**China**

**Past, Present, Future**

Societies of the World 12

Fall 2017

Tue [Thu] 10:00-11:30

CGIS South 020

What is China? In China today we see a new country built on the bedrock of an ancient civilization. It is in the midst of perhaps the most extraordinary economic transformation the world has seen. This development comes on top of the political, social, and cultural revolutions of the 20th century. All these transformations occur against a deep historical background still much in evidence. In this course we will explore how the world's largest and oldest bureaucratic state has coped with enduring problems of economic and political organization and how responses to these problems, even as they appear “modern,” bear the imprint of China's historical experience. We will engage intellectual and religious trends, material and political culture, the tension between local society and the center, art and literature, and China’s economic and political transformations. Together these will give you an education in Chinese culture, institutions, and economic development from ancient times into the present, the choices China has made in the past, and the challenges it faces today as it re-establishes itself as a world power.

This course assumes no prior knowledge of China. It fulfills the Societies of the World requirement and the requirement that one of the eight General Education courses also engages substantially with Study of the Past.

1. ***Instructors***

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###### ***Teaching Fellows***

Yung-chang Tung (Head TF) ytung@fas.harvard.edu

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1. ***Time and Location***

The weekly meeting of the entire class will take place in from 10 am to 11:30 am, at CGIS S020, the Belfer Case Study Room, CGIS South Building, 1730 Cambridge Street on Tuesday, and sometimes Thursday. Small group discussions (section) will take place on Friday, with locations to be announced.

1. ***Course Structure and Credit***

This course emphasizes interactive discussion and participation. There are no examinations. We meet as a whole class to discuss big themes in Chinese history through readings, art objects, and Harvard Business School case studies. There will also be weekly small group discussions.

The in-class discussions are meant to allow you to you develop your own areas of interest and expertise as you learn of enduring patterns in Chinese culture, politics, and economy. For these discussions to be successful, it is essential (and we expect) that you do the assigned readings, view the modules, and complete any interactive activities *BEFORE* class meetings.

The Short Paper will focus on themes from the first half of the course. The Group Project will focus on issues central to contemporary China. For that project, students will work in teams of three on a contemporary issue that has a historical dimension. Projects can take the form of research essays or original case studies. Evan Osnos, *Age of Ambition,* may be helpful in offering possible topics.

Your final grade will be based on the following:

Participation

In-class discussion participation 25%

Section participation 20%

Online module participation 5%

Short Paper (due Oct 25) 25%

Group project (due Dec 7) 25%

#### *Policy on Collaboration/Honor Code*

Students are encouraged to collaborate in preparing for class discussions. Assessments in online modules should be undertaken by each person individually. Students *must* cooperate with their peers in the Group Project, which will consist of teams of 3 to 4 students.

*Members of the Harvard College community commit themselves to producing academic work of integrity – that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one’s own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.*

## ***Readings***

The following books are requiredand have been ordered at the Coop. A limited number of copies have also been placed on reserve at Lamont Library.

* Patricia Buckley Ebrey, *The Cambridge Illustrated History of China*, 2nd ed. (Cambridge UP, 2010)
* Wm. Theodore de Bary and Irene Bloom, eds., *Sources of Chinese Tradition*, 2nd ed., volume 1 and 2 (Columbia UP, 2000 and 2001) **Note:** The 1st edition of this text, first published in 1960, is a substantially different book. If you choose to buy your books from a supplier other than the Coop, be sure to buy the 2nd edition.
* Evan Osnos, *Age of Ambition* (Farrar, Straus and Giroux, 2014)
* Regina M. Abrami, William C. Kirby, and F. Warren McFarlan, *Can China Lead? Reaching the Limits of Power and Growth* (Harvard Business School Press, 2014).

*The Cambridge Illustrated History of China* is the main textbook for the course. It is meant to accompany the modules and in-class discussions by providing essential chronological survey information. Most other readings are contained in de Bary and Bloom, *Sources of Chinese Tradition,* referred to as *SCT* in weekly schedule.

For the modern history part of the course we will make extensive use of Harvard Business school cases. A digital course reader for these HBS cases is **required** and available for purchase and download here:

<http://cb.hbsp.harvard.edu/cbmp/access/65804981> . (You will be asked to register as a student to view the HBS coursepack and to purchase a copy.)

