1. Course Description

China’s modern transformation into a rising superpower has been one of the most consequential developments of the late 20th and early 21st centuries. China’s spectacular rise can be understood as the product of multiple “revolutions,” profound and often violent shifts that have altered the political, social, and economic landscape and even the fabric of everyday life. These included the communist revolution that led to establishment of the People’s Republic of China in 1949; the Cultural Revolution (1966-76) that saw Chinese Communist Party leader Mao Zedong and his supporters attempt to violently reignite the country’s revolutionary legacy; and China’s economic liberalization under Deng Xiaoping, which has transformed China’s economy and society into what it is today.

In this class we will examine China’s modern history through the rich collection of historical documents (primary sources) that were produced during and after these moments of profound change. We will read and analyze a wide range of such sources, including propaganda posters, official speeches, laws and legal documents, intelligence reports, works of fiction, and social media postings. Inseparable from our close reading and analysis of primary sources, the class will also focus on developing academic writing skills that are foundational to History and other disciplines.

2. Learning Goals

By the end of this course students should be able to:

1. Demonstrate through in-class participation, quizzes, and papers a basic understanding of modern Chinese history; key social, economic, and political trends that have shaped the history of the People’s Republic of China since 1949; and how these trends inform developments in China today.

2. Analyze historical documents (primary sources) and scholarly works (secondary sources). Emphasis will be placed on developing an understanding of what primary sources are, their strengths and limitations, how they are used in historical research,
and how to use them as evidence when constructing arguments about the past. When reading primary sources, we will especially address questions such as who authored the source, who the intended audience was, and the agenda or politics that might be underlying the text. When reading secondary sources we will focus on identifying and critically analyzing the main arguments.

3. Produce a persuasive historical argument in writing. By the end of the course, students should be able to write analytical essays that contain historical arguments based on analysis of textual evidence drawn from primary and secondary sources. You will be encouraged to submit drafts of the papers in advance and make revisions based on instructor feedback.

3. Assignments and Grading

Your semester grade will be based on the following:

- Attendance and participation – 10%
- In-class quizzes (2) – 20%
- Reading response worksheets (3) – 15%
- Paper #1 (3-4 pages) – 15%
- Paper #2 (4-5 pages) – 20%
- Paper #3 (4-5 pages) – 20%

**Attendance and participation (10%).** To receive full credit, you must arrive on time, participate in in-class discussions and activities, and be respectful of your classmates. I will take attendance during every class. If you arrive late, I will give you half credit for being in class. This means that two late arrivals will count as one unexcused absence.

Students are required to read the assigned texts before class (by the date indicated on the syllabus), come to class ready with questions or observations about the readings, and take part in the discussion to earn a good participation grade. There will be times when I ask you to bring a particular reading to class so that we can discuss it together. Because having those readings in the classroom will be important for what we do in class on those days, I will check to make sure that students have brought that reading and include that in the participation grade.

According to the Rutgers-Newark Undergraduate Catalog: “The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.” These are the situations in which an absence can be counted as excused – for all other situations, an absence is unexcused. If you will be absent for one of these reasons, please let me know in advance.

The History Department has this attendance policy: “Any student who misses eight or more sessions through any combination of excused and unexcused absences will automatically fail the class. Such students should withdraw to avoid getting an F.”
**In-class quizzes (2) (20% total, 10% each).** These quizzes will test your knowledge of figures, events, places, and concepts mentioned during the class lectures as well as primary sources that are assigned as part of the weekly readings. I will give you information about what will be covered and how the quizzes will be graded, and we will spend time reviewing the material in class.

**Reading response worksheets (3) (15% total, 5% each).** Each worksheet will ask you to closely read and analyze the coming session’s readings. I will post a rubric on Canvas showing how the worksheets will be graded and the late submission policy.

**Papers.** This course has three papers, each of which will ask you to do a close reading and analysis of primary sources. I will give you instructions for each paper as well as a rubric showing how it will be graded. I will also provide general guidance about writing academic papers.

