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The University of Iowa, fall 2009
History 016:005 & Asian L&L 039:055
Tu Th 9:30-10:20, Schaeffer 40

Disc. #1 Th 11:30 150 SH #3 F 8:30 131 SH
sects.: #2 Th 12:30 3 SH #4 F 9:30 151 SH

CIVILIZATIONS OF ASIA: CHINA

This course is an introductory survey of Chinese history and civilization from its origins to the present. Chinese, who form the most populous country in the world, also have its longest continuous civilization. It is a rich and complex civilization, much changed over the centuries, about which most Americans know too little. We will explore traditions in politics, social organization, thought, religion, and culture, and the implications of China's revolutionary modernization for our world today. We read history, and also fiction translated from Chinese. Although the primary form is lecture, we work on writing and discussion skills.

No previous knowledge of China or of Chinese is expected. Attendance is required at two lectures and one hour of discussion each week. The discussion class is to allow you to talk about the readings and lectures in a small group; *participation* is required (that is, not just attendance, but coming prepared and contributing to the discussion) and, together with regular quizzes given in the discussion to encourage you not to fall behind in your reading, will count for 25% of the final grade. You will write two papers of 4 to 6 pages, on topics to be assigned based on the required reading assignments (15% each). There will be midterm and final examinations (20% and 25%). Plus/minus grading is used.

You are expected to spend about six hours each week preparing for this class. You will get the most out of the course if you stay current with the readings, attend all lectures and discussion classes, and consult with teaching assistant or lecturer when problems arise. The History Writing Center can be very helpful (303 S.H., 335-2584; see their webpage www.uiowa.edu/~histwrit/).

READINGS: All required readings are from the following paperback books, which are available at Iowa's best bookstore, Prairie Lights Books, 15 S. Dubuque St.:

Patricia Buckley EBREY. *The Cambridge Illustrated History of China*. Cambridge, Eng.: Cambridge University Press, 1999.

CAO Xueqin. *The Story of the Stone*, vol. 1, trans. by David Hawkes. London: Penguin Books, 1973.

Jung CHANG. *Wild Swans: Three Daughters of China*. New York: Anchor Books, 1992.

Your responsibilities to the class, and to your education as a whole, include attendance and participation. You are also expected to be honest and honorable in your fulfillment of assignments and in test-taking situations, and to help create a classroom environment where all may learn. This means respecting the other members of the class and the instructor, and treating them with the courtesy you hope to receive in return. This course is offered by the Department of History, 280 Schaeffer Hall, 335-2299; the chair is Professor Colin Gordon. Plagiarism and any other activities that result in a student presenting work that is not his or her own are academic fraud. Academic fraud is reported to the departmental DEO and then to the Associate Dean for Academic Programs and Services. See Academic Fraud at www.clas.uiowa.edu/students/academic_handbook/ix.shtml for the complete policy. Students have the right to make suggestions or complaints and should visit with the course supervisor, and if necessary the departmental DEO. For more information visit, Student Complaints at www.clas.uiowa.edu/students/academic_handbook/ix.shtml#5. A student seeking academic accommodations registers with Student Disability Services and meets with a SDS counselor who determines eligibility for services. A student approved for accommodations should meet privately with the course instructor to arrange particular accommodations. Visit Student Disability Services at www.uiowa.edu/~sds/. Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit this site www.sexual_harassment.uiowa.edu/ for definitions, assistance, and the full University policy. All students in the College have specific rights and responsibilities; information on these is available in the College's Student Academic Handbook under "IX. Student Rights and Responsibilities." You have the right to adjudication of any complaints you have about classroom activities or instructor actions.

"The relationship between the United States and China will shape the twenty-first century,"

-- President Barack Obama, July 27, 2009

I. THE DEVELOPMENT OF CHINESE CIVILIZATION

Tues. Aug. 25: **Introduction**

Read: Ebrey, chapter 1. On various maps in Ebrey (esp. pp. 11, 196, 263), learn the locations of the following:

(*rivers*) Yellow river, Yangzi

(*cities*) Beijing [Peking], Shanghai, Guangzhou [Canton], Nanjing, Hangzhou, Kaifeng, Xi'an (Chang'an), Chongqing [Chungking]

