CHES6010A China Seminar I
Term I, 2018-19
Wednesday 9:00-11:45am
Instructors: Jan Kiely and Minhua Ling

Course Content
This is an intensive reading and writing graduate seminar for guiding research post-graduate students in critiquing and evaluating scholarship and key issues and problems of this scholarship in the captioned areas of Chinese studies. It contributes to methodological and theoretical training as students develop their own research focus and knowledge of related fields and subfields. The course involves seminar discussion and reports on assigned readings, the writing of several essays of scholarly criticism, the preparation of a substantial annotated bibliography, the completion of a major essay setting out a research direction and including a specific research plan for the research paper to be completed in CHES6020 China Seminar II.

Assessment
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<th>Participation/Attendance</th>
<th>Third Essay</th>
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<tr>
<td>First Essay</td>
<td>Annotated Bibliography</td>
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<tr>
<td>Second Essay</td>
<td>Final Paper &amp; Research Plan</td>
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Assignments

Readings: The emphasis is on reading full scholarly monographs, digesting their arguments and evidence, recognizing their forms and structures, and critiquing their scholarly contribution. Students will complete and be prepared to discuss all required readings and begin to develop familiarity with the titles on the additional readings list.

First & Second Essays: In both cases, write a 10-15 page essay of scholarly criticism assessing and comparing key themes, issues and problems in the two required reading books of the week and at least one book selected from the additional readings. In preparation, determine the following about the books: 1) What major issue or problem did the author set out to address? 2) What was the source base drawn upon for supporting evidence? 3) What are the main arguments of the book and approach to making its case? 4) How does it engage with, contribute to, advance or open a new vantage point on a particular debate or within a subfield or set of related fields? 5) On the basis of what you have determined from the preceding questions, develop your own well-reasoned assessment of the books, and compare and contrast their main arguments, insights and salient ideas that relate to each other. There is no need to attempt a comprehensive treatment of all significant issues. Rather, selectively pursue a particular theme/subtheme, point of contention or argument that you consider significant and interesting. Do not write a book review, but do demonstrate ample familiarity with the main arguments and overall content of each book. I urge you NOT to consult existing book reviews, as they will taint your fresh intellectual engagement with the books at this point. You should strive for sharp analysis, originality in thinking and new insights. This is a critical essay that must advance a thesis supported by compelling arguments and evidence. Use parenthetical citations (with page numbers) to reference the principal books discussed. The specific assignment dates will be established in consultation with the instructor. The essays are due at the relevant seminar session. Be prepared to discuss your essay.

Third Essay: The requirements and approach to this essay are the same as those for the First and Second Essays. However, this time you will choose the three or more books (and/or articles) to be discussed. At least one of these books must come from the course bibliography. This essay should concentrate on a particular field or fields that your planned research will engage. The completed essay will be sent to all seminar members as an email attachment 15 hours before seminar time on November 14 and should be submitted in paper copy at the seminar session.
Annotated Bibliography: In consultation with the instructor, prepare an annotated bibliography listing all the books, articles and primary sources you have identified as important for the research project you intend to undertake and for the related scholarly fields and subfields you wish to master. The bibliography should be organized under such subheadings as: secondary literature (by fields and subfields, in English, Chinese and other languages), primary sources, historiography/theory/methodology. Annotation should be one or two sentence encapsulations of the content and value of the book. Also note your familiarity with each text with: Read & Notes, Quick Read, Consulted. The form and presentation of the bibliography should follow The Chicago Manual of Style.

Final Paper & Research Plan: Write a 15-20 page essay of reflection on your reading of the term that explains and makes a case for the value of the research project you plan to undertake in CHES6020. The essay should 1) describe the evolution of your thinking over the course of this term; 2) set out your sense of the scholarly field/fields and issues/problems you plan to engage; 3) state and explicate your original approach to the subject and your research question(s); 4) describe the primary source base and research you plan to undertake; 5) make an argument for the significance of the project. Append to this a brief (1-3 page) Research Plan that summarizes your plan and schedule for the CHES6020 research paper in Term 2. The plan should concisely provide information under the following headings: Title, Key Words, Abstract, Fields, Research Questions, Methodology, Theory/ Historiography, Sources, Schedule for Completion. This essay and research plan along with the annotated bibliography are due in first draft form at the final seminar session of the term and will be submitted in final form on December 14.

