**HISTORY 212/313**

**Mao Zedong, Revolution, and China**

**STAFF INFORMATION**

Ms Shan Windscript, Lecturer

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Office hours: 10.30-11.30 AM, Mondays and Tuesdays

**SUBJECT OVERVIEW**

This course uses the life and legacy of Mao Zedong (1893-1976) as a way to navigate China’s tumultuous history from the end of the 19th century to the end of the 20th century. Mao is generally acknowledged as a towering figure in Chinese history whose personality and ideology continue to influence national and world politics today. And yet a careful study of China’s twentieth century history reveals the limits, as well as the extent, of the influence of a “revolutionary” such as Mao Zedong. In this course, students will use primary and secondary texts to sketch out the broader social and cultural landscape of modern China and evaluate the historical significance of Mao’s life and the Maoist ideology that was his legacy.

**PRESCRIBED TEXT:**

* Rana Mitter, 2016. *Modern China: A Very Short Introduction*, Second Edition (required textbook, can be purchased at the University Bookstore);
* Weekly tutorial readings as indicated on CANVAS under “Modules”

**DATES AND LOCATION**

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| **Lectures** | 9-10 AM, **Mondays and Fridays** (303-101 Sci Maths & Physics, Room 101) |
| **Tutorials** | 313 at 9.00-10.00 AM, Tuesdays (201E-704 Human Sciences – East, Room 704)  213 at 1.00-2.00 PM, Thursdays (114-G14 Commerce A, Room G14) |

**LEARNING OUTCOMES**

Student who successfully complete this subject should be able to:

* Show and understanding of the changes and continuity in the development of modern China;
* display a critical understanding of the role and legacy of Mao Zedong in modern Chinese history;
* develop in-depth knowledge of cultural, political and social aspects in modern China, historically and in contemporary times;
* demonstrate an ability to identify and analyse primary and secondary materials, textual and visual, in reflecting on historical change in the subject context;
* demonstrate research skills through competent use of the library and other information sources;
* show critical thinking and analysis through recommended reading, essay writing and tutorial discussion;
* demonstrate understanding of social, ethical and cultural context through the contextualisation of judgements, developing a critical self-awareness, being open to new ideas and possibilities and by constructing an argument.

**ASSESSMENT**

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| --- |
| **213 submit directly to Canvas** |
| 30% Source Analysis (1200 words, marked/100), due Fri, 25th August by 11:59 PM |
| 20% Active Reflections x 8 weeks (continuous within teaching period, marked/100). Marks only recorded for weeks in which lectorial participation is noted  20% In-class Test (1000 words), Fri October 20th, in class |
| 30% Research Essay (2000 words, marked/100), due Mon, 6th November by 11:59 PM |
|  |
| **313 submit directly to Canvas** |
| 20% Source Analysis (1200 words, marked/100), due Fri, 25th August by 11:59 PM |
| 20% Active Reflections x 10 weeks (continuous within teaching period, marked/100). Marks only recorded for weeks in which lectorial participation is noted.  20% In-class Test (1000 words), Fri October 20th, in class] |
| 40% Research Essay (2800 words, marked /100), due Mon, 6 November by 11:59 PM |

**Participation** Students should come to tutorial prepared to summarize the argument or overall thrust of each reading in one to two sentences and to offer their own brief response to issues raised in the readings.

**Extensions** Deadlines for assignments are non-negotiable. If, for some valid reason, you are unable to meet the deadline, please contact me at [s.windscript@auckland.ac.nz](mailto:s.windscript@auckland.ac.nz) well in advance to apply for an extension. In the case of illness, you will be expected to show a doctor’s certificate.

**Flexibility** The lecturer reserves the right to adjust the schedule of lectures, tutorials, and readings in order to

meet the learning needs of the class.

**Standards** All submitted assessments should be proofread and should be free of the Three Cardinal Sins

(agreement problems, apostrophe problems, and run-ons/fragments). They should be referenced in accordance with the

Chicago Manual of Style, 16th edition, notes and bibliography style.

**Late policy** If you submit your assessment late without an extension, you will be penalised at the rate of **10 percent per day** for up to five consecutive days from the due date (including Saturday and Sunday). After five consecutive days from the due date, assessment will not be accepted.

**SCHEDULE OF LECTURES AND TUTORIALS**

WEEK 1

Monday, 24 July

1. **Introduction: Why Mao?**

REQUIRED READING

* Rana Mitter, *Modern China: A Very Short Introduction* (Oxford: Oxford University Press, 2016). Chapters 1 & 2.

