Faculty of Education and Arts  
School of Humanities & Social Science  

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Course Outline  
HIST3133  
China from the Opium Wars  

Course Co-ordinator: Shigeru Sato  
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Consultation hours: Friday 10:00-11:00  

Course Overview  
Semester: Semester 1 - 2010  
Unit Weighting: 10  
Teaching Methods: Lectures (CS218) and tutorials (CS204), Ourimbah Campus  

Brief Course Description:  
This course examines the history of China from the decline of the Qing Dynasty in the nineteenth century to the present. 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, Republican, and Communist China.  

Course Objectives:  
Upon completion of this course students should be able to:  
1. display understanding of the major aspects of the history of modern China;  
2. display the ability to reflectively consider the developments of China's history and relate this historical knowledge to issues affecting modern China;  
3. show both awareness of the contested nature of historical representation and the ability to engage
in historical debates;
4. display the ability to read critically, broadly and independently
5. express clear, informed arguments, either orally or in writing, on various aspects of Chinese history in a discussion group.
6. demonstrate advanced research and writing skills

Assessment Items:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Examination (class)</td>
<td>20%</td>
<td>Friday Week 13</td>
</tr>
<tr>
<td>Tutorial essay (1,000 words)</td>
<td>20%</td>
<td>One week after the tutorial</td>
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<tr>
<td>Major essay (2,000 words)</td>
<td>40%</td>
<td>Due Week 11</td>
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<tr>
<td>Tutorial participation</td>
<td>20%</td>
<td>Weekly</td>
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Assumed Knowledge:

20 units of History at 1000 level or equivalent, e.g., Politics.

Lecture and Tutorial Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>LECTURE</th>
<th>TUTORIAL</th>
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<tr>
<td>1</td>
<td></td>
<td>Introduction</td>
<td>No tutorial</td>
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<tr>
<td>2</td>
<td></td>
<td>Human &amp; physical geography, historical background</td>
<td>Introduction &amp; getting organised</td>
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<tr>
<td>3</td>
<td></td>
<td>The Opium Wars</td>
<td>The Opium Wars</td>
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<td>4</td>
<td></td>
<td>The Taiping, Nian, and Muslim Rebellions</td>
<td>Rebels &amp; bandits</td>
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<tr>
<td>5</td>
<td></td>
<td>The Sino-Japanese War and the Boxer Rebellion</td>
<td>Missionaries and Boxers</td>
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<td>6</td>
<td></td>
<td>Yuan Shikai, Sun Yat-Sen, and warlordism</td>
<td>Revolutionary ideas of Sun and Zou</td>
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<tr>
<td></td>
<td></td>
<td>Mid Semester Recess</td>
<td>No tutorial</td>
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<tr>
<td>7</td>
<td></td>
<td>The May 4th Movement, the Rise of the CCP, and the Nanjing Government</td>
<td>The May 4th Movement</td>
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<tr>
<td>8</td>
<td></td>
<td>The War of Resistance and the Civil War</td>
<td>Women’s liberation in the Republican era</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>The Mao years, 1949-1965</td>
<td>Women’s liberation in the PRC</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>The Mao years, 1966-1976</td>
<td>Cultural Revolution</td>
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<tr>
<td>11</td>
<td></td>
<td>The Age of Deng Xiaoping</td>
<td>Dictatorship and democracy</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>The Age of Jiang Zemin and Hu Jintao</td>
<td>Centre and periphery</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Class test</td>
<td>No tutorial</td>
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Remarks on the Course Components

**Lectures and textbooks:**

Chinese history from the Opium Wars will be chronologically divided into ten periods and each lecture will present an overview of major events and themes in the period under consideration. To supplement the series of lectures, all students are encouraged to choose ONE of the following textbooks and read relevant sections (to be found in the short loans section):