Guidelines
All papers must be double-spaced with standard margins and typed in 12-point Times New Roman font. Unless otherwise noted, all citations must follow standard forms from The Chicago Manual of Style. All essays must have a title page with the following: essay title, your name, the instructor’s name, the course title, the date of submission. Insert Chinese characters (漢字) (or any non-English language original form) at the first use of all names, little-known places, and special terms, as well as for the entire first-citation of a source in the footnotes/endnotes and in the bibliography. Before submitting any of the essays, first upload them to the VeriGuide system (http://www.cuhk.edu.hk/veriguide), obtain the VeriGuide receipt, sign it, and attach it to the paper copy submission of your essay.

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. For details see http://www.cuhk.edu.hk/policy/academichonesty/

Course Schedule

Week 1: Introduction:

Critical Reading and Writing: History and Historiography, Anthropology and Theory
5 September

Readings for Reference:
- Burke, Peter ed., New Perspectives on Historical Writing (Second Edition)
- Burke, Peter, What is Cultural History?
- Burrow, John, A History of Histories
- Faure, David, China and Capitalism
- Kuhn, Philip, The Origins of the Modern Chinese State
- Marks, Robert, China an Environmental History
- Moloughney, Brian and Peter Zarrow, eds., Transforming History: The Making of a Modern Academic Discipline in Twentieth Century China
- Rowe, William, China’s Last Empire: The Great Qing
- Szonyi, Michael, ed., A Companion to Chinese History
- The Cambridge History of China
Week 2: Research and Representation I: What, Who, When, Where and Why
12 September

Required Readings:
- Bloch, Marc. The Historian’s Craft (selections)

Additional Readings:
- Duara, Prasenjit. Rescuing History from the Nation: Questioning Narratives of Modern China
- Evans-Pritchard, E. E. (1969 (1940)). The Nuer, a description of the modes of livelihood and political institutions of a Nilotic people.
- Lee, James, & Wang Feng. One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000
- Macfarlane, Alan. History and Anthropology
- Schorske, Carl. Thinking with History

Week 3: Research and Representation II: How and What Perspective
19 September

Required Readings:
- Geertz, Clifford. 1973, Ch1 & 15. From The Interpretation of Cultures
- Herschatter, Gail. The Gender of Memory: Rural Women and China's Collective Past (2011)

Additional Readings:
- Braudel, Fernand. The Mediterranean and the Mediterranean World in the Age of Philip II
- Clifford, James. The Predicament of Culture: Twentieth-century Ethnography, Literature, and Art.
- Darnton, Robert. The Great Cat Massacre: And other Episodes in French Cultural History
- Fogel, Joshua. The Nanjing Massacre in History and Historiography
- Hamashita Takeshi. China, East Asia, and the Global Economy: Regional and Historical Perspectives
- Mann, Susan. Gender and Sexuality in Modern Chinese History
- Wilkinson, Endymion. “How Do We Know What We Know about Chinese History?” A Companion to Chinese History
- 刘志伟, 在历史中寻找中国
Week 4: Research Week
26 September

Week 5: China and Chinese in Modern Times: Identities, Empire and Nation-State
3 October

Required Readings:
- Honig, Emily, Creating Ethnicity: Subei People in Shanghai (1992) (selections)