The following books are notrequired to purchase but will be used for readings. They have been placed on reserve at Lamont Library. A copy of the coursepack, “A Sourcebook for Hist E-1825 and SW12, China!” with most of the required readings from these books are also placed on reserve at Lamont Library and available for purchase online here: <https://students.universityreaders.com/store/> (You will be asked to create an account). However, purchasing this sourcebook is not mandatory as all of the readings included in it can be accessed via the reserved books at Lamont.

* Ssu-yü Teng and John Fairbank, eds., *China’s Response to the West: A Documentary Survey (1839-1923).* (Harvard UP, 1979)
* J.L. Cranmer-byng ed., *An Embassy to China: being the journal kept by Lord Macartney during his embassy to the Emperor Chʻien-lung, 1793-1794*. (Archon Books, 1963)
* J. Mason Gentzler, ed., *Changing China, Readings in History of China from the Opium War to the Present* (Praeger, 1977)
* Hosea Ballou Morse, ed., *The Chronicles of the East Indian Company, trading to China, 1635-1834* (vol. II). (Harvard UP; Clarendon Press, 1926)
* Steven E. Phillips, ed., *Foreign Relations of United States: 1969-1976, Vol. XVII China, 1969-1972*. (U.S. G.P.O., 2006)

Access to the rest of the required materials, including modules, primary sources, journal articles, images, interactive maps, etc., will be available on the course website under “weekly schedule.”

## ***Absences and Accommodations***

Class attendance is mandatory. If you are unable to attend a class for any reason, please inform the instructors and teaching fellow by email as early as possible. Laptops and electronic devices are generally not permitted in class. Students needing academic adjustments or accommodations because of a documented disability should present their Faculty Letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term, Sep. 9. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential.

**Weekly Schedule**

***Week 1***

**Aug. 31 Thu China: The Big Picture**

1. For In-class Discussion:
   * + - Dynastic Maps (on course website)

***Week 2***

**Sep. 5 Tue The Past in China Today**

1. For In-Class Discussion:

* HBS Case: “Myths and Lessons of Modern Chinese History”
* HBS Case: “The Challenges of Launching at Start-Up in China: Dorm99.com”

**Sep. 7 Thu A Look to the Future**

1. Module:

* “The Big Picture: Time, Space, and Identity in China’s History”

1. For In-Class Discussion:

* Evan Osnos, *Age of Ambition*

***Week 3***

**Sep. 12 Tue Objects and Texts: Origin Stories**

1. Modules:

* “Origin Stories”
* “Legitimation of Power in Antiquity”

1. Background Reading:

* *Cambridge Illustrated History of China*, Chapter 1

1. For In-class Discussion:

* Images of bronzes from Shang and Zhou dynasties (course website)
* “King Wen” from *The Classic of Odes* (course website)
* “Ode 58”, from *The Classic of Odes* (course website)
* “The Shao Announcement” from *The* *Classic of Documents*. *SCT*, Vol.1: pp 35-37

**Sep. 15 Fri *Section* Debating “Early Civilization in China”**

1. Background Reading:

* *Cambridge Illustrated History of China*, Chapter 1

1. For In-class Discussion:

* Keightley, David, "Early Civilization in China: Reflections on How It Became Chinese," in *Heritage of China: Contemporary Perspectives on Chinese Civilization*, edited by Paul Ropp. (c) 1990 by the Regents of the University of California. Published by the University of California Press. pp. 15-54. (course website)

***Week 4***

**Sep. 19 Tue Discussing Confucius and Confucianism**

1. Module:
   * + - “Confucius and Confucianism”
     1. Background Reading:
        + *Cambridge Illustrated History of China*, Chapter 2
        + *Analects of Confucius:* *SCT*, Vol. 1: pp. 46-55.
        + Mencius: *SCT*, Vol. 1: pp. 116-117; 120-124; 129-136; 147-151
        + Xunzi: *SCT*, Vol. 1: pp. 161-164; 174-183
2. For In-class Discussion:
   * + - *Analects of Confucius*: *SCT*, Vol. 1: pp. 45; 48-53; 55
       - Menciu*s*: *SCT,* Vol. 1: pp. 120-5; 129; 146-150.
       - Xunzi: *SCT*, Vol. 1: pp. 179-183.

