HIST3120 - China from the Opium Wars to the Tiananmen Massacre
Course Outline

Course Co-ordinator: Dr Chris Valiotis
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Consultation hours: Thursdays 5-6pm

Course Overview
Semester: Semester 1 - 2007
Unit Weighting: 20
Teaching Methods: Lecture Tutorial

Brief Course Description
Covers the history of China from the decline of the Qing Empire in the nineteenth century to the 1989 Tiananmen Square incident. It aims to familiarise students with the turbulent development of the modern Chinese nation, and to encourage them to explore patterns of government, socio-cultural issues, revolutionary processes and popular movements in Imperial, pre-Revolutionary and post-1949 China. It also encourages students to refine their skills in historical research, text analysis, writing and presentation skills.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 2 Hours per Week for 12 Weeks

Learning Materials/Texts
Course Workbook

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2007

CTS Download Date: 15.2.2007
Course Objectives
Upon completion of the course, students will be expected to: display understanding of the major aspects of the history of modern China; display the ability to read critically, broadly and independently, and show both awareness of the contested nature of historical representation and the ability to engage in historical debates; display the ability to reflectively consider the developments of China's history and relate this historical knowledge to issues affecting modern China; and display the ability to conduct research independently, and to express clear and informed arguments, either orally or in writing, on various aspects of Chinese history.

Course Content
The course focuses on the history of modern China from the decline of the Qing Empire to the Tiananmen Square incident in 1989. It begins by exploring Qing patterns of government as well as its underpinnings in social and religions traditions, and considers the strains on this government, both through internal rebellions and external encroachment. It considers attempts at reform, such as the Self-Strengthening movement, and reasons for their failures. The twentieth century was a time of great upheaval, in political, social, cultural and economic terms. We explore the 1911 Revolution, the failure of the Republic, the warlord period, the Nanking government and the Sino-Japanese War of 1937-1945, before turning to the 1949 birth of the People's Republic of China, its agrarian and social reforms, and the great disasters of the Great Leap Forward and the Cultural Revolution, the reforms that followed the death of Mao Zedong and the Tiananmen Square incident of 1989. Exploration of all these topics includes issues of gender and ethnicity. The course relies on the insights of historians and social scientists, but also, importantly, on the testimonies of those who experienced China's ongoing revolution first-hand.

Assessment Items

| Essays / Written Assignments | one to three written assignments, which might include minor or major essays, tutorial papers, book reviews, essay proposals, bibliographies or other similar exercises as specified in the course guide, totaling 5,000 - 7,000 words, 50 - 70%. |
| Examination: Formal | Formal exam or class test, as specified in the course guide, 20 - 40%. |
| Other: (please specify) | Class participation demonstrating preparation and involvement, worth 10% |
| Other: (please specify) | Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course guide available in the first two weeks of semester. |

Assumed Knowledge
20 units of History at 1000 level or equivalent.

Callaghan Campus Timetable
HIST3120
CHINA FROM THE OPIUM WARS
Enquiries: School of Humanities and Social Science
Semester 1 - 2007
Lecture and Tutorial Thursday 13:00 - 15:00 [V10]
or Thursday 10:00 - 12:00 [GP3-18]
Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another’s ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written
examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be lodged no later than 10 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2007

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

**Callaghan campus**

- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus
City Precinct

• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Faculty websites

Faculty of Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

The Dean of Students

Resolution Precinct

Phone: 02 4921 5806

Fax: 02 4921 7151

Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:


Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards


Web Address for Rules Governing Postgraduate Academic Awards


Web Address for Rules Governing Professional Doctorate Awards


STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au
As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: [www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability)

Online Tutorial Registration:
Students are required to register in the Seminar or Lecture and a specific Tutorial time for this course via the Online Registration system:
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet**: All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/school/hss/studentlinks/studentform.html](http://www.newcastle.edu.au/school/hss/studentlinks/studentform.html)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah
- **Date-stamping assignments**: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be addressed to the School of Humanities and Social Science. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.
Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:
- One tutorial paper of 1500 words
- One essay of 4000 words