Additional Readings:
- Crossley, P. K. S., Helen F.; Sutton, Donald S., eds., Empire at the Margins: Culture, Ethnicity, and Frontier in Early Modern China
- Elliott, Mark, The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China
- Faure, David, ed., Chieftains into Ancestors: Imperial Expansion and Indigenous Society in Southwest China
- Fitzgerald, John, Awakening China: Politics, Culture, and Class in the Nationalist Revolution
- Lagerwey, John, China, A Religious State
- Lipman, Jonathan, Familiar Strangers: A History of Muslims in Northwest China
- Mullaney, Thomas, Coming to Terms with the Nation: Ethnic Classification in Modern China
- Tang Xiaobing, Global Space and the National Discourse of Modernity: The Historical Thinking of Liang Qichao

Week 6: Rural and Urban, 1900-1949
10 October

Required Readings:
- Merkel-Hess, Kate, The Rural Modern: Reconstructing the Self and State in Republican China (2016)

Additional Readings:
- Averill, Stephen Revolution in the Highlands: China’s Jinggangshan Base Area
- Chen, Janet, Guilty of Indigence: The Urban Poor in China, 1900-1949
- Eyferth, Jacob, Eating Rice from Bamboo Roots: The Social History of a Community of Handicraft Papermakers in Rural Sichuan, 1920-2000
- Lu, Hanchao, Beyond the Neon Lights: Everyday Shanghai in the Early Twentieth Century
- Prazniak, Roxann, Of Camel Kings and Other Things: Rural Rebels against Modernity in Late Imperial China
- ter Haar, Barend J., “The Religious Core of Local Social Organization,” A Companion to Chinese History
- Tsin, Michael, Nation, Governance and Modernity: Canton 1900-1927
- Yeh Wen-hsin Shanghai Splendor: Economic Sentiments and the Making of Modern China
- 費孝通，鄉土中國 or Fei, X. Chinese Village Close-up (1983)
Week 7: Transformative Entities and Modernity: Parties, States, Intellectuals, Elites
19 October

Required Readings:
- Tran, Lisa Concubines in Court: Marriage and Monogamy in Twentieth-Century China (2015)

Additional Readings:
- Chiang Yung-chen, Social Engineering and the Social Sciences in China, 1919-1949
- Culp, Robert, Articulating Citizenship: Civic Education and Student Politics in Southeastern China, 1912-1940
- Evasdottir, Erika, Obedient autonomy: Chinese intellectuals and the achievement of orderly life
- Gerth, Karl, China Made: Consumer Culture and the Creation of the Nation
- Hsia, TA, The Gate of Darkness: Studies on the Leftist Literary Movement in China
- Kiely, Jan, The Compelling Ideal: Thought Reform and the Prison in China, 1901-1956
- Lean, Eugenia, Public Passions: The Trial of Shi Jiangqiao and the Rise of Popular Sympathy in Republican China
- Nedostup, Rebecca, Superstitious Regimes: Religion and the Politics of Modernity
- Rahav, Shakhar, The Rise of Political Intellectuals in Modern China: May Fourth Societies and the Roots of Mass Party Politics
- Rogaski, Ruth, Hygienic Modernity: Meanings of Health and Disease in Treaty Port China

Week 8: Wartime: Mass Violence, Survival, Memory, Consequences
24 October

Required Readings:
- Van de Ven, Hans, China at War: Triumph and Tragedy in the Emergence of the New China (2018)

Additional Readings:
- Fu Po-Shek, Passivity, Collaboration and Resistance: Intellectual Choices in Occupied Shanghai, 1937-1945
- Hung, Chang-tai, War and Popular Culture
- Muscolino, Micah, The Ecology of War in China
- Tuttle, Gray, Tibetan Buddhists and the Making of Modern China
- Westad, Odd Arne, Decisive Encounters: The Chinese Civil War
- Wou, Oderic Mobilizing the Masses: Building Revolution in Henan

高華、紅太陽是怎樣升起的：延安整風運動的來龍去脈
陳永發，延安的陰影
Week 9: PRC I: Party-State, Society and People in Transformation and Continuity
31 October

Required Readings:

Additional Readings:
- Dillon, Nara, *Radical Inequalities: China’s Revolutionary Welfare State in Comparative Perspective*
- Hung, Chang-tai, *Mao’s New World: Political Culture in the Early People’s Republic*
- Mazur, Mary, *Wu Han: Son of China’s Times*
- Pu Wang, *The Translatability of Revolution: Guo Moruo and Twentieth Century Chinese Culture*
- Schoenhals, Michael, *Spying for the People: Mao’s Secret Agents, 1949-1967*
- Smith, Aminda, *Thought Reform and China’s Dangerous Classes: Reeducation, Resistance, and the People*
- 张济顺, 远去的都市：1950年代的上海
- 学愚, 中國佛教的社會主義改造
- 戴晴, 在如來佛掌中：張東蓀和他的時代

Week 10: PRC II: High Maoism as History
7 November

Required Readings:

Additional Readings:
- Andreas, Joel, *The Rise of the Red Engineers: The Cultural Revolution and the Origins of China’s Class*
- Cheek, Timothy, *Propaganda and Culture in Mao’s China: Deng Tuo and the Intelligentsia*
- Goldstein, Melvyn, Ben Jiao, Tanzen Lhundrup, *On the Cultural Revolution in Tibet*
- MacFarquhar, Roderick, and Michael Schoenhals, *Mao’s Last Revolution*
- Schmalzer, Sigrid, *Red Revolution, Green Revolution*
- Walder, Andrew, *China Under Mao*
- 印紅標, 失蹤者的足跡：文化大革命期間的青年思潮
- 曹樹基，大饑荒
- 楊繼繩，墓碑：中國六十年代大饗荒紀實

Week 11: End of Century as Origin, Transformation, Revolution, Culmination, or History
14 November

Third Essay: Declaring a Direction Due 15 Hours Before Seminar

Required Readings:
Additional Readings:
- Cheek, Timothy, “The Reform Era as History,” A Companion to Chinese History
- Cheek, Timothy, Living with Reform: China Since 1989
- Davis, Deborah, ed., The Consumer Revolution in Urban China
- Gu, Edward and Merle Goldman, eds., Chinese Intellectuals Between State and Market
- Jing, Jun, The Temple of Memories: History, Power, and Morality in a Chinese Village
- Lian Xi, Redeemed by Fire: The Rise of Popular Christianity in Modern China
- Palmer, David, Qigong Fever: Body, Science and Utopia in China
- Whyte, M. K., City versus countryside in China's development
- Zheng Yongnian, Contemporary China: A History since1978

Week 12: Research Week
21 November

Week 13: Final Presentations
28 November
Draft Final Paper, Research Plan & Annotated Bibliography Due

14 December
Final Paper, Research Plan & Annotated Bibliography Due
CHES6010B  China Seminar I
Term I, 2018-19
Wednesday 9:00-11:45
Instructor: Jan Kiely & Minhua Ling

Course Content
This is an intensive reading and writing graduate seminar for guiding research post-graduate students in critiquing and evaluating scholarship and key issues and problems of this scholarship in the captioned areas of Chinese studies. It contributes to methodological and theoretical training as students develop their own research focus and knowledge of related fields and subfields. The course involves seminar discussion and reports on assigned readings, the writing of several essays of scholarly criticism, the preparation of a substantial annotated bibliography, the completion of a major essay setting out a research direction and including a specific research plan for the research paper to be completed in CHES6020 China Seminar II.

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Assignments

Reading: The emphasis is on reading full scholarly monographs, digesting their arguments and evidence, recognizing their forms and structures, and critiquing their scholarly contribution. Students should complete and be prepared to discuss all required readings and begin to develop familiarity with the titles on the additional readings list.

Participation/Attendance: Students are expected to attend all the seminars on time having read assigned books and participate actively in discussion. Students who claim sick leave should submit sick leave certifications signed by doctors for record. More than 2 unexcused absences will receive score deduction.