**Sep. 22 Fri *Section* What is wrong with Confucianism? Competing Schools and Warring States**

1. Module:

* “Competing Schools and Warring States”

1. Background Reading:
   * + - *Cambridge Illustrated History of China*, Chapter 2
2. For In-class Discussion:
   * + - Mozi: *SCT,* Vol.1: pp. 69-76.
       - Laozi *Daodejing*: *SCT*, Vol.1: pp. 79-94.
       - Zhuangzi: Chapters 1, 3, 6, *SCT*, Vol.1: pp. 96-111.
       - Han Feizi: Chapters 49, 50, *SCT*, Vol.1: pp. 199-206.

***Week 5***

**Sep. 26 Tue Mastering the Cosmos and Mastering Humankind**

1. Modules:
   * + - “Forging a Unified Empire: Qin”
       - “Making Empire Last: Western Han”
2. Background Reading:
   * + - *Cambridge Illustrated History of China*, Chapter 3
       - “Li Si: Legalist Theories in Practice”, *SCT,* Vol. 1: pp. 206-212.
       - Introduction to “The Records of the Grand Historian”; “Sima Qian: The Sacred Duty of the Historian”, *SCT,* Vol. 1: pp. 368-372.
3. For In-class Discussion:
   * + - Jia Yi, excerpt from “The Faults of Qin”; “Jia Yi, The Primacy of the People (*Minben*)”. *SCT,* Vol. 1: pp. 228-231; 290-292.
       - “Lu Jia: The Natural Order and the Human Order”, *SCT,* Vol. 1: pp. 285-289.
       - Dong Zhongshu, “Comprehending the State as the Body”; “Interpreting Omens”*.* *SCT,* Vol. 1: pp. 305-306.
       - “Biography of Shang Yang”, from *The Records of the Historian* (course website)

**Sep. 29 Fri *Section* Debating State and Society: *Discourses on Salt and Iron***

1. Module:
   * + - “State and Society in Western and Eastern Han”
2. Background Reading:
   * + - *Cambridge Illustrated History of China*, Chapter 3
3. For In-class Debate:
   * + - Huan Kuan*’s Discourses on Salt and Iron* (selections) (course website)

***Week 6***

**Oct. 3 Tue Medieval Self-realization and the New Religion of Buddhism**

1. Modules:
   * + - “Self-realization in the Medieval World”
       - “Buddhism”
2. Background Reading:
   * + - *Cambridge Illustrated History of China*, Chapter 4 (and the attached section, “Early Buddhist Art”)
3. For In-class Discussion:
   * + - “Excerpts from the *Lotus Sutra*,” *SCT,* Vol. 1: pp. 446-452.
       - “Mouzi: *Disposing of Error”*: *SCT,* Vol. 1: pp. 421-426
       - “Huiyuan: A Monk Does Not Bow Down Before a King”, *SCT,* Vol. 1: pp. 426-429
       - “Admonitions of the Fanwang Sutra”, *SCT,* Vol. 1: pp.429-432.
       - Either [Biographies of Nuns I](https://canvas.harvard.edu/courses/14532/pages/biographies-of-nuns-i) or [Biographies of Nuns II](https://canvas.harvard.edu/courses/14532/pages/biographies-of-nuns-ii) (course website).

**Oct. 6 Fri *Section* Yingying's Story and the Aristocratic Culture of the Tang Dynasty**

1. Modules:
   * + - “The Universal Empire: Cosmopolitan Tang”
       - “Poetry”
2. Background Reading:
   * + - *Cambridge Illustrated History of China*, Chapter 5
3. For In-class Discussion:
   * + - Yuan Zhen, *Yingying’s Story* (course website)
       - Elite women’ images in Tang: paintings, tomb figurines and sculptures (course website)

***Week 7***

**Oct. 10 Tue From Early to Later Imperial China**

1. Modules:
   * + - “From Early to Later Imperial China”
       - “Transforming Society through Government”
2. Background Reading:
   * + - *Cambridge Illustrated History of China*, Chapter 6
3. For In-class Discussion:
   * + - Wang Anshi, “Memorial to Emperor Renzong (1058)”, “Memorial on the Crop Loans Measure”, “In Defense of Five Major Policies”, *SCT,* Vol. 1: pp. 612-618; 619-621.
       - Su Shi, “Memorial to Emperor Shenzong”, *SCT,* Vol. 1: pp. 621-625; Su Shi on Wang Anshi and his New Learning (course website); Su Shi on his own interests (course website);“Account of Stone Bell Mountain” (course website).
       - Sima Guang, “A Petition to Do Away with the Most Harmful of the New Laws” *SCT,* Vol. 1: pp.625-626; Sima Guang on Selection (course website)
       - Ouyang Xiu, “On Parties”, *SCT,* Vol. 1: pp.595-596.
       - “The Mutual Responsibility System,” in Ebrey, Chinese Civilization: A Sourcebook 2nd ed, pp. 186-7. (course website)