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: http://www.newcastle.edu.au/study/forms/

Return of Assignments
Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style
In this course, it is required that you use the Chicago footnote referencing and Bibliographic system. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from: http://www.newcastle.edu.au/school/hss/images/HistEssayWritingGuide.doc and
Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

- **http://www.newcastle.edu.au/currentstudents/index.html**

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<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
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<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<th>Grading guide</th>
<th>Pass (P)</th>
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<td>50% to 64%</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<th>Grading guide</th>
<th>Credit (C)</th>
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<td>65% to 74%</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<th>Distinction (D)</th>
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<td>75% to 84%</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<th>Grading guide</th>
<th>High Distinction (HD)</th>
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<td>85% upwards</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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<td>Essay due 5pm 23 May</td>
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<td>13</td>
<td>31 May</td>
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<td>14</td>
<td>7 June</td>
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HIST3120 - China from the Opium Wars to the Tiananmen Massacre

OVERVIEW
Objectives of the course and general overview:
This course aims to give students a solid grasp of the important issues in Chinese history from the decline of the Qing Empire and the Opium Wars to the 1989 Tiananmen Square ‘incident’. It also encourages them to refine their skills in historical research, text analysis, writing and presentation skills. The lectures map the transformation of China since the last century in a chronological manner, and are supplemented by relevant audio-visual material. The tutorials explore particular issues, use primary sources extensively, and enable students to explore areas such as sociocultural and gender issues, revolutionary processes and popular movements. The focus for the whole course is on patterns of change and continuity between imperial and contemporary China.

The point of departure of the course is the Qing Empire. Patterns of government, and economic and social structures are explored. After examining the decline and demise of the Qing and the turmoil of the turn of the century, we trace the rise of nationalism, and the challenges faced by the Chinese Communist Party, through war and civil war. In the post-war period, we pay particular attention to the Great Leap Forward, the Cultural Revolution, the reforms of Deng Xiaoping, and the crisis of 1989.

Class times
Classes consist of a two-hour lecture and a two-hour seminar. Class times and locations are available on the web.

Assumed knowledge for the course:
20 units History at first year level or equivalent.

Consultation times:
Weekly consultation times will be announced in the first lecture. I am happy to see students outside consultation times e-mail:
chris.valiotis@newcastle.edu.au

Textbooks and workbooks
It is recommended that you buy the textbook, but a copy will be placed in the ShortLoans section of the library (remember that you can book items for particular times). The other reading material has been assembled in a workbook, available for purchase through the bookshop. A copy of the workbook will be placed in Short-loans. The recommended text is:

Lectures:
Lecture times and location will be available from the web. Attendance at the weekly two-hour lecture is strongly recommended, as there is a strong correlation between lecture attendance and a good learning experience (resulting in a better grade).
Tutorials:
Tutorials are an integral part and a requirement of the course. You may be excluded from the course if you fail to attend regularly (you will be asked to provide medical certificates if you miss more than three tutorials). You are required to prepare for the tutorial by reading and thinking about the material given in the reading guide, and you should come ready to initiate or contribute discussion on the topic. As well as being completely familiar with the content of the sources, you should be able to account for the discrepancies, if any, found amongst the sources, to comment on the reliability of the sources and you should also think about the ‘voices’ that may not have been included in the reading.

Please keep these important points in mind:
- **You** can make tutorials interesting by reading your sources, thinking about them and raising questions.
- It is an essential part of your training at University that you take initiative in research. In other words, you are expected to read ‘around’ the tutorial subjects, and look up those words/concepts that are not clear. If you can’t understand something, find out more about it and raise it in the tutorials.
- Your tutorial mark will be based not on the amount of your contribution, but on its quality.
- Overcome shyness and talk in tutorials. There are no ‘stupid questions’. If something is unclear to you, you can be sure that several other people in the room are wondering the same thing. Raise your question, even if you think it is ‘dumb’: everyone else will be grateful you did. And one more thing: public speaking is a matter of practice — the more you do it, the easier it gets.