Fairbank and Roberts start from pre-history; the others focus on the last two centuries or so. Spence’s *The Search of Modern China* is arguably the most readable. It has an accompanying collection of translated primary sources, *The Search for Modern China: A Documentary Collection*, ed. Pei-Kai Cheng Michael Lestz with Jonathan Spence, New York: Norton, 1999. You can buy the two books as a set at a discount price.
Tutorial presentation and essay:

Each of the ten periods has many momentously important issues that require detailed and in-depth analyses but each tutorial focuses on only one of them. Each tutorial has prescribed documents (found in the course readers) and a set of questions. Before the tutorial all students are required to read the documents and think about the questions. They are also encouraged to read the relevant section in the textbook of their choice to obtain background knowledge.

Each tutorial will begin with an oral presentation by a student (or two), followed by an open discussion. The oral presentation per se is not assessable; it constitutes part of the ongoing tutorial participation. The oral presentation is, however, a prerequisite for submitting the tutorial essay. Every student is required to make one oral presentation of their own interpretations of the topic that they have chosen for their tutorial essay. The presentation should be brief, no more than ten minutes, and be designed to facilitate a convivial class discussion. In Week One, students should read all the tutorial questions carefully and make a provisional choice so that the topic allocation could be finalised in Week Two. The tutorial discussions begin from Week Three. The tutorial essay (1,000 words) must be submitted one week after the oral presentation using Turnitin.

Essay format:

Your essays must conform to the style of writing commonly adopted by historians. Refer to the history essay writing guide found at: http://www.newcastle.edu.au/school-old/hss/images/HistEssayWritingGuide.doc. All essays must be footnoted and include a bibliography at the end, listing all the materials consulted and cited. Submit the essays by the due date via Turnitin. In case the marker wishes to print out the essays for marking, make sure you write your name on the first page of the essay, immediately after the essay title. Include your name in the document title as well. Typically the bibliography of your tutorial essay should include the prescribed and additional documents, one textbook, and three or more academic works listed as “additional readings”.

Major essay:

In addition to the tutorial essay, every student is required to write a major essay, due in week eleven. First, choose one theme, event, or person that interests you. Second, conduct a preliminary literature search and write a preliminary bibliography, which should be a little longer than the bibliography of your tutorial essay. Third, read the references listed in your bibliography while taking notes and adding more references if necessary. And fourth, write a 2,000 word essay (worth 40%). You may wish to choose one of the following questions, or make your own topic with my approval. You are also allowed to choose one of the tutorial topics for your major essay, provided it is different from the topic you have chosen for your tutorial essay.

Suggested topics for the major essays:

1) “China supplied England with the finest tea, silk, and porcelain; in return England provided China with pestilent opium, refused to stop doing so, and broke the back of the entire nation out of sheer greed and brutality.” This would be one of many ways to look at history. Examine how different historians have made use of ‘facts’ or ‘perspectives’ to construct different interpretations of the Opium Wars.

2) Paul A. Cohen asks: “If the sense of national shame was so powerful, how is it that it was so readily muted or forgotten?” (Cohen 2003: 169). Discuss.
3) Examine the range of interpretations of why the CCP was able to defeat the GMD in the civil war and then construct your own.

4) Jung Chang’s *Wild Swans: Three Daughters of China* received many critical acclaims and became an instant international bestseller but her next book, *Mao: The Unknown Story* that she co-authored with her husband Jon Halliday received many strongly negative criticisms as well as some admirations. Conduct a historiographical analysis of the two books and discuss the strengths and the weaknesses of these two books and the sources of the differences between the two.

5) Read three or more autobiographies or memoirs written by Chinese authors and write a review article discussing similarities and differences among these authors’ experiences in China and the ways they express them.


7) Compare and contrast the achievements and the limitations of the May Fourth Movement (1915), Hundred Flowers campaign (1956-1957), the Democracy Movement (1989), and some more recent events and discuss the prospect of democracy in China.

