



Note: This is a draft syllabus as of March 13, 2023. There might still be minor changes to the topics of lectures or readings for discussion between now and the semester's start. Otherwise, everything else is close to finalization. If you have any queries, please contact the instructor directly via the email listed below.

Georgetown University
History 123

China II: From Empire to Nation(s)

Semester: Summer 2023 (First Session)

Time: Monday–Thursday, 5:50–7:55 p.m.

Location: Edward B. Bunn S.J. Intercultural Center 213

Instructor: Jeffrey C. H. Ngo

Email: cn460@georgetown.edu

Office Hours: In-person after class, or over Zoom by appointment

OVERVIEW

Is China just a nation-state like any other? Or is it, once famously described by the Harvard sinologist Lucian Pye, “a civilization pretending to be a nation-state”? Neither framework seems quite right, as recent scholarship suggests, even if there are obvious signs that the People’s Republic is somewhat of an anomaly in the contemporary international system. One alternative may be to think of it as a neo-imperial project. Indeed, many historians increasingly view China’s trajectory as a rare deviation from the wave of global decolonization in the 20th century. It faces many challenges today, ranging from economic and demographic to social and technological. But its greatest existential threats often concern its relationship with frontier regions and standing on the international stage.

This introductory course — the second half of the History Department’s traditional two-part survey of Chinese history — seeks to demystify the world’s largest country by examining its past, covering roughly the period from the late 16th century to the present. We begin with the decline of the Ming dynasty due to a combination of internal rebellions and external threats



against the backdrop of severe environmental calamities, simultaneously as the Manchus were organizing themselves into a fledgling empire. We examine its invasion of China and subsequent expansion deep into Inner Asia to unpack its military culture, governing logic, political system, and social organization. We consider the Qing not as a Chinese dynasty but as a Central Eurasian empire. We study its interactions with Western powers and how those experiences inspired change but also spelled its eventual demise. We then consider the legitimacy of its various successor states. We reflect on China in 1912 as a shattered political entity and analyze its protracted rise to superpower status through the warlord era, the Japanese invasion, the Civil War, Maoism, market reforms, an uneven embrace of globalization, and the resurgence of ultranationalism.

You are not assumed to have any prior knowledge of China or its language, although you may find that the course's prequel, *China I: Origins and Imperium*, gives you a head start. Another way to familiarize yourself with earlier periods is to consult *The Open Empire* (2nd ed., 2015) by Valerie Hansen. This summer iteration of the course differs from the regular spring prototype in two main ways. First, rather than focus solely on the center, we devote equal attention to frontier regions and global connections. In other words, it is about mainland China as much as it is about the various contested states that emerged after the Qing collapse. Second, we meet four days a week over five weeks for a total of 18 classes. Each day, we start with a lecture designed to familiarize you with relevant historical events in the first hour. We then move on to discuss the assigned selection of readings that range from one to two book chapters in the second hour. The format is designed to best facilitate your learning given the intensive off-season schedule.

ASSIGNMENTS

- Presentation (5%): Prepare a ten-minute presentation — either on your own or in collaboration with a partner — during the class to which you are allotted. The actual plan will depend on course enrollment and individual preference. On that day, summarize the key points of the assigned readings. Look for arguments, approaches, and a memorable scene or two. This exercise trains you to read critically and helps to launch the discussion. To do the best job possible, you might wish to also read the introduction and conclusion of the book from which a particular chapter is selected. Contact the instructor for that if you need access.
- Primary-Source Analyses (10×2 = 20%): On the Thursday before the Monday deadline, you will receive two primary sources. Pick one to analyze in a short essay of 500 to 600 words.



Provide some basic context based on your knowledge from lectures and readings. Then consider the following: What was the medium? Why was it produced? Whose voices were heard and unheard? Who was the intended audience? Are there benefits and drawbacks for historians consulting it? You do this twice in total. The first dossier of documents covers events in the 17th century, and the second in the 19th century. **Due in class on June 12 and June 26.**

- Midterm (20%): The one-hour test covers everything in the course up to 1856 and consists of three parts. First, complete all 20 multiple-choice questions. Second, label a map of the Qing Empire. Third, provide short answers to three of five prompts. **Taken in class on June 20.**
- Long-Form Book Review (25%): Report on an academic book that covers some aspect of modern Chinese history, preferably from the list of pre-approved titles made available to you. You may also pick something else authored by a professional historian or published by a university press within the last decade, but you must seek the instructor's approval. In either case, you are advised to register your preference sooner rather than later so you give yourself enough time. Aim for a final word count of about 2,000 words, written in the style of a periodical that appeals to a general readership. Consult the document "How to Write a Book Review" for more guidance. **Due in class on July 6.**
- Attendance and Participation (30%): Show up to every class. Contribute actively and respectfully to class discussions. You are allowed one unexcused absence over the course of the semester without penalty. Beyond that, please request an excused absence from the instructor before class and make it up by writing a one-page response to the class's readings, or this portion of your final grade will be lowered.