Assessment:
All assignments are to be typed (double-spaced with sufficient margins for markers to comment) and dropped in the appropriate essay box in the School of Liberal Arts, with the appropriate cover sheet, by the due date. Essays can only be emailed or sent by mail with the express permission of the course coordinator.

Extensions
Extensions for written work will only be granted in special circumstances, and will require you to discuss alternative arrangements with your lecturer and present written evidence (such as medical certificate) if necessary. It is a matter of courtesy to contact your lecturer before the due date of the essay if you are going to hand your essay in late, even if you have no particular excuse. The Faculty’s policy states: ‘assignments submitted after the due date without an extension of time or after the expiry of an extension of time may incur a minimum penalty of 5% per day and up to 25% per week of the maximum value of the assignment’
### Assessment

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<th>Assignment</th>
<th>Weightage</th>
<th>Deadline</th>
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<tr>
<td>Class Presentation (1500 words)</td>
<td>25%</td>
<td>weekly, 5 pm</td>
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<td>Major Essay (4000 words)</td>
<td>45%</td>
<td>Due Week 12, 23 May 2005, 5 pm</td>
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<td>Tutorial participation</td>
<td>10%</td>
<td>Weekly</td>
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<tr>
<td>Class test (1 hour)</td>
<td>20%</td>
<td>In lecture time, Week 14, 7 June</td>
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### General comments on written assignments:
Your assignments must be written in clear, error-free English. You may lose marks if they are not, and assignments with a great amount of spelling or grammatical mistakes will be returned for resubmission. If you need help with essay writing, please make use of the learning facilities provided by the University. Consult the handbook or web for location:


**Note:** you must use non-discriminatory language in all your work. Discriminatory language is that which refers in abusive terms to gender, race, age, sexual orientation, citizenship or nationality, ethnic or language background, physical or mental ability, or political or religious views, or which stereotypes groups in an adverse manner that is not supported by evidence. This is not meant to preclude or inhibit legitimate academic debate on any issue; however, the language used in such debate should be nondiscriminatory and sensitive to these matters.

### Footnotes and bibliography:
Footnotes and bibliographies must be in the correct format, using Chicago-style footnoting as detailed in this course guide. Essays with inadequate footnoting will not be accepted, and will have to be resubmitted.

The following points are important:

- Footnotes must be at the bottom of each page, NOT at the end of the essay (these are called 'endnotes', not footnotes). Note that there are several different styles of footnoting, and that different disciplines use different styles (historians, sociologists, linguists, literature scholars etc, all use different styles to conform to international conventions in their field). It is important that you conform to the style of your field.
- Footnotes should be used to indicate the source of all direct quotations. At the same time, all quotations except from primary sources should be kept to a bare minimum: arguments from secondary sources should be summarised rather than providing in a long quotation.

- You should also use footnotes for all information and ideas not your own, or not widely known, or if the interpretation or information is contentious in some fashion. If all the information and ideas in a particular paragraph are from the same source, then one footnote at the end of the paragraph is sufficient. Ordinarily, almost every paragraph in your essay will have at least one footnote — except for the introduction and conclusion and any paragraphs that are primarily based on your own observations.
- You must include a bibliography at the end of your essay which lists, in alphabetical order of author or editor’s surname, all works which you have substantially used in your essay. The bibliography will include all works cited in the footnotes, and may
also include other items on which you have drawn in the research for your essay.

• An annotated bibliography contains a brief comment after each book (or groups of similar books) on their value for the arguments developed in the essay.

Note: any work that is not thoroughly referenced has very little chance of passing.