NO TUTORIAL THIS WEEK

Friday, 22 July

1. **The Beginning of the “Century of Humiliation”: China and the World in late Qing**

WEEK 2

Monday, 31 July

1. **Internal Unrests: Natural Disasters, Grassroots Rebellions, and Elite Reforms**

REQUIRED READING

*Primary Sources:*

* Thomas Taylor Meadows, 1856. *The Chinese and their Rebellions, viewed in connection with their national philosophy, ethics, legislation, and administration* (London, Smith, Elder & co., 1856).
* de Bary, “Moderate Reform and the Self-Strengthening Movement,” in *Sources of Chinese Tradition* (New York: Columbia University Press, 1999). Vol. II. 233-249.

RECOMMENDED READING:

* Philip Short, *Mao: A Life* (London: John Murray, 2004), 1-38.

Friday, 4 August

1. **Historical Writing I: Primary and Secondary Sources**

WEEK 3

Monday, 7 August

1. **The Rise of Nationalism and the 1911 Chinese Revolution**

REQUIRED READING

*Primary source:*

* Zuo Rong calls for anti-Manchu Revolution (1903).

*Secondary source:*

* Joan Judge, “Talent, Virtue, and the Nation: Chinese Nationalisms and Female subjectivities in the Early Twentieth Century.” The *American Historical Review* 106, no. 3 (2001). 765-803.

RECOMMENDED READING

*Primary source:*

* Sun Yat-Sen, Doctrine of the Three Peoples, 1924.

*Secondary source:*

* John Fitzgerald, ““Lands of the East Awake!” Christian Motifs in Early Chinese Nationalism,” in 黄克武编《公与私：近代中国个体与群体之重建》 *Public and Private: The Remaking of the Individual and the Group in Modern China* (Taipei: Institute of Modern History, 2000), 362-410.

Friday, 11 August

1. **The Young Mao and the Republican New China**

WEEK 4

Thursday, 14 August

1. **The May 4th and New Culture Movement**

REQUIRED READING

*Primary source:*

* Lu Xun, “Diary of a Madman,” in *Selected Stories of Lu Hsun* (New York: Norton, 2003), 7-18.

*Secondary source:*

* Zarrow, “Nationalism and Revolution” & “Politics and Culture in the May Fourth,” in *China in War and Revolution 1895-1949* (New York and London: Routledge, 2005). 145-169.

RECOMMENDED READING

*Primary sources:*

* De Bary, “New Culture Movement,” in *Sources of Chinese Tradition* (New York: Columbia University Press, 1999). Vol. II. 151-162.

Friday, 18 Aug

1. **Mao’s neighbors: everyday life in China**

WEEK 5

Monday, 21 August

1. **Mao and the CCP in the 1920s: Transformations**

REQUIRED READING

*Secondary source:*

* Zarrow, “The Rise of Political Parties,” in *China in War and Revolution 1895-1949* (New York and London: Routledge, 2005). 190-209.

RECOMMENDED READING

*Primary sources:*

* Mao, “Analysis of All Classes in Chinese Society.”
* Chiang Kaishek, “The New Life Movement.”

Friday, 25 August

1. **New Life for China?: The New Life Movement and Popular Culture**

**SOURCE ANALYSIS DUE FRI 25 AUGUST by 11:59 PM**

WEEK 6

Monday, 28 August

1. **Road to Power: The CCP’s Long March to Yan’an, Part I**

REQUIRED READING

*Primary source (in a secondary book):*

* Helen Praeger Young. “Why we joined”, in *Choosing Revolution: Chinese Women Soldiers on the Long March* (Urbana, Illinois: University of Illinois Press, 2001).

Secondary source:

* Liu Yu. 2010. “Maoist Discourse and the Mobilization of Emotions in Revolutionary China.” *Modern China* 36 (3): 329–62.

RECOMMENDED READING

*Secondary sources:*

* David E. Apter. 1993. “Yan’an and the Narrative Reconstruction of Reality.” *Daedalus* 122 (2): 207–232.

Friday, 1 September

1. **Road to Power: The CCP’s Long March to Yan’an, Part II**

**MID-SEMESTER BREAK – 4 – 16 September**

WEEK 7

Monday, 18 September

1. **The War of Resistance against the Japanese and the Nanjing Massacre**

REQUIRED READING

*Primary source:*

* Wang, Mengsong. “Diary of a Local Calamity”, in *In a Sea of Bitterness: Refugees During the Sino-Japanese War* (Cambridge, Mass.: Harvard university Press, 2011), 92-98.

