abdn.ac.uk.
01224 273676; Room 102, Crombie Annexe
Office hours: See MyAberdeen page.

DISCIPLINE ADMINISTRATION:
Mrs Barbara McGillivray/Mrs Gillian Brown
50-52 College Bounds
Room CBLG01
01224 272199/272454
history-ug@abdn.ac.uk

TIMETABLE
Please refer to the online timetable on MyAberdeen

Students can view the University Calendar at http://www.abdn.ac.uk/students/13027.php
COURSE DESCRIPTION

The 1911 Revolution brought down the last emperor of China, ending over 2,000 years of imperial rule and ushering in the Republican period. But the young nation faced many challenges, from foreign imperialism to the titanic struggle between the Communist and Nationalist Parties. This course provides an in-depth study of the development of Republican China and the major debates concerning its history. Students will draw on the recent outpouring of new historiography, due in part to the new availability of archival resources in mainland China, as well as engaging directly with revealing primary materials (in English), to gain a thorough understanding of this period of intense and formative change for modern China.

INTENDED AIMS AND LEARNING OUTCOMES

Students will gain a thorough understanding of Republican China and the various approaches taken to its study by historians. They will be able to assess the strengths and weaknesses of such models as ‘western impact-China response’ and ‘China-centred history’ to evaluate the work of scholars. They will also be able to synthesise their understanding with an analysis of primary sources to undertake their own independent research into the period. Students’ intellectual abilities will be stretched and enhanced and they will strengthen their skills in group-work, oral presentations, independent study, and the construction and presentation of compelling arguments.

Students will gain the ability to:

- Identify and outline the key factors and themes relating to the development of China over the course of the first half of the 20th century.
- Discuss critically the intellectual and practical challenges of combining an ‘internal’ and ‘external’ perspective on modern Chinese History.
- Engage in effective team-work required for interaction in a seminar.
- Give effective and meaningful presentations in class.
- Pursue research centred on their individual interests as these emerge during the course and recognise the skills and practices which facilitate such research.
- Appreciate a challenging environment where debate, academic criticism, evaluation of disparate analyses and the synthesis and testing of the student’s own explanatory models allow the student to develop the skills, values and attitudes of a good historian.
- Identify, analyse and synthesise primary and secondary sources, and to evaluate disparate and conflicting data and arguments.
- Research, construct and present essays based on relevant written, visual and electronic sources.
- Develop IT skills relating to word processing, data (including bibliographic) production, presentation and analysis and the use of the internet.
This course develops key skills that will enhance the employability of graduates in several areas including: literacy, information literacy, editing and report writing, public speaking, visual appreciation and presentation. In addition, engagement with social, historical, cultural, economic and political subject matter relating to one of the world's most important societies will equip students with an up-to-date and sophisticated appreciation of China's position in the contemporary world and its sometimes ambivalent attitude towards 'the West'.

LECTURE/SEMINAR PROGRAMME

Please note that this schedule may be subject to variation as the course progresses.

Week 1
1. Introduction: China under the Qing
2. The Fall of the Qing

Week 2
3. The founding of the new republic and the first presidents
4. China in the age of warlords

Week 3
5. Capital and the Chinese bourgeoisie
6. Work and poverty

Week 4
7. New Culture; New Politics: the May Fourth Movement
8. Colonialism in China: treaty ports and ‘informal empire’

Week 5
9. The May Thirtieth Incident and colonialism
10. The Birth of Chinese Communism

Week 6
12. 1927: Conquest and Purge

Week 7
13. The Nanjing Decade 1927-37
14. Experiments in Communism: the Jiangxi Soviet

Week 8
15. Communism in retreat: the Long March
Easter Break

Week 9: Reading Week

Week 10

17. The outbreak of the Sino-Japanese War, 1937
18. China’s long Second World War, 1937-45

Week 11

19. Civil War and Communist Victory
20. Nationalist China: a strong or a weak state?

Week 12

21. Concluding debate: was the Republic a ‘new China’?
22. Revision

READING LIST

In general, the topics covered in both sessions each week will be closely related, so you should prepare for each week by reading both sets of readings, planning and dividing your preparation time. You should read at least 1-2 primary readings (where indicated) and at least 2-3 core readings for each class, and draw on further reading according to interest or if you cannot obtain enough of the core readings from the library. Wherever possible readings will be provided on the MyAberdeen site if not accessible online elsewhere, and additional primary sources may be added to the site. There will inevitably be pressure on library resources (it is illegal under copyright law for me to provide more than one chapter of a book on MyAberdeen), so please be considerate to your classmates and read in the library where possible or borrow books for the shortest period you can.