Plagiarism

Plagiarism is the act of presenting somebody else’s words as your own. You plagiarise if, for example, you do not acknowledge the source of a particular idea (by providing a footnote), if you copy another author’s sentences without enclosing them in quotation marks, or if you paraphrase too closely — even if you have acknowledged the source in a footnote. Plagiarism is akin to intellectual theft or fraud, and you should be warned that instances of plagiarism are easily recognizable by the marker, and that the university takes a very dim view of it.

Penalties for plagiarism range from the deduction of marks, the failure of the course as a whole, to expulsion from the University. Plagiarism and ways to avoid it will be discussed in lectures and tutorials, but it is your responsibility to read the University and Faculty’s policies on plagiarism, in order to understand how to avoid plagiarism, and the penalties that plagiarism could bring. These can be found at: http://www.newcastle.edu.au/policy/academic/general/plagiarism.htm

MORE DETAIL ON INDIVIDUAL ASSIGNMENTS:

First, a note on Primary and Secondary Sources:

Ideally, your research essays should be based on a variety of evidence, and should contain both primary and secondary sources. As you might already know, historians often divide material into ‘primary’ and ‘secondary’ sources. Broadly speaking, primary sources are those that were produced at the time under discussion by an observer or participant, while secondary sources were produced later, and may be based on a variety of primary and other secondary material. Newspaper reports, diaries and official reports are usually classed as primary material, while works of analysis produced by historians and others are usually considered secondary material. There are many grey areas: if, for example, you wish to investigate changes in interpretations by twentieth-century historians of the French Revolution, then the works produced by those twentieth century historians will become ‘primary’ sources for your purposes, even though they would in most other cases be considered ‘secondary’ sources.

Primary and secondary sources are useful in different ways and for different reasons. Historians generally use both types of material when producing analytical essays or books. Neither is ‘objective’ or ‘unbiased’. Contemporary participants and later observers alike have their own perspectives on a particular even or question, and all historical sources are conditioned by the circumstances under which they were produced. Primary sources may convey certain things more effectively: individual experiences and beliefs, ‘private’ matters, and emotions, for example. Secondary sources may be better at placing an event or an issue in a broad context, and at conveying the ‘big picture’.

You should practice identifying primary and secondary texts in the reading lists provided here, and applying the guidelines set out for your document exercise assessment to different primary texts.
Assignment 1: Tutorial presentation and write up

Students are required to give one presentation during the course. The presentation should not exceed 20 minutes in duration, and its purpose should be to give a brief critical overview of the topic of the week in the hope of facilitating a convivial class discussion. Topics will be allocated during the first tutorial in week 2. Students are also required to hand in an essay summary of their presentation to their tutor one week later. While the presentations are meant to be scholarly, students are encouraged to be as creative as they like as long as they are addressing the problematic of the of the week’s topic. The essay write up is not an exercise in creative writing however; students should adhere to the requirements of formal essay writing when handing in written material for marking (refer to notes for essay writing in the next section).

Assignment 2: research essay

Essay

You are encouraged to think of your own question: however, this requires discussion with me at least 3 weeks before the essay is due. When you come to discuss your own essay question, please make sure you have formulated the question and have checked on possible sources. Your proposal and a short bibliography should be brought to me in writing.

Otherwise, you might consider answering one of the following questions.

1) Discuss the advantages and the detriments of the examination system, with regards particularly to the decline of the Qing Empire.

2) Imperial autocracy ‘had not only limited the political freedom and initiatives of the Chinese people, it had also prevented the local elite from excessively oppressing the rest of the population’ (Joseph Esherick, 1976). Discuss.

3) Discuss and evaluate the failures of the Self-Strengthening Movement.

4) Discuss the ideology of the Taiping Rebels, and consider the part this played in the ultimate failure of the movement.