If you have any questions at all about the papers or writing in general, feel free to contact me. If you would like general guidance on writing, you may also contact the Writing Center for tutoring and other support: https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center.

**Grading scale.** Each graded assignment will have its own grading scale, which will be provided along with its rubric. Below is the scale that I will use to determine your semester grade at the end of the semester:

- 90 - 100 A
- 87 - 89 B+
- 80 - 86 B
- 77 - 79 C+
- 70 - 76 C
- 60 - 69 D
- 59 or less F

**4. Course Readings**

Most readings are available on Canvas. Go to our course’s Canvas site (after logging in here: https://canvas.rutgers.edu/). You can find the readings for each week listed under that week’s module.

This class has two required books:

   - This is our textbook and is indicated on the course schedule below as “Karl.”
   - An electronic version is available through the Rutgers Libraries website and can be accessed for free.

- You will read this book for Paper #3.
- This book can be purchased from the campus bookstore or online. It can also be obtained through Rutgers EZBorrow or Interlibrary Loan.

5. Academic Integrity

Academic dishonesty in this class will not be tolerated. Period. This includes plagiarism, cheating, and any other behavior described in the Rutgers University Academic Integrity Policy. For this reason it is absolutely crucial that you familiarize yourself with this policy, which describes the actions that will be counted as violations of academic integrity: [http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/)

You must include the following Rutgers Honor Code Pledge statement on every assignment that you turn in: “On my honor, I have neither received nor given any unauthorized assistance on this assignment. (Name) (Signature – typing your name is fine) (Date)”.

If anyone has any questions at all about this policy, what counts as a violation of academic integrity, or even simply how to cite sources on a paper (a topic that we will cover in class), I am always willing to discuss these issues with you. Students who plagiarize assignments or otherwise violate academic integrity will receive serious penalties, ranging from a failing grade in the class to suspension.

Use of generative AI tools such as ChatGPT is not permitted in this class. They cannot be used for any stage of the writing process or on any assignment. Any use of such tools for your work in this class will be considered as a violation of academic integrity. Contact me if you have any questions about this course policy.

6. Accommodations and Support

Rutgers University-Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further its mission of access and support:

**For Individuals Experiencing Disability:** The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA
and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the RU-N ODS website (ods.newark.rutgers.edu). Contact ODS at (973) 353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-5063 or via email at TitleIX@newark.rutgers.edu.

For Short-term Absence Verification: The Office of the Dean of Students can help with absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, recovery from surgery, etc.). Students experiencing a temporary condition or injury should submit a request using the following link: https://temporaryconditions.rutgers.edu.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Title IX Policy and Grievance Procedures located at https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf.

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. VPVA is a confidential resource and does not have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. VPVA also maintains a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence to receive assistance; any student can receive services, information, and support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.
For Psychological Support (Stress, Mood, Family Issues, Substance Use concerns and other personal challenges): The Rutgers University-Newark Counseling Center provides individual therapy and support groups for students dealing with psychological issues. To schedule an appointment, email counseling@newark.rutgers.edu or call (973) 353-5805.

Additional support is available to any RU-N student through Uwill services:
• Umatch: Teletherapy with flexible scheduling, starting with a free account.
• Uhelpe: Crisis support at 833-646-1526 (available 24/7/365).
• Urise: Wellness-based video collection with a free account.

Access Uwill@RUN at https://my.rutgers.edu using your netid. Services are confidential and free. For emergencies, call 911 or Rutgers University Police Department at (973) 353-5111.