**Oct. 13 Fri *Section* Women’s Lives in Late Imperial China**

1. Module:
   * + - “The Neo-Confucian Movement”
2. For In-class Discussion:
   * + - “Women and the problems they create”, “Concubines”, “Ridding China of Bad Customs” in Patricia Ebrey, *Chinese Civilization: A Sourcebook*, 2nd edition, pp. 164-168, 245-252, 341-344 (course website)
       - “Women”, from “A visual sourcebook of Chinese Civilization”, https://depts.washington.edu/chinaciv/clothing/11qinwom.htm

***Week 8***

**Oct. 17 Tues Elites, Examinations, and Later Imperial Unity**

1. Modules:
   * + - “Exams and Elites”
       - “The World Empire of the Mongols”
2. Background Reading:
   * + - *Cambridge Illustrated History of China*, Chapter 6, 7
3. For In-class Discussion:
   * + - A Song Dynasty exam (course website)
       - Preface and biographies from the Lu Family genealogy (course website)
       - Take a virtual tour of the village of Luzhai in Zhejiang.  First, have a look at the Old Map of the Lu Family Compound from the Lu genealogy (unfortunately the links do not work).  Try searching for Dongyang Luzhai (东阳卢宅) in GoogleMaps, Google Images, or Google Earth.

**Oct. 19 Thu Silver, Society and Culture: the Beginning of Our Age**

1. Modules:
   * + - “Social Policy and Social Practice”
       - “Silver and Social Change in Late Ming”
2. Background Reading:
   * + - *Cambridge Illustrated History of China*, Chapter 8
3. For In-class Discussion:
   * “Ledgers of Merit and Demerit,” and “Morality Books and Social Change,” SCT, vol 1:904-916
   * Please quickly review the *Story of Yingying*

**Oct. 20 Fri *Section* Novel: *The Scholars***

1. Modules:
   * + - “*The* *Scholars*”
       - “The Structure of Civil Service Examination in Ming and Qing” (a short attached to the module)
2. For In-class Discussion:
   * + - Wu Jingzi, *The Scholars*, chapters 1-7 (course website)
       - Painting: *Prosperous Suzhou* (course website)

***Short Paper due Wednesday, Oct. 25.***

***Week 9***

**Oct. 24 Tue What’s Modern About Modern China?**

1. Module:
   * + - “Achievement and Limits of Manchu Rule”
2. Background Reading:
   * + - *Cambridge Illustrated History of China*, Chapter 9
3. For In-class Discussion:
   * + - George Macartney, “Audience with Ch’ien-lung”, *An Embassy to China; being the journal kept by Lord Macartney during his embassy to the Emperor Chʻien-lung*, 1793-1794: pp. 122-124. (course reader)
       - Henry Dundas, “Instructions to Lord Macartney”, *The Chronicles of the East Indian Company trading to China, 1635-1834* (vol. II): pp. 232-242 (course reader)
       - George III, “Letter to the Emperor of China”, *The Chronicles of the East Indian Company, trading to China, 1635-1834 (vol. II)*: pp. 244-247 (course reader)
       - “Two Edicts from the Ch’ien-lung Emperor to King George III”, in *Changing China, Readings in History of China from the Opium War to the Present*, pp.23-28. (course reader)

**Oct. 26 Thu Tea, Opium, and the Internationalization of Modern China**

1. For In-class Discussion:

* “Lin Tse-hsü’s (Lin Zexu) Moral Advice to Queen Victoria,1839”, in *China’s Response to the West*, pp. 24-28. (course reader)
  + - * HBS Case: “Augustine Heard & Co.: Building a Family Business in the China Trade” (A)

**Oct. 27 Fri *Section* China and Christianity**

1. Module:
   * + - “Christianity and Chinese Salvation”
2. Background Reading:
   * + - *Cambridge Illustrated History of China*, Chapter 9
3. For In-class Discussion:
   * + - "Chapter 29, The Heavenly Kingdom of the Taipings", *SCT,* Vol. 2: pp. 213-230.