(*provinces and regions*) Shandong, Guangdong, Sichuan, Taiwan, Tibet, Xinjiang, Mongolia, Manchuria

Thurs. Aug. 27: **The Origins of Chinese Civilization: Shang**

Terms: paleolithic, neolithic, Xia (?), Shang (ca. 1600-1050 BCE), oracle bones, ritual bronzes, Di; Zhou (1050?-221 BCE), *tian* (Heaven), the "mandate of Heaven" (*tianming*)

DISCUSSION #1: Pronouncing Chinese names: make sure you know the approximate pronunciation of the following not-obvious *pinyin* initial letters: x- is roughly like English 'sh-'; q- like 'ch-'; c- like 'ts-'; z- like 'dz-'; and zh- like 'j-.' What are the chief differences between north and south China; between China proper and the frontier regions? When did Chinese civilization begin? How do we know about it? What were its characteristics? What are the reasons for thinking Chinese civilization was basically indigenous and original, and not derived from the outside?

Tues. Sept. 1: **The Zhou Period and the Flourishing of Chinese Philosophy**

Read: Ebrey, ch. 2 and 3

Thurs. Sept. 3: **Qin and Han Create the Imperial Political System**

Terms: Eastern Zhou (770-256) = Spring and Autumn period (770-481 BCE) & Warring States period (403-221 BCE), Confucius (551-479 BCE), Mencius (372-289 BCE), the Five Confucian Classics (*Yijing* [Book of Changes], *Book of Documents*, *Book of Songs*, *Spring and Autumn Annals*, *Book of Rites*), *ren*, *li*, filial piety (*xiao*); Daoism [Taoism], Laozi (*Daode jing*), Zhuangzi; Mozi; Legalist school; Qin (221-206 BCE), Shi Huangdi (First Emperor), centralized bureaucratic government, *xian* (county), long walls; Han (202 BCE-220 CE), Han Wudi (r. * 141-87 BCE, “the martial emperor of the Han”), Chang’an, Xiongnu, the Silk Road, Sima Qian and the *Historical Records*; Wang Mang (r. 7-25 CE), Later or Eastern Han (25-220), Luoyang, palace eunuchs

DISCUSSION #2: Why was the middle and late Zhou period a time of such intellectual flowering? What are the basic ideas of Confucius and Mencius? Of the early Daoists? Of the Legalist School? Is Confucianism a religion? Why would an expansionist autocrat like the “Martial Emperor” (Han Wudi) choose Confucianism for his state’s official ideology? Was the Han state more Confucian or more Legalist? What difference did Confucianism make for the Chinese political system? What is the connection between the Confucian imperial system and historical writing like Sima Qian’s?

Tues. Sept. 8: **The Age of Division: Daoist Religion and Buddhism**

Read: Ebrey, ch. 4 and 5

Thurs. Sept. 10: **The Buddhist Age in China: the Tang**

Terms: Age of Division (220-589), “great families,” (Xianbei) Northern Wei (386-535); Daoist religion, nirvana, karma, Mahayana, bodhisattva, sutra; Sui (589-618), Grand Canal, Tang (618-907), Empress Wu, An Lushan rebellion (755-63), cosmopolitanism, Pure Land, Chan (Zen), suppression of Buddhism (845), printing

DISCUSSION #3: What did Buddhism bring to Chinese culture that was new? What in the political, social, and intellectual climate of this period may have made Chinese receptive to this foreign religion? How was the age of division in China like the Middle Ages in Europe? How was the Tang different from the Han? Why are the period of division and the Tang sometimes called an “aristocratic” age?

Tues. Sept. 15: **Song China: Commerce, Scholarly Elite, Neo-Confucianism**

Read: Ebrey, ch. 6 and 7

Thurs. Sept. 17: **Non-Chinese Dynasties of Conquest and the (Mongol) Yuan period**

Terms: Song (960-1276) = Northern Song (Kaifeng) & Southern Song (Hangzhou), commercialization, shift south, foot-binding, civil service examination system, scholarly elite (“gentry”), Wang Anshi, neo-Confucianism, Zhu Xi, *qi* and *li*, the Four Books (*Analects*, *Mencius* and two others); (Khitan) Liao (907-1125), (Jurchen) Jin (1125-1234), Mongols, Yuan (1215/76-1368), Chinggis Khan, Khubilai Khan, steppe nomadism

DISCUSSION #4: What is meant by “Song economic revolution”; what are its elements and why did it occur? How is “neo-Confucianism” different from the Confucianism of the Zhou or Han? What is the difference between the scholarly elite and the earlier great families? What was the importance of the civil service examination system in the Song? How were comparatively small numbers of

* r. means reign dates – dates on the throne, not birth and death.

nomads or semi-nomads able to conquer and maintain parts or all of the enormous Chinese territory? What are some of China's important scientific and technological achievements; from when do they date?