Further reading is an essential part of any course in History and will deepen your understanding and enjoyment of the period and the discipline of history. The footnotes and bibliographies of these books and articles are two sources of further reading; the search-features of the library catalogue, browsing the open shelves, and consulting the course co-ordinator are other ways forward. A major outcome of a university education should be an ability to find information on any topic within your field. You are encouraged to show initiative in developing this ability.

1. Introduction: China under the Qing

Read one of the following:
Jonathan D. Spence, *The Search for Modern China* (New York, 1999), chapters 7-11

2. The Fall of the Qing

*Primary*

*Core*
Peter Zarrow, *China in War and Revolution, 1895-1949* (London, 2005), pp. 30-74

*Further*
Jonathan D. Spence, *The Search for Modern China* (New York, 1999), chapters 11 and 12
Peter Zarrow, *After Empire: the Conceptual Transformation of the Chinese State, 1885-1924* (Stanford, 2012), chapter 6

Week 2

3. The founding of the new republic and the first presidents

*Core*
Peter Zarrow, *After Empire: The Conceptual Transformation of the Chinese State, 1885-1924* (Stanford, 2012), chapter 7

*Further*
Ernest P. Young, *The Presidency of Yuan Shih-k’ai: Liberalism and Dictatorship in Early Republican China* (Ann Arbor, 1977)
4. China in the age of warlords

**Primary**


**Core**


Arthur Waldron, *From War to Nationalism: China's Turning Point, 1924-1925* (Cambridge, 1995), pp. 1-10 and according to interest

**Further**


David Strand, *Rickshaw Beijing: City People and Politics in the 1920s* (Berkeley, 1989), chapter 9

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5. Capital and the Chinese bourgeoisie

**Core**


EITHER: Bryna Goodman, "What is in a Network? Local, Personal and Public Loyalties and Conceptions of the State and Social Welfare, in Nara Dillon and Jean Chun Oi (eds), *At the Crossroads of Empires, Middlemen, Social Networks, and Statebuilding in Republican Shanghai* (Stanford, 2007), pp. 155-78


**Further**


Marie-Claire Bergère, *Shanghai: China’s Gateway to Modernity* (Stanford, 2009), pp. 147-76

Peter Zarrow, *China in War and Revolution, 1895-1949* (London, 2005), chs 5-6
6. Work and poverty

*Primary*


*Core*


David Strand, *Rickshaw Beijing: City People and Politics in the 1920s* (Berkeley, 1989), chapter 3 and more according to interest

*Further*


Week 4

7. New Culture; New Politics: the May Fourth Movement

*Primary*


Read some (or all) of Lu Xun, *A Madman’s Diary*, first published in Chinese in 1918. It is available in a number of edited collections of Lu Xun’s work in the library, and [online](http://www.eastasianhistory.org/sites/default/files/article-content/29/EAH29_04.pdf).

*Core*


Peter Zarrow, *China in War and Revolution, 1895-1949* (London, 2005), chs 7-8

Wen-hsin Yeh, ‘Middle County Radicalism: The May Fourth Movement in Hangzhou’, *China Quarterly*, No. 140 (1994), 903-25. (The same piece
can also be found in Frederic Wakeman, Jr. and Wang Xi (eds), *China’s Quest for Modernization: A Historical Perspective* (Berkeley, 1997), pp. 22-49.)