7. Weekly Schedule

Wednesday, January 17th
• Introduction / overview of class

Monday, January 22nd
• Karl 1-8
• “Letter of Commissioner Lin to Queen Victoria” (1839) *
• Treaty of Shimonoseki (1895) (Link) *

Wednesday, January 24th
• “The Boxer Uprising – 1,” MIT Visualizing Cultures (Link). Read all sections.
• “Manifesto of the Revolutionary Alliance” (1905) *

Monday, January 29th
• Karl 9-19
• “Chen Duxiu’s editorial in New Youth” (1915) *
• Mao Zedong, “A Study of Physical Education” (1917) (Link) *

Reading Response Worksheet #1 due Tuesday, January 30th, 11:59pm

Wednesday, January 31st
• Introduction to Lu Xun, Chineseposters.net (Link)
• Lu Xun, “A Madman’s Diary” (1918) (Link) *
**Monday, February 5**
- Karl 21-34
- Mao Zedong, “Report on an Investigation of the Peasant Movement in Hunan” (1927) (Link). *
  - Only read the following sections: The Importance of the Peasant Problem, Down with the Local Tyrants and Evil Gentry! All Power to the Peasant Associations!, “It’s Terrible!” or “It’s Fine!”, The Question of “Going Too Far.”

**Wednesday, February 7**
- Karl 35-72

**Monday, February 12**
- Karl 73-97
- Marriage Law of the People’s Republic of China (1950) *

**Wednesday, February 14**
- Karl 99-116
- Peng Dehuai’s Letter To Chairman Mao (1959) *

**Paper #1 Due Sunday, February 18th, 11:59pm**

**Monday, February 19**
- “A Reader’s Complaint (Anonymous)” (1965) *

**Wednesday, February 21**
- Karl 117-138
- Decision of the Central Committee of the Chinese Communist Party Concerning the Great Proletarian Cultural Revolution (1966) *

**Monday, February 26**
- Karl 139-158

**Wednesday, February 28**
- Review material for In-Class Quiz #1 (Monday, March 4) and bring any questions to class

**Monday, March 4**
- *In-Class Quiz #1*
**Wednesday, March 6th**
- Interviews with sent-down youths (late 1980s) *
- Indictment of “Lin Biao and Jiang Qing counter-revolutionary cliques” (1980) *

**Spring Recess**

**Monday, March 18th**
- Karl 159-184
- “Tables and Figures on Trends and Developments”

**Wednesday, March 20th**
- “Population policy,” Chineseposters.net *(Link)*

**Reading Response Worksheet #2 due Sunday, March 24th, 11:59pm**

**Monday, March 25th**
- U.S. Defense Intelligence Agency reports on Tiananmen Square crackdown (1989) *
- Deng Xiaoping, “Address To Officers At the Rank of General and Above In Command of the Troops Enforcing Martial Law In Beijing” (1989) *(Link)*

**Wednesday, March 27th**
- Work on Paper #2. Bring any questions about your paper topic or writing to class.

**Reading Response Worksheet #3 due Sunday, March 31st, 11:59pm**

**Monday, April 1st**

**Wednesday, April 3rd**
- Find two articles that interest you on the site Sixth Tone. Be prepared to discuss them in class.

**Paper #2 Due Sunday April 7th, 11:59pm**
Monday, April 8th
- Darius Longarino, Yixin (Claire) Ren, and Changhao Wei, “Legal Obstacles to #MeToo Cases in China’s Courts.” *China Brief* 21, no. 9 (May 7th, 2021) (Link).
- “Open letter on PKU #MeToo Case” (2018) (Link) *

Wednesday, April 10th
- Review material for In-Class Quiz #2 (Monday, April 15th) and bring any questions to class.

Monday, April 15th
- **In-Class Quiz #2**

Wednesday, April 17th

Monday, April 22nd
- We will not have class today. Spend the time reading Fang Fang, *Wuhan Diary* (if you have not done so already) and working on Paper #3. Email me any questions.

Wednesday, April 24th
- Be prepared to discuss Fang Fang, *Wuhan Diary*, “Introduction: The Virus Is the Common Enemy of Humankind” (pp. vii-xvi).

Monday, April 29th
- Review your notes from the semester so that we can have a discussion of overall themes of the class. Bring any questions that you have about Paper #3

*Paper #3 Due Monday May 6th, 11:59pm*