GRADING SCALE

A 93–100%	A- 90–92%	B+ 87–89%	B 83–86%	B- 80–82%
C+ 77–79%	C 73–76%	C- 70–72%	D+ 67–69%	D 60–66%

TEXTS

All readings for discussion listed below are accessible electronically either via the Georgetown Library or on the course Canvas site. But there are three books you should plan on buying. Two



are available at the Georgetown Bookstore: *China's Last Empire: The Great Qing* (2009) by William T. Rowe and *A Bitter Revolution: China's Struggle With the Modern World* (2004). The third is your choice depending on what book you review.

SCHEDULE

Date	Topic of Lecture	Readings for Discussion
June 5 (Class 1)	Approaches to Modern Chinese History	• <u>Recommended</u> : James A. Millward, "We Need a New Approach to Teaching Modern Chinese History: We Have Lazily Repeated False Narratives for Too Long" (2020).
Module I: The General Crisis, 1616–83 Reference: Rowe, <i>China's Last Empire</i> , chaps. 1–2		
June 6 (Class 2)	Ming Debacles Amid the Little Ice Age	• Ray Huang, <i>1587, a Year of No Significance: The Ming Dynasty in Decline</i> (1981), chap. 1.
June 7 (Class 3)	Early Manchu Conquests and Institutions	• Mark C. Elliott, <i>The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China</i> (2001), chap. 1.
June 8 (Class 4)	Absorbing China, Colonizing Taiwan	• Antonia Finnane, <i>Speaking of Yangzhou: A Chinese City, 1550–1850</i> (2004), chap. 4. • Emma Jinhua Teng, <i>Taiwan's Imagined Geography: Chinese Colonial Travel Writing and Pictures, 1683–1895</i> (2004), chap. 4.
Module II: Growth and Its Price, 1684–1856 Reference: Rowe, <i>China's Last Empire</i> , chaps. 3–7		
June 12 (Class 5)	Westward Marches	• Laura Hostetler, <i>Qing Colonial Enterprise: Ethnography and Cartography in Early Modern China</i> (2001), chaps. 1–2.
June 13 (Class 6)	Life and Society in the 18th Century	• Andrea S. Goldman, <i>Opera and the City: The Politics of Culture in Beijing, 1770–1900</i> (2012), chap. 2.
June 14 (Class 7)	Contact With Western Powers	• Matthew W. Mosca, <i>From Frontier Policy to Foreign Policy: The Question of India and the Transformation of Geopolitics in Qing China</i> (2013), chap. 6.
June 15 (Class 8)	Heavenly Kingdom of No Peace	• Tobie Meyer-Fong, <i>What Remains: Coming to Terms With Civil War in 19th Century China</i> (2013), chap. 3.



Date	Topic of Lecture	Readings for Discussion
Module III: Revival and Decay, 1857–1910 Reference: Rowe, <i>China's Last Empire</i> , chaps. 8–10		
June 20 (Class 9)	Self-Strengthening Endeavors	N/A
June 21 (Class 10)	Becoming One China	<ul style="list-style-type: none">• Eric Schluessel, <i>Land of Strangers: The Civilizing Project in Qing Central Asia</i> (2020), chaps. 1–2.
June 22 (Class 11)	The Boxers and Their World	<ul style="list-style-type: none">• Paul A. Cohen, <i>History in Three Keys: The Boxers as Event, Experience, and Myth</i> (1997), chap. 7.• Ruth Rogaski, <i>Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China</i> (2004), chap. 6.
Module IV: Revolutions, 1911–69 Reference: Mitter, <i>Bitter Revolution</i> , chaps. 1–6		
June 26 (Class 12)	An Unfinished Republic	<ul style="list-style-type: none">• Peter Zarrow, “Felling a Dynasty, Founding a Republic” (2016).• Gail Hershatter, <i>Women and China's Revolutions</i> (2019), chap. 3.
June 27 (Class 13)	Competing National Imaginations	<ul style="list-style-type: none">• James Leibold, <i>Reconfiguring Chinese Nationalism: How the Qing Frontier and Its Indigenous Became Chinese</i> (2007), introduction & chap. 2.
June 28 (Class 14)	The Triumph of Communism	<ul style="list-style-type: none">• Gina Anne Tam, <i>Dialect and Nationalism in China, 1860–1960</i> (2020), chap. 4.
June 29 (Class 15)	Peak Maoism	<ul style="list-style-type: none">• Julia Lovell, <i>Maoism: A Global History</i> (2019), introduction & chap. 4.
Module V: From Mao to Now, 1970–2023 Reference: Mitter, <i>Bitter Revolution</i> , chaps. 7–8		
July 3 (Class 16)	How Much Reform? How Much Opening- Up?	<ul style="list-style-type: none">• Julian Gewirtz, <i>Never Turn Back: China and the Forbidden History of the 1980s</i> (2022), chaps. 4–5.
July 5 (Class 17)	Toward Globalization in the New Millennium	<ul style="list-style-type: none">• Jeffrey N. Wasserstrom and Kate Merkel-Hess, “Tiananmen and Its Aftermath, 1989–1999” (2016).• William A. Callahan, “China Rising, 2000–2010” (2016).