Further

8. Colonialism in China: treaty ports and ‘informal empire’

Primary
Correspondence in the *North China Herald*, 16 July 1927 (on ‘unequal treaties’ and Sino-foreign relations) – on Blackboard
Sun Yat-sen, “China as a “hypo-colony””

Core

Further
Bryna Goodman and David S. G. Goodman (eds), *Twentieth-Century Colonialism and China: Localities, the Everyday and the World* (London, 2012), chapters according to interest

Week 5

9. The May Thirtieth Incident and colonialism

Primary

Core

**Further**


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### 10. The Birth of Chinese Communism

**Primary**


**Core**

S. A. Smith, *A Road is Made: Communism in Shanghai, 1920-1927* (Richmond, 2000), pp. 9-30 and according to interest
Peter Zarrow, *China in War and Revolution, 1895-1949* (London, 2005), ch 10

**Further**


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### Week 6


**Primary**

Core
S. A. Smith, A Road is Made: Communism in Shanghai, 1920-1927 (Richmond, 2000), pp. 130-144 and according to interest

Further
Lawrence Sullivan, Leadership and Authority in China: 1895-1976 (Lanham, Md., 2012) chapter 3

12. 1927: Conquest and Purge

Core
Peter Zarrow, China in War and Revolution, 1895-1949 (London, 2005), pp. 248-70

Further
Hans van de Ven, War and Nationalism in China, 1925-1945 (London, 2003), pp. 94-130

Week 7

13. The Nanjing Decade 1927-37

Core
Frederic Wakeman, Jr., “A Revisionist View of the Nanjing Decade: Confucian Fascism”, China Quarterly, No. 150, Special Issue: Reappraising Republic China (June 1997), 395-432
Hans van de Ven, War and Nationalism in China, 1925-1945 (London, 2003), ch 4
Or Hans van de Ven, ‘The Military in the Republic’, China Quarterly, No. 150, Special Issue: Reappraising Republic China (June 1997), 352-74 – focus particularly on the later section of the article on the Nanjing Decade

Further

14. Experiments in Communism: the Jiangxi Soviet

Primary
----. ‘How to Differentiate the Classes in the Rural Areas’ (October 1933), http://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1_8.htm
Edgar Snow, Red Star Over China (London, 1937), pp. 164-75

Core
Stephen C. Averill, ‘The Transition from Urban to Rural in the Chinese Revolution’, China Journal, No. 48 (July 2002), 87-121
Peter Zarrow, China in War and Revolution, 1895-1949 (London, 2005), pp. 271-93

Further

Week 8

15. Communism in retreat: the Long March

Primary
Edgar Snow, Red Star Over China (London, 1937), Part 5: The Long March; and Part 3 (chapters 1, 2 and 5 of this part) and Part 4, on Mao’s life.

Core
Further
Jonathan Spence, *The Search for Modern China* (London, 1999), pp. 397-403


Primary
Documents 1-4 from chapter one of Gregor Benton and Alan Hunter (eds), *Wild Lily, Prairie Fire: China's Road to Democracy, Yan'an to Tian'anmen, 1942-1989* (Princeton, 1995)

Core

Further
Timothy Cheek (ed.), *A Critical Introduction to Mao* (Cambridge, 2010)
Maurice Meisner, *Mao’s China and After: A History of the People’s Republic* (New York, 1999), chapter 4

Easter Break

Week 9: Reading Week

Week 10

17. The outbreak of the Sino-Japanese War, 1937

Primary
Extracts from the family letters of Dr Robert Wilson, Nanjing, December 1927, from Timothy Brook (ed.), *Documents of the Rape of Nanking* (Ann Arbor, 1999)
Core
Daqing Yang, “Convergence or Divergence? Recent Historical Writings on the Rape of Nanjing”, American Historical Review, Vol. 104, No. 3 (June 1999), 842-65
Fogel, Joshua (ed.), The Nanjing Massacre in History and Historiography. (Berkeley, 2000), chapter 1
Rana Mitter, China’s War with Japan, 1937-1945: the Struggle for Survival (London, 2013), chapter 4

Further
Iris Chang, The Rape of Nanking: the Forgotten Holocaust of World War II (London, 1998)
Donald A. Jordan, China’s Trial by Fire: the Shanghai War of 1932 (Ann Arbor, 2001)
Hualing Hu and Lian-hong Zhang (eds.), The Undaunted Women of Nanking: the Wartime Diaries of Minnie Vautrin and Tsen Shui-fang (Carbondale, Ill., 2010)
Rana Mitter, The Manchurian Myth: Nationalism, Resistance and Collaboration in Modern China (Berkeley, 2000)
Xiaohong Xu and Lynn Spillman, ‘Political Centers, Progressive Narrative, and Cultural Trauma: Coming to Terms with the Nanjing Massacre in China, 1937-1979’ in Mikyoung Kim and Barry Schwartz (eds), Northeast Asia’s Difficult Past: Essays in Collective Memory (Basingstoke, 2010), pp. 101-128