8) Many biographies of Mao Zedong have been written. Some have portrayed him as one of the greatest men that have ever walked on the earth (e.g. Snow or many Chinese admirers), some have depicted him like a satanic monster (e.g. Chang and Halliday), while some others have tried to make a more balanced assessment. Explore the reasons for such disparate interpretations.

9) Mao Zedong putatively said that he was going to launch the Cultural Revolution “to punish this Party of ours” (Chang and Halliday 2006: Chapter 47). Is this statement an accurate reflection of Mao’s intention? What did Mao think he could achieve by punishing the Chinese Communist Party?

10) Gray regards the Cultural Revolution as ‘a cure worse than the disease’ (Gray 2002: 328) while MacFarquhar & Schoenhals consider it to have been ‘a terrible era, but out of which has emerged a saner … China.’ (MacFarquhar & Schoenhals 2008: 462) How will you assess it?

11) Compare and contrast China’s various attempts at a rapid economic development over the past sixty years and identify the causes of the achievements and setbacks.

12) Foreign Minister Tang Jiaxuan of PRC, at the 2001 APEC meeting in Shanghai, bellowed out: ‘How dare you call us Communists China. Communist China has become history. Such a term no longer exists.’ (Terrill 2003: 305). Discuss the significance of this statement in a broad historical context.

13) “China in the early twenty-first century is, at one and the same time, very new and quite old.” (Fenby 2008: xlii) How true is this statement?

14) Discuss China’s love-hate relations with Confucianism (i.e., repetitions of violent rejection and enthusiastic re-adoption of it) over the past one and half centuries.

15) Falung Gong claims to be a peaceful Buddhist practice for promoting each member’s physical and spiritual wellbeing using meditation exercises. The Chinese government has banned the organization and the two groups are now at loggerheads. Discuss this issue in the context of China’s history with regard to the relationships between politics and religion by referring to some of the
following issues: Fellow Turban, Five Pecks of Grain, White Lotus, Taiping, Nian, Muslim, Boxer Rebellions, Free Tibet Movement.

16) What achievements has China made in the field of gender relations over the past century?

17) How autonomous are the “autonomous regions” in China? How significant is the official recognition of the ethnic minorities? Do you think the ethnic minorities should be granted a higher level of autonomy, for instance in the field of economic planning, security, and education?

18) Can nationalism successfully replace socialism in China? Is there any danger that, if China clings to nationalism as well as socialism, these two may merge and turn into a national socialism? Or is it more likely that the enhanced economic activities will sooner or later bring in decentralization of power, individual freedom, and multi-party democracy?

Plagiarism and originality:

Plagiarism is, besides being a crime, an indication of intellectual laziness, and lack of critical thinking and originality. The main purpose of essay writing does not lie in presenting uncontested ‘facts’ or a summary of what other scholars have said; rather, it lies in constructing your own understanding and developing your own insights into some aspects of the issues under discussion. Those who simply summarize other scholars’ works can never become professional historians. It is essential that you present your own original interpretations. Everyone can be original so long as they are prepared to read, listen, and think carefully and independently, using their own brains. You can develop your originality by critically examining other people’s interpretations. Comparing, contrasting, and synthesizing varying interpretations will be a good starting point for constructing your original interpretations.

Direct quotations:

For the above reasons, avoid direct quotations as much as possible. Quoting other people’s interpretations to support yours (or constructing your interpretations by assembling – rather than synthesizing – other people’s interpretations) is a poor approach. Direct quotations are acceptable when you critically examine the quoted statements, or illustrate your arguments with particularly interesting passages, usually taken from primary sources.