5) Provide a historical critique of the film ‘Jia Wu Feng Yun: The Naval Battle of 1894’ ([Redwood City, CA] : China Video Movies; Palo Alto, CA: Solid Video [distributor], [1990?] — part of the Auchmuty’s collection)

6) What were the characteristics of the new Chinese urban elite (in Treaty Ports) at the end of the 19th century, and what were some of the political consequences of its emergence?

7) Debates about language and writing reform were part of the New Culture Movement of the early years of the Republic, and continued throughout the 20th century. What were the implications of language reform, particularly for the Chinese left-wing, and what were some of the problems associated with it?

8) Discuss the factors that prompted the outburst of nationalist sentiment in the May 30 Movement of 1925, and comment in particular on the role of the Chinese Communist Party.

9) Compare and contrast the social and political functions of the gentry (scholarofficials) in Qing China and the Communist Party Cadres after the 1949 Revolution.

10) “Mao had two careers: one as a rebel leader, one as an updated Emperor”. Discuss this statement.

11) Discuss the reasons for the Chinese Communist Party’s victory over the Nationalists in 1949. To what degree was this victory due to the Japanese invasion from 1937 onwards?
12) Discuss the factors affecting the success of the land reforms of the young People’s Republic of China (early 50s).
13) Discuss the short and long term consequences of the Cultural Revolution.
14) Discuss the treatment of minorities in contemporary China, focussing on one minority group of your choice.
15) Discuss the successes and failures of the One-child Policy.

General comments on essay writing:
Researching and writing essays is a central part of all history courses, as it is throughout most of the Humanities and Social Sciences. Essays should be analytical as well as descriptive. This requires serious engagement with your source material. There are numerous guides to essay writing and referencing, and if you are not already an experienced essay writer you should consider acquiring such a guide. Some basic guidelines follow.

Researching your essay: this involves the selection and collection of relevant materials. Take notes that include the important elements of what you are reading: concepts, ideas, details of events and other descriptive information, as well as quotations or paraphrased summaries, which relate to your topic. Make clear in your notes where you are directly quoting your source, and where you are paraphrasing: otherwise, you run the risk of plagiarising without meaning to do so.

• Planning your essay: your sources and relevant information must be organized. Draw up a one or two page plan of the essay using headings and sub-headings.
• Writing the essay: remember that you are analysing, evaluating, criticizing and arguing, not just summarizing, describing or narrating. You are not only trying to answer the question in a structured fashion, but to engage critically with the question and with your sources. Make sure that you substantiate your analysis throughout the essay. Generalizations need to be supported with specific information and examples.
• It is useful to start with an introduction, which devotes a paragraph or two to:
  a) noting what question you are answering
  b) explaining how you intend to answer it, and
  c) very generally pointing to the direction of your answer
• The essay should also have a conclusion: this is a final paragraph that brings together the various themes or elements of the essay.

IMPORTANT
• You may be penalised if your essay is clearly under or over the word limit (10% either way is fine)
• Come and discuss your progress with your lecturer. Find out whether you are on the right track. Special times have been set aside for individual consultations the week prior to the due date for the major essay, but you are welcome to come and see me as often as you like to discuss your progress, or any learning difficulties you might encounter.

In-Class Test
A one-hour in-class test will take place in the lecture of week 14. The format of the test will be discussed at a later stage. Please note that attendance at the test is obligatory. Only documented medical conditions and religious observances will be recognized as grounds for non-attendance.

Completion policy:
You are required in this course to make a reasonable attempt to complete all parts of the assessment. In other words, you will not be able to pass the course unless you have completed every single assessment task.

Your rights and responsibilities
It is important that you familiarise yourself with your rights and responsibilities as a student. The Faculty of Education and Arts documents these at the following page: www.newcastle.edu.au/faculty/educ-arts/studentguide/policies.html
WEEKLY TUTORIAL READING GUIDE

Week 1: no tutorials
Please use this time to familiarize yourself with the geography of China, and the difference between Wade-Giles and Pinyin spellings (see table attached to course guide).