18. China’s long Second World War, 1937-45

Primary

Core
Hans van de Ven, War and Nationalism in China, 1925-1945 (London, 2003), chapters 5-7

Further
R. Keith Schoopa, In a Sea of Bitterness: Refugees During the Sino-Japanese War (Cambridge, Mass.: 2011)

**Week 11**

**19. Civil War and Communist Victory**

*Primary*
Mao Zedong, ‘The Situation and our Policy after the Victory in the War of Resistance Against Japan’ (13 August 1945) and ‘Strategy for the Second Year of the War’ (1 September 1947)

*Core*

*Further*

**20. Nationalist China: a strong or a weak state?**

*Core*

**Week 12**

**21. Concluding debate: was the Republic a ‘new China’?**

*Core*

**22. Revision**
GENERAL READING

Primary

Parliamentary Papers including Hansard records: http://parlipapers.chadwyck.co.uk/home.do
Visual Shanghai http://www.virtualshanghai.net/
Visualizing China http://visualisingchina.net/
Arnold Wright (chief ed.), *Twenty First Century Impressions of Hong Kong, Shanghai and Other treaty ports of China* (London, 1908): http://www.archive.org/details/twentiethcentury00wriquoft - beware, very large file
Ebrey, Patricia (ed.), *Chinese Civilization and Society: A Sourcebook* (New York, 1981 or 1993 edition – they have slightly different contents)
Adam Mathew Digital (Here you can get a month's free access to their digital collections)
Archive.org
Contemporary Journals (Many academic journals from the period are available via JStor)
The Economist Digital Archive (covers 1843-2003)
Hansard
Historical Photographs of China
Marxists.org (for works by prominent CCP leaders, etc.)
The Times Digital Archive (1785-1985)

Secondary

Duara, Prasenjit, *Rescuing History from the Nation: Questioning Narratives of Modern China* (Chicago, 1995)


Fairbank, John K. and Denis Twitchett (Gen. eds.), *The Cambridge History of China*, Vols. 12 and 13, as well as 10 and 11 for background reading


Wakeman, Jr., Frederic and Wang Xi (eds), *China’s Quest for Modernization: A Historical Perspective* (Berkeley, 1997)


**ASSESSMENT**

3 hour exam = 50%

Essay (max. 3,000 words) = 30%

Book review (1,000 words) = 10%

Seminar Participation (including presentation, engagement, etc.) = 10%

The resit is by examination alone (100%)

Feedback on all assessment should be timely and normally provided within a maximum of three working weeks (excluding vacation periods) following the deadline for submission of the assessment.

Please find the discipline specific Common Assessment Scale (CAS) descriptors in MyAberdeen.

**ESSAYS**

Essays should be no more than 3,000 words long, including quotations and footnotes but excluding the bibliography. Students should note that they will be penalised for work which is either too long or too short. Essays should be on a topic agreed with the course coordinator and students may not write an essay on a topic which they have presented or will present in class. Essays should draw on a wide range of secondary literature and some primary sources. Please note the information below on the preferred referencing style.
BOOK REVIEW
The Book Review should be no more than 1,000 words, including quotations and footnotes but excluding the bibliography (note that book reviews, like essays, must be accompanied by a bibliography and properly referenced). Students will be required to summarise the contents and main argument(s) of the book and its contribution to the wider literature on the topic. Almost any book on the reading list may be selected for review, but students should seek the approval of the course coordinator prior to commencing work to ensure the chosen book is suitable for the exercise.

SEMINAR PARTICIPATION
Students will each make one presentation on a topic assigned early in the course. Presentations should be c. 15 minutes long and be accompanied by a hand-out, providing a list of references and a discussion question to launch a class discussion. PowerPoint may be used, but is not compulsory. You will be expected to provide:

- An overview of the topic under discussion
- Discussion of the main historiographical arguments concerning that topic
- Consideration of the topic in the context of the course as a whole

You ought not only to summarize but also to present an argument within your presentation. Oral feedback will be provided by the course coordinator, and her assessment of the presentation will be worth half of the mark for class participation (5% total mark for course).