Tues. Sept. 22: Late Imperial China: the Ming and Early Qing Dynasties

Read: Ebrey, ch. 8 and ch. 9 to p. 234

Thurs. Sept. 24: Midterm test

Terms: Ming (1368-1644), Zhu Yuanzhang (Ming Taizu), Zheng He, the Great Wall, lineages, Wang Yangming; Manchus, Qing (1644-1911), Kangxi (r. 1662-1722), Qianlong (r. 1736-95)

DISCUSSION #5: What difference did it make that Qing China was governed by Manchus; was Manchu rule more like that of the Mongols or the Ming?

II. LATE IMPERIAL CHINESE SOCIETY AND CULTURE

Tues. Sept. 29: The Ming-Qing Political System

Read: *Story of the Stone*, pp. 73-83, ch. 3-4, pp. 124-27 & 145-48, ch. 6, 8

Thurs. Oct. 1: The Examination System and Xian Administration

Terms: province, *xian*, Censorate

DISCUSSION #6: Why was the Chinese political system so successful in governing so many people so effectively and for such long periods of time? How big is a *xian* (county); what were the powers and limits of the magistrate; how did the tax system and the administration of justice work? What impact did the examination system have on Chinese society and culture? How is it possible to learn about history or a society from reading fiction like *Story of the Stone*? What kinds of things can be learned?

Tues. Oct. 6: Elite Culture and Chinese Writing

Read: *Story of the Stone*, ch. 9-10, 12-13

Thurs. Oct. 8: Film: *Small Happiness*

Terms: monosyllabic, tonal, uninflected, non-phonetic, calligraphy; *kang*, tael, licentiate

DISCUSSION #6: What are the peculiarities of the Chinese spoken language; the writing system? What effect has this writing system had on Chinese society?

Tues. Oct. 13: Poetry and Painting: the Elite Arts of the Brush

Read: *Story of the Stone*, ch. 14-16, 18

Thurs. Oct. 15: Family Ethics and the Position of Women

Terms: patrilineal, virilocal, partible inheritance, filial piety (*xiao*), lineage; oral culture, temple festival, *fengshui*

DISCUSSION #7: What are the characteristics of Chinese poetry? What difference does it make that Chinese painting was largely an elite art? On the basis of your reading of *Story of the Stone*, what generalizations would you draw about wealthy life and culture in the Qing? What was the role of poetry in their lives? What do we learn about the upper-class family system from *Story of the Stone*? What is meant by "filial piety," and what connection does it have with Confucianism?

What aspects of the family system had important effects on the lives of women? Why did the Jia family treat Granny Liu the way they did?

Tues. Oct. 20: Village Life and Folk Religion

Read: Ebrey, pp. 234-49

Thurs. Oct. 22: First Paper due at beginning of class; film: *China in Revolution*

DISCUSSION #8: In what ways was peasant life and culture different from that of the elite? What values did they share?

III. CHINA IN THE MODERN WORLD

Tues. Oct. 27: Internal Change in mid-Qing China

Read: Ebrey, pp. 249-66

Thurs. Oct. 29: Western Impact: Opium, Treaty Ports, and Missionaries

Terms: Taiping Rebellion (1850-60s), Zeng Guofan, Opium Wars (1840-42, 1856-60), treaty ports, extraterritoriality, Li Hongzhang, Empress Dowager (Cixi), Sino-Japanese War (1894-95), Boxer uprising (1900), late Qing reforms (1901-11), Sun Zhongshan (Sun Yat-sen), Yuan Shikai

DISCUSSION #9: In what ways was China undergoing unprecedented change at the time of the Western impact? What were the causes of the Taiping and other great mid-century rebellions? China at this time has been called a "semi-colony": in what ways was it like a colony and in what ways not?