Week 2: Introduction

Week 3: Local government
(N.B. Qing is also sometimes written as Ch’ing: in either case pronounce it CH as in choice, chair etc)
What were the features of the Qing government, and what were some of the tensions and problems inherent in the system? How were bureaucrats appointed, and what kind of particularities arose out of the examination system? How was the population administered? How would you describe the Chinese economy? What infrastructure did the economy rely on? What were the characteristics of ‘family’ organization? Were there any divisions along social classes? What was the position of women in Chinese society? How would you describe Confucianism? At what levels of society can you find evidence of Confucian thought?
Practice text analysis on the two primary sources.
Textbook:
Workbook:

Week 4: Strains on the Qing Empire: Rebels and bandits.
Qing government was beset by a number of problems in the 19th century. Such problems were both internal, with widespread rebellion and unrest, and external, with the increasing demands of foreign traders.

How do you explain the explosion of unrest exemplified not only by the Taiping, but also Nien rebellions in the North? What were the aims of the various rebels? Why did the Qing government find it so difficult to control the rebellions? What differentiated the Nien from the Taiping? Did the Taiping Rebellion base its ideology on a rejection of ‘tradition’ embracing Christianity? What was the role of foreigners (European in particular) in the Taiping Rebellion?
Textbook:
Gray, *Rebellions and Revolutions*, 22-76.
Workbook:
Week 5: Self-strengthening
Faced with the dual problems of internal lawlessness and external encroachments, some members of the bureaucracy attempted to stem the tide of Imperial decay. Their efforts at "self-strengthening" the Empire, however, ultimately failed. Think about the following questions while you are reading this week's selection of texts.
What was the origin of the term 'self-strengthening'? Who were some of the bureaucrats who advocated self-strengthening, and what was their experience? In other words, what did they see as the major threat to the Empire? What was the most basic concern of the 'self-strengtheners', and what were the obstacles that they encountered? What were some of the consequences of the self-strengthening movement?

Textbook:
Gray, Rebellions and Revolutions, 77-124.
Workbook:

Week 6: The 100 Days of Reform
After China's defeat in the Sino-Japanese war, the impetus for reform spread and grew stronger, and Kang Youwei, a scholar with progressive ideas, managed to get close to the Palace and to instigate a reform movement from within. But even then, a popular revolt was fomenting which would target foreigners, rather than the regime. Keep the following questions in mind while you are reading your sources. Firstly, try to untangle the sequence of events that led to the reforms, as well as the sequence of events that led to the failure of the reforms. What were the motivations of each of the actors in this drama?
What prompted Kang Youwei to call for reforms? In other words, to what did Kang attribute China's defeat in the Sino-Japanese War?
What was the shape of the reforms, and what does that tell us about Kang's priorities? Do you consider Kang a revolutionary? Why, or why not?
What does the emergence of people such as Kang Youwei indicate, in terms of ideas of 'nationalism' or 'citizenship'? What section of the population does Kang hail from?
Who is the Empress Dowager, and what is her role in politics at the turn of the century?

Textbook:
Gray, Rebellions and Revolutions, 126-146.
Workbook:
**Week 7: Intellectual Revolution: The May 4th Movement**
The political turmoil and civil war that characterised the late teens and early twenties coexisted with an unprecedented flourishing of intellectual activity in the urban centres. There were several themes in the movement. Identify them, and think about their origin, as well as the aims of the movement.

**Textbook:**
Gray, *Rebellions and Revolutions*, 195-213

**Workbook:**

**Week 8: Rise of Nationalism: the May 30 Movement**
The turmoil of the 1920s witnessed the birth of two revolutionary parties, which would compete for dominance until the communist victory of 1949. In this week’s tutorial, we consider the birth and organization of the Chinese Communist Party (CCP), its uneasy alliance with the Nationalist Party (Guomindang (GMD) or Kuomintang (KMT)) in the first United Front, and the rise of Nationalism, as exemplified in the May 30 Movement. For this tutorial, keep the following questions in mind:

What were the respective aims of the CCP and the GMD? What prompted the CCP to enter into an alliance with the GMD, and how was this alliance justified for the members?