Students will be expected to prepare well for all classes and contribute their reflections on the readings and topics constructively. The course coordinator’s assessment of the students’ level of preparation for and contribution in classes throughout the course will be worth half of the mark for class participation (5% total mark for course).

ASSESSMENT DEADLINES
Book Review: 12 noon on Thursday 13th March (Week 6).
Essay: 12 noon on Tuesday 22nd April (Week 9).

SUBMISSION ARRANGEMENTS
The Department requires ONE hard and ONE electronic copy of all assignments, as follows:

COPY 1: One hard copy together with an Assessment cover sheet, typed and double spaced – this copy should have your ID number CLEARLY written on the cover sheet, with NO name and NO signature but EVERYTHING ELSE filled in – and should
be delivered to the History Department [Drop-off boxes located in CB008, 50-52 College Bounds].

COPY 2: One copy submitted through Turnitin via MyAberdeen.

EXAMINATION
Students will select and answer essay questions across the range of topics covered in the course. The format will be discussed in advance and a sample exam paper will be provided for revision.

Past exam papers can be viewed at http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/.

REFERENCING
Every essay should be page numbered and have end/footnotes and a full bibliography, comprising only works cited. Any material consulted but not cited may be noted under an additional heading: 'works consulted'. Please observe the following guidelines.

Footnotes
You must give credit where credit is due. Quotations, paraphrases, statistics, interpretations, and significant phraseology taken from books and articles must be carefully and correctly cited in footnotes or endnotes. On the other hand obvious facts on which all authors would agree need not be footnoted. You should refer to the specific page or page range relevant, not to the whole book/chapter/article. Footnotes need full stops, unlike references in a Bibliography. For further information and guidance consult the School Guidelines. Any style found in historical publications may be followed, as long as it is used consistently, but one acceptable form for footnotes is indicated by the following examples:

Book (monograph):

Multi-volume work:

Chapter in an edited book:

Article in a journal (omit ‘The’ at the beginning of journal titles):
Daqing Yang, “Convergence or Divergence? Recent Historical Writings on the Rape of Nanjing”, American Historical Review, Vol. 104, No. 3 (June 1999), 848.
In citing a work for which the publication data has been given in an earlier footnote, it is not necessary to repeat the same data in full. Simply write the author’s surname, an abbreviated title (omitting ‘The’ or ‘A/An’ if there is one at the beginning of the title) and the page number, as follows:


**Website:**

N.B. Show caution when using sources from the Internet: publications are subject to peer review by other academics, which material you find online may not be.

**Bibliography**
Your paper should also include a bibliography. Bibliographies should be arranged in alphabetical order by author’s surname and should distinguish between primary and secondary sources. If citing a whole book do not include page numbers. If citing an article in a book or journal, give the page numbers of the whole article, as follows:

**Primary Sources**
Ebrey, Patricia (ed.), *Chinese Civilization and Society: A Sourcebook* (New York, 1993) – if you have consulted multiple sources within one volume. If you have only consulted one source from a given volume, specify it, e.g.:

**Secondary Sources**

----, *The Manchurian Myth: Nationalism, Resistance and Collaboration in Modern China* (Berkeley, 2000)


Yang, Daqing, “Convergence or Divergence? Recent Historical Writings on the Rape of Nanjing”, *American Historical Review*, Vol. 104, No. 3 (June 1999), 842-65


**Websites** Full citations should also be given when material has been accessed via the internet. As much of the following information as possible should be provided:

Author, ‘Title of Article’, <http://www....>, 2001 (give date if known), accessed 1 January 2012 (date you last accessed the page)

For example:


**Plagiarism**

‘Plagiarism is the use, without adequate acknowledgement, of the intellectual work of another person in work submitted for assessment. A student cannot be found to have committed plagiarism where it can be shown that the student has taken all reasonable care to avoid representing the work of others as his/her own.’

Plagiarism is a serious offence everywhere, both within and beyond the academic community. All cases of suspected plagiarism will be reported to the Head of School in the first instance and cannot be discussed with or determined by a Tutor or course Co-ordinator.

Students MUST refer to the School’s Undergraduate Student Handbook for more detailed information on what constitutes plagiarism, how to avoid it, and what the University’s procedure is should plagiarism be suspected.