***Week 10 Students work with teaching staff on development of Group Projects***

**Nov. 3 Fri *Section* Alternative Paths for Modern China**

1. Module:
   * + - “Foreign Models for a Chinese Republic”
2. Background Reading:
   * + - *Cambridge Illustrated History of China*, Chapter 10
3. For In-class Discussion:
   * + - Feng Guifen, “On the Manufacture of Western Weapons”; “On the Adoption of Western Learning”, *SCT,* Vol. 2: pp. 235 – 238.
       - Introduction to "Kang Youwei and the Reform Movement”; "The Need for Reforming Institutions", *SCT,* Vol. 2: pp. 260-266; 269-270.
       - Liang Qichao, "Renewing the People", "The Concept of the Nation", *SCT,* Vol. 2: pp. 288-291; 295-298.
       - Hu Hanmin, "2. Establishing of a Republic," *SCT,* Vol. 2: p317-318.
       - “Sun Yat-sen’s Adoption of the Russian Party System", in *China’s Response to the West*, pp. 264-267 (on reserve); "The Three People's Principles" *SCT*, Vol. 2: pp. 320-323; *The International Development of China*, “Introduction” (pp. 3-10), “Conclusion” (pp. 231-237) (course website)
       - Jiang Tingufu, "Revolution and Absolutism", and Hu Shi’s response, "National Reconstruction and Absolutism", *SCT,* Vol. 2, pp. 334-337.
       - “Ch’en Tu-Hsiu’s ‘Call to Youth’, 1915”, in *China’s Response to the West*, pp.240-246 (course reader).
       - Li Dazhao, "The Victory of Bolshevism", *SCT,* Vol. 2, pp. 404-406

***Week 11***

**Nov. 7 Tue Self-Strengthening through Business: The Birth of Modern Chinese Enterprise**

1. Background Reading:
   * + - *Cambridge Illustrated History of China*, Chapter 10
2. For In-class Discussion:
   * + - HBS Case: *Enterprise Culture in Chinese History: Zhang Jian and the Dasheng Cotton mills*
       - HBS Case: *The Rong Family: A Chinese Business History*

**Nov. 10 Fri *Section* The Rise of the Chinese Communist Party**

1. Modules:

* “Against the Empire of the Sun”
* “The Rise of the Chinese Communist Party”

1. Background Reading:

* *Cambridge Illustrated History of China*, Chapters 11 and 12

1. For In-class discussion:

* Chiang Kai-shek (Jiang Jieshi), "China's Destiny", *SCT,* Vol. 2, pp. 344-347.

Mao Zedong, “Report on an Investigation of the Peasant Movement in Hunan” (course website); "On Art and Literature"; "On the Correct Handling of Contradictions Among the People", *SCT,* Vol. 2, pp.441-444; 459-464.

***Week 12***

**Nov. 16 Thu Educational and Entrepreneurial China**

1. Module:

* Field trips to Kunshan and to Tsinghua University

II.For In-class Discussion:

* HBS Case: The University of Hong Kong: Bridging East and West
* HBS Case: Kunshan, Incorporated: The Making of China's Richest Town
* HBS Case: Wanxiang (A)

**Nov. 17 Fri *Section* From *jiefang to kaifang:* Communist “Liberation” to "Opening"**

1. Modules:

* *“Fleurs du Mal:* Fragrant Flowers and Poisonous Weeds in the early PRC”
* “The Last Years of Mao”

1. Background Reading:

* *Cambridge Illustrated History of China*, Chapters 11 and 12
* Propaganda Art (on course website)

1. For In-class Discussion:

* Peng Dehuai, "Letters of Opinion" to Mao Zedong on the Great Leap Forward, July 1959, *SCT,* Vol. 2, pp. 469-471.
* Chinese Communist Party, “Resolution on Certain Questions in the History of Our Party since the Founding of the People’s Republic of China” (course website)

***Week 13***

**Nov. 21 Tue Greater China**

1. Module:

* “Taiwan in the Shadow of China”

1. Background Reading:

* *Cambridge Illustrated History of China*, Chapter 12

1. For In-class Discussion:

* HBS Case: *A Strait of Uncertainty: Taiwan's Development in the Shadow of China*
* HBS Case: *Taiwan Semiconductor Manufacturing Company Limited: A Global Company's China Strategy*

***Week 14***

**Nov. 28 Tue *Presentations of Group Projects***

**Nov. 30 Thu The China Dream?**

1. Reading and In-class Discussion:
   * + - Abrami, Kirby, and McFarlan, *Can China Lead?*
       - HBS Case: “Governing the China Dream”

***Final Group Projects due on Thursday, December 7***