Book Review: Students are required to write two 1000-word book reviews, each of which summarizes and critically evaluates one chosen book from the assigned readings. Students should submit a hard copy 15 hours before seminar meetings. Remember a book review is a commentary, not merely a summary. After accurate and concise description of the topic as well as its overall perspective, argument, or purpose, you offer your reactions to the work under review: what strikes you as noteworthy, whether or not the evidence/narrative/argument is effective or persuasive, and how it enhanced your understanding of the issues at hand. When you make assessments, pick out the most important issue and work down from there to the least important issue (if you still have space). You probably want to mention the strengths before moving to critique. In addition to analyzing the work, a review often suggests whether or not the audience would appreciate it.

First Essay: A 2500-word essay of scholarly criticism assessing and comparing key themes, issues and problems in the two required reading books of the week and at least one book selected from the additional readings. In preparation, determine the following about the books: 1) What major issue or problem did the author set out to address? 2) What was the source base drawn upon for supporting evidence? 3) What are the main arguments of the book and approach to making its case? 4) How does it engage with, contribute to, advance or open a new vantage point on a particular debate or within a subfield or set of related fields? 5) On the basis of what you have determined from the preceding questions, develop your own well-reasoned assessment of the books, and compare and contrast their main arguments, insights and salient ideas that relate to each other. There is no need to attempt a comprehensive

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1 This is a working syllabus. Contents and dates are subject to change upon notification.
treatment of all significant issues. Rather, selectively pursue a particular theme/subtheme, point of contention or argument that you consider significant and interesting. Do not write a book review, but do demonstrate ample familiarity with the main arguments and overall content of each book. I urge you NOT to consult existing book reviews, as they will taint your fresh intellectual engagement with the books at this point. You should strive for sharp analysis, originality in thinking and new insights. This is a critical essay that must advance a thesis supported by compelling arguments and evidence. Use parenthetical citations (with page numbers) to reference the principal books discussed. The specific assignment dates will be established in consultation with the instructor. The essays are due at the relevant seminar session. Be prepared to discuss your essay.

**Second Essay:** The requirements and approach to this essay are the same as those for the First Essay. However, this time you will choose three or more books (and/or articles) to be discussed. At least one of these books must come from the course bibliography. This essay should concentrate on a particular field or fields that your planned research will engage. The completed essay will be sent to all seminar members as an email attachment **15 hours before seminar time** on November 14 and should be submitted in paper copy at the seminar session.

**Annotated Bibliography:** In consultation with the instructor, prepare an annotated bibliography listing all the books, articles and primary sources you have identified as important for the research project you intend to undertake and for the related scholarly fields and subfields you wish to master. The bibliography should be organized under such subheadings as: secondary literature (by fields and subfields, in English, Chinese and other languages), primary sources, ethnography/theory/methodology. Annotation should be one or two sentence encapsulations of the content and value of the book. Also note your familiarity with each text with: Read & Notes, Quick Read, and Consulted. The form and presentation of the bibliography should follow *The Chicago Manual of Style*.

**Final Paper & Research Plan:** Write a 5000-word essay of reflection on your reading of the term that explains and makes a case for the value of the research project you plan to undertake in CHES6020. The essay should 1) describe the evolution of your thinking over the course of this term; 2) set out your sense of the scholarly field/fields and issues/problems you plan to engage; 3) state and explicate your original approach to the subject and your research question(s); 4) describe the primary source base and research you plan to undertake; 5) make an argument for the significance of the project. Append to this a brief (1-3 page) Research Plan that summarizes your plan and schedule for the CHES6020 research paper in Term 2. The plan should concisely provide information under the following headings: Title, Key Words, Abstract, Fields, Research Questions, Methodology, Theory/ Historiography, Sources, Schedule for Completion. This essay and research plan along with the annotated bibliography are due in first draft form at the final seminar session of the term and will be submitted in final form on December 14.