*Secondary source (contain primary sources/interviews):*

* Iris Chang, “Introduction” and “Six Weeks of Horror”, in *The Rape of Nanking: The Forgotten Holocaust of World War II* (Ringwood, Australia: Penguin Books 1997).

RECOMMENDED READING

*Secondary source:*

### Rana Mitter, “Massacre at Nanking”, in Forgotten Ally: *China’s World War II, 1937-1945* (Boston : Houghton Mifflin Harcourt, 2013).

* Odd Arne Westad, “War,” in *Restless Empire: China and the World since 1750* (New York: Basic Books, 2012), 247-284.

Friday, 22 September

1. **Film: Iris Chang: The Rape of Nanking (2007)**

WEEK 8

Monday, 25 September

1. **The Birth of Mao’s New China into a Dividing World**

REQUIRED READING

*Primary source:*

* Mao Zedong, “On New Democracy” In *Selected Works of Mao Zedong.* Full text available in Marxist.org*:*  <https://www.marxists.org/reference/archive/mao/selected-works/volume-2/mswv2_26.htm>

*Secondary source:*

* Tin Mai Chen, “Feminist Icons, Feminist Iconography? Socialist Rhetoric and Women’s Agency in 1950s China,” in *Gender and History* 15, no. 2 (2008): 268-295.

RECOMMENDED READING

*Primary source:*

* Peng Dehuai, 1959. “Critique of the Great Leap Forward,” in *Chinese Civilization and Society: A Sourcebook* (New York: Free Press, 1981), 435-439.

Friday, 29 September

1. **“Permanent Revolution” and Socialist Campaigns**

WEEK 9

Monday, 2 October

1. **The Chinese Cultural Revolution, 1966-1976**

REQUIRED READING

*Primary sources:*

* “Red Guards. Red Guards’ accounts of their activities during the Cultural Revolution,” in *Chinese Civilization and Society: A Sourcebook* (New York: Free Press, 1981), 449-457.
* Wu Xiaoping, “Down to the Countryside,” in Zhang Lijia and Calum Macleod, eds, *China Remembers* (Hong Kong: Oxford University Press, 1999), 133.

RECOMMENDED READING & Website

*Secondary source:*

* Barbara Mittler, “Popular Culture and Cultural Revolution Culture: Theory, Practice, and Experience,” in *A Continuous Revolution: Making Sense of the Cultural Revolution*, 3-32 (Cambridge, MA: Harvard Univeristy Asia Center, 2012).
* *Chinese Posters Foundation, Chinese Posters: Propaganda, Politics, History, Art*. Available at [www.chineseposters.net](http://www.chineseposters.net) **Browse the site to find a poster of interest that relates to the Cultural Revolution.** The following themes are useful for the Cultural Revolution:
* “Cultural Revolution (1966-1976)”: <http://chineseposters.net/gallery/theme-07.php>
* “Cultural Revolution (1966-1976)”: <http://chineseposters.net/themes/cultural-revolution-campaigns.php> (also see list of additional themes on menu on left)

Friday, 6 October

1. **Popular Power in the Cultural Revolution: Red Guards, Educated Youth, Women**

WEEK 10

Monday, 9 October

1. **“To Get Rich is Glorious”: The Rise of Deng Xiaoping and the “Problem” with Mao**

REQUIRED READING

Primary:

* “The 1981 Resolution”. The document was drafted under the supervision of Deng Xiaoping and Hu Yaobang, and was adopted by the CCP’s Sixth Plenary Session of the Eleventh Central Committee on June 27, 1981. **Pay attention to how it (re)evaluates the historical role of Mao Zedong and *Mao Zedong Thought*; and to the section on the Cultural Revolution.**

*Secondary:*

* Zheng Wang. 2008. “National Humiliation, History Education and the Politics of Historical Memory: Patriotic Education Campaign in China.” *International Studies Quarterly* 52 (4): 783–806.

**TUTORIAL: In-class test revision**

Friday, 13 October

1. **Patriotic Education Campaign and the Rise of Overseas Chinese Nationalism**

WEEK 11

1. **Remembering Mao and Revolutionary China**

REQUIRED READING

*Secondary:*

* Wu Hung, “Face of Authority: Tiananmen and Mao’s Tiananmen Portrait,” in *Remaking Beijing: Tiananmen Square and the Creation of a Political Space* (London: Reakion, 2005), 51–84.