Date	Topic of Lecture	Readings for Discussion
July 6 (Class 18)	The Presence of the Past	<ul style="list-style-type: none">• Katie Stallard, <i>Dancing on Bones: History and Power in China, Russia, and North Korea</i> (2022), chap. 10.

POLICIES AND EXPECTATIONS

Since this course meets four times a week, the easiest, most direct way to communicate individually with the instructor is in-person before or after class. Otherwise, the best way is via email. The subject line should be clear; for urgent matters, please make that indication. You can generally expect a response within 24 hours, and sometimes much quicker. A general question you have may already have been answered by the syllabus or announcements; check those before reaching out.

You are expected to complete all readings, assignments, and activities on time. Attendance and participation are essential to your success, as this portion of your grade accounts for more than any other component. The midterm test is taken in class. In addition, there are three take-home assignments in total: two primary-source analyses and a long-form book review. In each case, bring one hard copy to class on the day it is due. No electronic copy is required, but you must provide one via email if requested. Choose a legible, 12-point font; set either 1.5 or 2.0 spacing; and leave one-inch margins on each side. For citations and all other matters, please always consult the Chicago Manual of Style. No late work is accepted without approval — which is typically granted as long as you explain your situation — from the instructor before the deadline.

Social recognition of our sense of self is key to our own integrity and flourishing. You have a right to be called whatever you wish to be called and, in turn, address others as such. In particular, if you wish to be called by a specific set of pronouns or a name that might not be obvious from your official school records, please let the instructor know in any way that makes you comfortable. More information can be found in Georgetown's Trans, Non-Binary, and Gender Non-Conforming Resource Guide: <https://lgbtq.georgetown.edu/resources/transatgu/>.

ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating



harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of Georgetown's Honor System and to take the Honor Code Pledge.

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out Plagiarism.org. All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the Honor Council website: <https://honorcouncil.georgetown.edu/>.

ACCOMMODATIONS

Under the Americans With Disabilities Act of 1990 and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note-takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations.

The university is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the university need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website:



<http://academicsupport.georgetown.edu/disability/>. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

One of the central tenets of Georgetown's educational mission is *cura personalis*, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body. The instructor is committed to creating a learning environment for students that supports a diversity of thoughts, perspectives, and experiences; and honors your identities, including race, gender, class, sexuality, religion, and ability.

TITLE IX STATEMENT

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. (Please note that the student is not required to meet with the Title IX coordinator.) More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

TITLE IX PREGNANCY MODIFICATIONS AND ADJUSTMENTS

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need. School of Continuing Studies students must complete the Pregnancy Adjustment Request Form and submit it to the S.C.S. Deputy Title IX Coordinator at titleixscs@georgetown.edu. Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process. More information about pregnancy modifications can



be found on the Title IX at Georgetown University Website: <https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>.

OTHER RESOURCES

Georgetown recognizes that Covid-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services, including the Academic Resource Center at (202) 687-8354; Counseling and Psychiatric Services at (202) 687-6985; and Institutional Diversity, Equity, Affirmative Action at (202) 687-4798.

The Office of the Student Ombuds (O.S.O.) serves all undergraduate and graduate students, including S.C.S. and B.G.E., on the main campus. Consider contacting the Student Ombuds when you want to talk to a caring professional about a University-related issue but don't know where to turn. The O.S.O. is a confidential and safe space that is independent of formal university organizations or structures where students can discuss their concerns, share their experiences, ask questions, and explore their options. The student ombuds can help you problem-solve, identify your goals, and empower you to think through ways to navigate complex situations. Some reasons for you to visit the office may be to address academic concerns; clarify administrative policies; discuss interpersonal conflicts; seek coaching, mediation, or facilitation to handle a sensitive situation; advise you on the process to file a formal complaint if you are experiencing bias, harassment, bullying or other forms of intimidation; identify other appropriate campus resources; and allow you to safely express your frustrations and concerns. Request an in-person or Zoom appointment with the Student Ombuds by writing studentombuds@georgetown.edu or calling (202) 784-1081. The OSO is located in Room 207 of the Reiss Building (across from Arrupe Hall). Find more information at <http://studentombuds.georgetown.edu>.

If you have a question for a Georgetown librarian, you can go to their “Ask Us” page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers, and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other



multimedia files (films, webinars, music, and images). You can access these resources through the Library's Homepage by using your NetID and password.

Georgetown offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks. The Writing Center offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website: <https://writingcenter.georgetown.edu/>. Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects: <https://guides.library.georgetown.edu/refworks>.

Last but not least, all students have 24/7 access to Canvas technical support 24 hours a day, seven days a week, including live chat and a support hotline at (855) 338-2770. Use the "Help" icon in the lower left of your Canvas window to view all available support and feedback options. If you are looking for help on a specific feature, check out the Canvas Student Guide.