Footnotes and the bibliography:

Footnotes serve several purposes: to demonstrate that you are presenting an informed discussion; to acknowledge your intellectual indebtedness to the materials that you have read; to help readers (and yourself) locate the sources of the particular information; you can also include some additional information or comments in the footnotes (which practice has become a little old fashioned, though). Footnotes must be useful (not just a formality). There is no need to put footnotes to commonly known, uncontested facts such as Mao Zedong’s dates of birth and death. Reference works such as dictionaries and encyclopedias usually contain information that can be considered as common knowledge, so avoid citing them. Obtaining information is nowadays much easier than before owing to IT based sources. As discussed in the section on plagiarism, however, presenting information that is readily available elsewhere is not the purpose of your essay writing. Information gathering is important, so feel free to use the Internet (as many archival materials, journal articles, old books and so on are also available on the Internet, and the Internet tends to present more up-to-date information than books and articles that could be already somewhat dated by the time they appear) but do not cite sources like Wikipedia in your footnotes. The bibliography must list all the references cited in the footnotes. The content of the bibliography will differ from topic to topic but,
generally speaking, listing only the recommended textbooks and Internet materials is unsatisfactory. The textbooks are not specialist books, and present a broad overview by synthesizing other scholars’ works, whereas the specialist books (such as those included in the “further readings” for the tutorials) present unique interpretations based on original research and deep analysis. Your essays must be based on these “state of the art” academic works (rather than just synthesizing the information available in the standard textbooks and on the Internet).

**Useful reading materials:**

In addition to the textbooks listed earlier, the following books will be useful for understanding modern Chinese history (to be found in the short loans section):

**Documentary Collections:**


**Literary works, biographies, autobiographies, memoirs, testimonies:**

Academic writings tend to be analytical, abstract and dry; documents tend to be fragmentary, whereas literary works, biographies, autobiographies, memoirs, and testimonies, provide vivid depictions of the people’s lifestyles and the feelings of the period. The following two literary works are particularly enjoyable and recommendable:


There are numerous biographies of important historical figures. Mao Zedong was by far the most influential person in modern China. His (wife’s) biographies include:


There are numerous autobiographies, memoirs, and recorded testimonies. Many new ones are added every year and available in local bookshops. The following items are particularly recommended:


Lectures and Tutorials

Week One

Lecture: Introduction

This week will be spent discussing how the course is to be conducted.

Week Two

Lecture: Physical and human geography, and the historical background

China’s population, which for many centuries has undulated between one quarter and one fifth of the world’s population, includes fifty-five officially recognised ethnic minority groups with distinctive cultures and languages. These minorities constitute no more than eight per cent of the Chinese population but they add up to more than one hundred million people (75% of Russia’s population, larger than any other European nation, and five time Australia’s). The majority group, the Han Chinese, too exhibits a great internal diversity. For instance, the languages the Han Chinese speak can be classified into fourteen mutually unintelligible dialect groups. This week’s lecture presents an overview of this diverse nation.

Tutorial:

This tutorial will be spent for getting organised and discussing issues related to tutorial activities such as oral presentations and essay writing.
Week Three

Lecture: The Opium Wars

This lecture examines the causes and the effects of the Opium Wars, and addresses the question of whether the Opium Wars marked the beginning of the “hundred years of national shame” or the beginning of a more open society – or both. People in the West have often argued that capitalism is the most efficient economic system because free trade will increase the wealth of nations and promotes individual freedom. The issue of free trade, however, needs to be examined from many angles, including China’s historical experience of the frequent (and often violent) demands for free “trade” made by “barbarians” who approached China from all directions.

Textbooks to supplement the lecture:

Fairbank and Goldman, chapter 9; Gray, chapter 2; Hsü, chapters 8 & 9; Roberts, 160-169; Spence, chapter 7.

Prescribed documents for the tutorial:


Tutorial questions:

- Is Lord Palmerston’s declaration of war justifiable?
- Discuss the issue from the British, the Chinese, and your own points of view.

Additional documents:

Cheng, 110-122; De Bary, 1-17; Roberts, 12-21; Schurmann and Shell, 125-156; Teng and Fairbank, 23-36.

Further readings:

Fay, Peter Ward. The Opium War, 1840-1842: Barbarians in the Celestial Empire in the Early Part of the Nineteenth Century and the War by Which They Forced Her Gates Ajar Chapel Hill: University of North Carolina Press, 1975 [951.03 FAY].