Tues. Nov. 3: The End of the Qing

Read: Ebrey, pp. 267-73

Wild Swans, ch. 1-3

Thurs. Nov. 5: The 1911 Revolution and the Early Republic

Terms: Republic of China (1912-49), warlords (1916-27), May Fourth movement (1917-21)

DISCUSSION #10: What made many educated Chinese come to feel by the end of the nineteenth century that major changes were necessary? How did Japan influence China in the late nineteenth and early twentieth centuries? Why was Japan taken as a model for the late Qing reforms? Why did the 1911 Revolution come about; what was changed by it? What was China like during the warlord period; what effect did warlordism have on people's lives? Why is the May Fourth movement regarded as so important; what were the radical new ideas which spread in the first two decades of this century?

Tues. Nov. 10: The Nationalists Come to Power

Read: Ebrey, pp. 273-82

Wild Swans, ch. 4-8

Thurs. Nov. 12: The Nanjing Decade (1927-37) and the Rise of the Communists

Terms: Nationalist Party (Guomindang, GMD, KMT), Jiang Jieshi (Chiang Kai-shek), Northern Expedition (1926-28); Mao Zedong, Jiangxi Soviet (1930-34), Long March (1934-35), Yan'an

DISCUSSION #11: How did Sun's party finally come to power; how were the Nationalists different from

warlords? What were the accomplishments of the Nationalists in power? What problems did they face? What were their failures, and why? Were the Communists a peasant movement? How dependent were they on the Soviet Union?

Tues. Nov. 17: The Sino-Japanese War (1937-45) and the Communist Revolution (1946-49)

Read: Ebrey, 282-313

Wild Swans, ch. 9-15

Thurs. Nov. 19: The People's Republic: the Early Years

Terms: Manchukuo, Xi'an incident (1936), Zhang Xueliang, "rape of Nanking," Wuhan, Chongqing; land reform, Korean War (1950-53), transition to socialism, agricultural collectives, state-owned enterprise, five-year plan

DISCUSSION #12: What was the effect of the war with Japan on the Nationalist regime? Do you think the Communists would eventually have succeeded even without the Japanese invasion? Describe the political structure of the People's Republic; what is the relationship of the Communist Party to the government? What economic changes did Communist rule bring to China? Why did China "lean to one side" after 1949? What was the rationale behind the Great Leap Forward?

Tues. Dec. 1: Maoist Radicalism: the Cultural Revolution

Read: Ebrey, 313-21

Wild Swans, ch. 16-21

Thurs. Dec. 3: Second paper due at beginning of class; film: *Mao's China*

Terms: Hundred Flowers (1956-57), Great Leap Forward (1958-61), Cultural Revolution (1966-69/76), Red Guards, Liu Shaoqi, Zhou Enlai, Deng Xiaoping, Lin Biao, Jiang Qing

DISCUSSION #13: Why did old Mao make revolution against many in his own party? What in fact happened, and why did it fail (did it fail)? How was the Cultural Revolution similar to and different from the Great Leap Forward? What were the costs of the Cultural Revolution?

Tues. Dec. 8: Deng Xiaoping's "Second Revolution," and After

Read: Ebrey, pp. 321-36

Thurs. Dec. 10: Taiwan, the Other China

Terms: "gang of four," Four Modernizations, Tian'anmen demonstrations (1989), Jiang Zemin, Hu Jintao; Taipei, Chiang Ching-kuo, Lee Teng-hui, Democratic Progressive Party, Chen Shui-bian

DISCUSSION #14: What is the present attitude toward Mao, the Communist Revolution, the Cultural Revolution? How has the countryside changed since Mao's death? Why did rural industry grow so fast? What changes have taken place in the cities? What explains the startling change in relations between the United States and China? What lay behind the dissatisfaction evident in the Tian'anmen student demonstrations of 1989? What is the current political and intellectual atmosphere? What are the most important problems facing China today? Compare the record of the Nationalists on Taiwan since 1949 and on the mainland before? How did Taiwan weather de-recognition from the United States, Japan, and most other nations? How does Taiwan's international situation differ from that of Hong Kong?

Tues., Dec. 15, 2:15 – 4:15 p.m. Final examination (in lecture hall)