What were the characteristics of Shanghai? Could the May 30 movement have originated anywhere else? How do you explain the rise of popular sentiment that accompanied the movement?

**Textbook:**

**Workbook:**
Week 9: The Nationalist Government and Chinese Fascism
Between 1928 and 1937, China maintained a semblance of unity under the government of Chiang Kai-shek (also spelled Jiang Jieshi). Until 1937, when the Japanese invasion forced the Nationalist government inland to Chongqing (following the infamous Nanking massacre, where Japanese soldiers massacred thousands, if not hundreds of thousands of civilians), Chiang’s government attempted to reconstruct a China devastated by warfare between warlords. Despite a number of successes on the economic front, the odds were stacked against the Nationalists, and Chiang’s record in Nanjing is, to say the least, mixed. The polarisation of ideologies during the Cold War tainted reassessments of the Nationalists in Nanjing (now heading the government of ‘Free China’ in Taiwan), while in the People’s Republic of China, Chiang was demonised as all old enemies tend to be. In recent years, however, a great deal of scholarship has emerged on the Nationalist government. Particularly interesting are the debates regarding Chinese Fascism, which we examine today.

Textbook:
Gray, Rebellions and Revolutions, 214-248

Workbook:

Week 10: The Rise of the Communist Party
The rise of a decimated small band of guerrilla fighters to the leadership of Revolutionary China between 1927 and 1949 is a fascinating story, and one that has provoked a great deal of debate amongst historians. The rise of the CCP has also provided a model for would-be revolutionaries. But the question remains: why was the Chinese Communist Party successful? Was it because the Nationalist government failed? If the Nationalist Government failed, was that because of the Japanese invasion, or were there other, earlier endemic problems? Did the Japanese invasion, and the ruthless occupation of the North by Japanese forces, help foster support for the unwaveringly nationalist CCP? This week, consider the factors in the success of the COP.

Textbook:
Gray, Rebellions and Revolutions, 249-286

Workbook:

Week 11: Consolidating the Revolution: the early 1950s.
The problems facing the New Republic in October 1949 were immense: lack of experience and lack of financial backing made the future of China ‘after Liberation’ look bleak. One of the problems that the CCP faced was the control of an urban population, whose interests and loyalties were often at loggerheads with its own. How could the urban population be won over? What policies did the CCP implement which would foster loyalty to the party?
Week 12: The Cultural Revolution
The Great Proletarian Cultural Revolution, which is generally dated 1966-1976, was arguably the most disastrous and violent episode in the history of the People’s Republic. The great majority of the Chinese population was somehow affected by the crisis, and the persecution and dislocation of the period has left a ‘legacy of mourning’, as well as a generation with patchy education. As we will see in this tutorial, there is little agreement on which factors, amongst the underpinnings and the causes of the Cultural Revolution, were more important. For this week’s tutorial reading, try to isolate the many explanations for the Cultural Revolution, and think about how you might evaluate them. Also think about the short- and long-term consequences of the Cultural Revolution.

Textbook:

Workbook:

Week 13: The Tiananmen Square Incident
As some of you might remember, the Tiananmen Square Massacre of June 1989 was instantaneously declared as another stain on the Communist government’s human right record. The student instigators of the movement became martyrs at the shrine of democracy — at least, that’s how the incident was portrayed in the West. What prompted the demonstrations of 1989? What were the actual demands of the students? Why did Tiananmen receive so much attention in the West, when the crush of student rebellions in Korea in the early 1980s was barely recorded?

Textbook:

Workbook:

Posters caning for democracy’, in *Chinese Civilization*, 496.

**Week 14: no tutorials:**