*Primary*:

* Yan Lianke, 2013. “On China’s State-Sponsored Amnesia”. In *The New York Times*: <http://www.nytimes.com/2013/04/02/opinion/on-chinas-state-sponsored-amnesia.html>

RECOMMENDED READING

*Secondary:*

* Rana Mitter, “Old Ghosts, New Memories: China’s Changing War History in the Era of Post-Mao Politics.” *Journal of Contemporary History* 38, 1 (2003): 117-131.

Friday, 20 October

1. **IN-CLASS TEST on 21 October**

WEEK 12

Monday, 23 October

1. **China and the World: From Empire to “Great Power”**

REQUIRED READING

*Primary:*

* Xi Jinping, “The Chinese Dream” (2012).

*Secondary:*

* William C. Kirkby, "Traditions of Centrality, Authority and Management in Modern China's Foreign Relations." In *Ideas and Interpretations in Chinese Foreign Policy*, (New York: Oxford University Press, 1994), 13–30.

Friday, 27 October

1. **Concluding lecture: The Past and Future of the “Chinese Dream” + Essay workshop**

**RESEARCH ESSAY DUE FRI 6 NOVEMBER by 11:59 PM**

OTHER INFORMATION

*Much of the following information is adapted with permission from the syllabus for JAPANESE 150 Exploring Japan. This information is equally useful for History 213-313.*

**History coursework guide:**

<https://cdn.auckland.ac.nz/assets/arts/documents/History_Coursework_Guide_2016.pdf>

**Tuakana Mentors:**

The Tuakana program is geared towards providing mentoring and support for Maori and Pacific Island students. For more information, go to

<http://www.arts.auckland.ac.nz/en/for/maori-and-pacific-students-7/undergraduate-1.html>

### Plagiarism:

The SAS encourages students to read widely then express their own views and ideas in their written work. When a student simply copies sentences, phrases, ideas, and even paragraphs from another writer, this is plagiarism and will not be tolerated in the department. When a student copies her/his own essay submitted for another course, this is also a plagiarism. Plagiarism is the theft of another person’s words or ideas. The staff will penalise severely any work containing plagiarised portions, ranging from receiving **0 mark** to **failing the course**.

The following sites are useful in understanding what constitutes plagiarism:

1. <http://www2.auckland.ac.nz/teachingandlearning/> **(Students/Plagiarism and Cheating section)**
2. <http://www.plagiarism.org/>

**To avoid plagiarism**:

You must **document ALL quotations and borrowed ideas** properly.

You must clearly differentiate your own ideas and words from the ideas and borrowed words of other writers. This is done by accurate **quoting** and **paraphrasing**.

**Avoid paraphrases that are similar to the original sources**. (Even if you cite the original source, if your writing borrows the vocabulary and/or the structure of the original, this is considered to be a plagiarism.

Consult with the Student Learning Centre or your tutor if you are not sure how to quote and paraphrase correctly.

In addition to plagiarism, ‘The University of Auckland Guidelines: conduct of coursework’ lists the following as examples of cheating in coursework:

1. Copying from another student’s coursework
2. Making up or fabricating data
3. Submitting the same, or substantially similar, assignment that you have done for assessment in more than one course.
4. Misrepresenting disability, temporary illness or injury
5. Using material obtained from commercial essay or assignment services/

**Disability Services:**

Any student with a disability who may require alternative arrangements in this course is encouraged to seek advice and assistance from Disability Services as soon as possible after enrolment.

Contact details: Disability Services:

Web information at <http://www.disability.auckland.ac.nz>

Room 036, Basement Level, ClockTower:

phone ext. 88936:

email [disabilities@auckland.ac.nz](mailto:disabilities@auckland.ac.nz)

### For non-native speakers of English:

Non-native speakers of English are especially encouraged to come to office hours [well ahead of the date that an assessment is due] for help. Furthermore, various services and resources are available for non-native speakers of English seeking language support by the following institutions.

For consultation, workshops and resources:

**The English Language Self Access Centre (ELSAC)**, (see the ELSAC info above)

Information Commons Building, Phone 919-7695 e-mail: [elsac@auckland.ac.nz](mailto:elsac@auckland.ac.nz)

**The Student Learning Centre (SLC)**, in the same building,

Phone: 373-7599 ext. 88850, e-mail: [slc@auckland.ac.nz](mailto:slc@auckland.ac.nz)