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**Opium Smoker**
Week Four

Lecture: The Taiping, Nian, and Muslim Rebellions

In the wake of the Opium Wars many large-scale rebellions broke out in China. This lecture explores the political, economic, social, and ideological backgrounds of these rebellions and their consequences.

Textbooks to supplement the lecture:

Fairbank & Goldman, chapter 10; Gray, chapter 10; Hsü, chapter 10; Roberts, 169-192; Spence, chapter 8.

Prescribed documents for the tutorial:

Cheng and Lestz, “8.4 The Ten Commandments” and “8.5 Taiping Rebellion Verses”, 139-146. Ebrey, “Chapter 70 Mid Century Rebels”, 318-322.

Tutorial questions:

- What roles did ideologies (Christianity, Islam, Buddhism, Confucianism, Daoism, folk religions, anti-foreignism) play in the mid-century rebellions?
- Why were Hong and other rebel leaders able to secure such massive, impassioned followers?
- Why did the rebels fail to achieve the goals they had set?

Additional documents:

Cheng and Lestz, 128-149; De Bary, 157-194; Roberts, 51-60; Shurmann and Schell, 178-182.

Further readings:

Western troops battle Taiping rebels
Week Five

**Lecture: The Sino-Japanese War and the Boxer Rebellion**

Just as the British aggressions in the Opium Wars marked the beginning of the first half of China’s “one hundred years of national shame”, the Japanese aggression in the Sino-Japanese War, 1894-95, marked the beginning of its second half. This lecture examines the process of “semi-colonisation” of China by the foreign imperial powers and China’s response.

**Textbooks to supplement the lecture:**

Fairbank & Goldman, chapters 10 & 11; Gray, chapters 5 & 6; Hsü, chapter 14; Roberts, 187-202; Spence, chapter 10.

**Prescribed documents for the tutorial:**

Cheng and Lestz, “9.8 Chinese Anti-Foreignism, 1892”, “10.5 Several Accounts of ‘The Shining Red Lantern’” and “10.6 Four Accounts of the Fate of Miss Han (Han Gunian)”, 166-167, 184-189.

**Tutorial questions:**

The number of Christian converts in China around 1900 was about one million, a tiny fraction of the total population of some 450 million people. Nonetheless Christianity had a disproportionally strong impact on Chinese society. Explain this in relation to:

- methods that the missionaries employed to spread Christianity,
- Chinese people’s perceptions of the missionaries’ activities,
- Boxer Rebellion,
- local beliefs about the rebels,
- roles played by some women such as shamans.

**Additional documents:**

Cheng and Lestz, chapters 9-10; De Bary, 239-264; Roberts, 38-50.

**Further readings:**


A Boxer being beheaded
Week Six

Lecture: Yuan Shikai, Sun Yat-Sen, and Warlordism

This lecture deals with the interplays among a range of factors in the period of the fall of the Qing Dynasty, the revolutionary nationalism, and warlordism.

Textbooks to supplement the lecture:

Fairbank & Goldman, chapters 11 & 12; Gray, chapters 5 & 6; Hsü, chapters 11 & 15; Roberts, 182-202; Spence, chapters 9-10.

Prescribed documents for the tutorial:


Tutorial questions:

While the Qing officials, facing external threats and internal troubles, were making unsuccessful attempts at self-strengthening and a reform, Chinese nationalist intellectuals began to express revolutionary ideas.

- Identify the domestic and foreign roots of the revolutionary ideas behind the 1911 Revolution.
- What international supports were the Chinese revolutionaries able to secure?

Additional documents:

Cheng and Lestz, chapters 10 & 11; De Bary, 98-124.

Further readings:


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*Sun Yat-sen and his family (centre, front) in Japan in 1916*
Week Seven

Lecture: The May 4th Movement, the Rise of the CCP, and the Nanjing Government

This lecture examines the intellectual and political climate in the early twentieth century up to 1937. In this period China witnessed the rise of the two important political parties, the Guomindang (GMD) and the Chinese Communist Party (CCP), which now rule Taiwan and the PRC respectively.

Textbooks to supplement the lecture:

Fairbank & Goldman, chapter 13; Gray, chapter 9; Hsü, chapter 21; Roberts, 214-225.; Spence, chapter 13.

Prescribed documents for the tutorial:

Ebrey, “76 My Old Home” and “77 The Spirit of the May Fourth Movement”, 354-363.

Tutorial questions:

The May Fourth Movement refers to a wide range of intellectual, cultural, social, and political movements that started well before 4 May 1919 and continued after that date.

- What constituted the multi-faceted May Fourth Movement?
- What was the historical significance of this movement?
- Did the movement spread nation-wide or was it confined to a handful of urban intellectuals?

Additional documents:

Cheng and Lestz, chapter 13; De Bary, 53-86.

Further readings:


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Beijing University students demonstrate on 4 May 1919
Week Eight

Lecture: The War of Resistance and the Civil War

This lecture examines how the Marco Polo Bridge Incident in July 1937 altered the relationship between the GMD and the CCP, and how the CCP was able to defeat the GMD four years after Japan surrendered in World War II.

Textbooks to supplement the lecture:

Fairbank & Goldman, chapter 14; Gray, chapter 11; Hsü, chapter 23; Roberts, 225-231; Spence, chapter 15.

Prescribed documents for the tutorial:


Ebrey, “74 Ridding China of Bad Customs”, 341-347.

Tutorial questions:

The Republican Revolution and the May Fourth Movement included a movement for women’s liberation. This movement for women, like the political revolution, had a bumpy road ahead.

- What were its aims?
- Who led the movement?
- How effective was it?
- What obstacles did it face?

Additional documents:

De Bary, 153-156; Lan and Fong; Lawrance, 1-17; Teng and Fairbank, 236-251; Roberts, 71-83.

Further readings:


Ng, Janet et al. May Fourth Women Writers: Memoirs. Hong Kong: Renditions Paperbacks, 1996 [305.420951 NG].
Yang, Mayfair Mei-hui et al. Spaces of Their Own: Women’s Public Space in Transitional China. Minneapolis: University of Minnesota Press, 1999 [305.40951 YANG].

Liberation of women?
Week Nine

Lecture: The Mao Years, 1949-1965

Mao Zedong, who ruled China from 1949 till his death in 1976, is said to have been responsible for some seventy million deaths during this “peace time” alone. About a half of this occurred during the Great Leap Forward period, 1958-1961. (Compare these figures with the twenty million deaths in China during World War II.) This lecture traces the trajectory from the CCP’s successful consolidation of power and economic construction in the first several years, the catastrophic failure of the Great Leap, and the partial recovery before the onset of the Cultural Revolution.

Textbooks to supplement the lecture:

Fairbank & Goldman, chapter 18; Gray, chapter 14; Hsü, chapter 26; Roberts 254-262; Spence, chapter 19.

Prescribed documents for the tutorial:


Tutorial questions:

- How systematically did the CCP implement their women’s liberation policies?
- How effective were those policies?
- What were their limitations?

Additional documents:

Cheng and Lestz, documents 18.6, 25.7, 26.1, 26.4; Ebrey, 470-484; Lawrance, documents 14.1, 14.4, 14.5.

Further readings:


Ng, Janet et al. *May Fourth Women Writers: Memoirs*. Hong Kong: Renditions Paperbacks, 1996 [305.420951 NG].


Yang, Mayfair Mei-hui et al. *Spaces of Their Own: Women’s Public Space in Transitional China*. Minneapolis: University of Minnesota Press, 1999 [305.40951 YANG].

Campaign by women for thorough criticism of Lin Biao after his death
Week Ten

Lecture: The Mao Years, 1966-1976

Mao began to see a great rift between him and many other CCP leaders after the failure of the Great Leap that he initiated. He tried to purge all his potential critics and launched the Cultural Revolution under the numerous slogans such as “Revolution is not a dinner party”, “Bombard the Headquarters”, “Learn Revolution by Making Revolution”. This lecture examines the causes and the effects of this revolution.

Textbooks to supplement the lecture:

Fairbank & Goldman, chapter 20; Gray, chapters 16-17; Hsü, chapters 16 & 17; Roberts, 269-285; Spence, chapter 22.

Prescribed documents for the tutorial:


Tutorial questions:

- What were the aims of the Cultural Revolution?
- What enabled violence to spread so widely and quickly?

Additional documents:

Cheng and Lestz, chapter 22; Ebrey, chapters 93 & 94.

Further readings:


The Commander of the Chendu Military Region, Huang Xinting, being branded as a “Counterrevolutionary Revisionist Element”
Week Eleven

Lecture: The Age of Deng Xiaoping

Deng Xiaoping and his supporters were more than willing to move away from the ideologically driven Maoist policies of endless revolution. Their governance, which aimed at raising the standard of living through rapid economic development, proceeded smoothly until students in Beijing, joined by workers, began to demand “democracy”. This lecture examines the dynamic process of the Deng’s era.

Textbooks to supplement the lecture:

Fairbank & Goldman, chapter 21; Gray, chapter 18; Hsü, chapters 40 & 41; Roberts, 285-295; Spence, chapter 26.

Prescribed documents for the tutorial:

Ebrey, Chapter 99 “A Memoria and Testament to the Privileged Class”, “After All, What Are We Fighting For?”; Chapter 100 “Defending China’s Socialist Democracy”, 496-499, 501-504.

Tutorial questions:

Chinese people launched many political struggles under the name of “democracy”.
- How was the term “democracy” defined and used in China?
- How did the CCP define and implement the “democratic dictatorship” or “socialist democracy”?
- What were the aims of the Tiananmen Square Movement in 1989?
- Why did they fail in achieving their goals?

Additional documents:

No additional documents.

Further readings:


Week Twelve

Lecture: The Age of Jiang Zemin and Hu Jintao

Jiang Zemin and Hu Jintao pursued the policy line laid down by Deng, and tried to bolster the CCP’s authority by the theory of “Three Represents” and the economic policy of “Open Up The West”. Further economic privatisation occurred and the national economy grew rapidly. This was however accompanied by, among other issues serious, environmental problems and heightened ethnic tensions.

Textbooks to supplement the lecture:

Fairbank & Goldman, Epilogue; Gray, chapter 19 and Conclusion; Hsü, chapter 42; Roberts, pp. 295-307; Spence, chapter 27.

Prescribed documents for the tutorial:

Lawrance, “13.2 The Tibetan people agree to return to the big family”, “13.3 Cultural clash in the land on the roof of the world”, “13.4 Race and history in China”, 248-255.


Tutorial questions:

The PRC’s attempts at recognition, integration, and development of the ethnic minorities have encountered a range of resistance movements. In reaction to the widespread demonstrations during the 2008 Olympic torch relays against the Chinese government’s handlings of Tibet, many Chinese citizens angrily demanded the demonstrators to look at the ethnic problems in their own countries before condemning China, such as the Ainus and the Okinawans in Japan, the aborigines in Australia, the Indians in the Americas, Basques in France, and many more.

- How valid do you think the Chinese people’s argument is?
- Discuss China’s policies towards the ethnic minority groups in the light of, among other issues, the “Open Up the West” policies in the past ten years.

Additional documents:

Cheng and Lestz, document 27.1.

Further readings:

China Quarterly. Number 178 (June 2004). This volume contains nine articles on “China’s Campaign to ‘Open Up the West’: National, Provincial and Local Perspective” [S915.1005/1].


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Xinjiang’s capital city Urumqi