**Guidelines**

All papers must be double-spaced with standard margins and typed in 12-point Times New Roman font. Unless otherwise noted, all citations must follow standard forms from *The Chicago Manual of Style*. All essays must have a title page with the following: essay title, your name, the instructor’s name, the course title, the date of submission. Insert Chinese characters (漢字) or any non-English language original form) at the first use of all names, little-known places, and special terms, as well as for the entire first-citation of a source in the footnotes/endnotes and in the bibliography. Before submitting any of the essays, first upload them to the VeriGuide system, obtain the VeriGuide receipt (http://www.cuhk.edu.hk/veriguide), and sign it to the paper copy submission of your essay.

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations.

**Course Schedule** (Weeks in blue indicate joint sessions with CCSS6010A)

**Week 1**  
**Introduction**  
Critical Reading and Writing: History and Historiography, Anthropology and Theory  
5 September  
**Readings for Reference:**  
- Burke, Peter ed., *New Perspectives on Historical Writing* (Second Edition)  
- Burke, Peter, *What is Cultural History?*  
- Burrow, John, *A History of Histories*  
- Faure, David, *China and Capitalism*  
- Kuhn, Philip, *The Origins of the Modern Chinese State*  
- Marks, Robert, *China an Environmental History*  
- Moloughney, Brian and Peter Zarrow, eds., *Transforming History: The Making of a Modern Academic Discipline in Twentieth Century China*  
- Rowe, William, *China’s Last Empire: The Great Qing*  
- Szonyi, Michael, ed., *A Companion to Chinese History*  
- *The Cambridge History of China*  
- 葛兆光, 思想史研究課堂講錄  
- 张宪文, 中華民國史  
- 中華人民共和國史 (CU Press series)

**Week 2**  
**Research and Representation I: What, Who, When, Where and Why**  
12 September  
**Required Readings:**  
- Bloch, Marc, *The Historian’s Craft* (short selections)  
- Wakeman, Jr., Frederic, “Reflection: Telling Chinese History,” in *Telling Chinese History*  

**Additional Readings:**  
- Cohen, Paul, "Ambiguities of a Watershed Date: The 1949 Divide in Chinese History," in *China Unbound*  
- Duara, Prasenjit, *Rescuing History from the Nation: Questioning Narratives of Modern China*  
- Evans-Pritchard, E. E. (1969 (1940)). *The Nuer, a description of the modes of livelihood and political institutions of a Nilotic people.*  
- Fei, X. (1939). *Peasant Life in China: A Field Study of Country Life in the Yangtze Valley*  
- Lee, James, & Wang Feng, *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000*  
- Macfarlane, Alan, *History and Anthropology*  
- Schorske, Carl, *Thinking with History*  

**Week 3**  
**Research and Representation II: How and What Perspective**
19 September

**Required Readings:**
- Geertz, Clifford. 1973. Ch1 & 15. From *The Interpretation of Cultures*

**Additional Readings:**
- Braudel, Fernand, *The Mediterranean and the Mediterranean World in the Age of Philip II*
- Clifford, James, *The Predicament of Culture: Twentieth-century Ethnography, Literature, and Art.*
- Darnion, Robert, *The Great Cat Massacre: And other Episodes in French Cultural History*
- Fogel, Joshua, *The Nanjing Massacre in History and Historiography*
- Hamashita Takeshi, *China, East Asia, and the Global Economy: Regional and Historical Perspectives*
- Mann, Susan, *Gender and Sexuality in Modern Chinese History*
- Wilkinson, Endymion, “How Do We Know What We Know about Chinese History?” *A Companion to Chinese History*
- 刘志伟, 在历史中寻找中国

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**Week 4**  
**Research Week**

26 September

**Week 5**  
**China and Chinese in Modern Times: Identities, Empire and Nation-State**

3 October

**Required Readings:**

**Additional Readings:**
- Crossley, P. K. S., Helen F.; Sutton, Donald S., eds., *Empire at the Margins: Culture, Ethnicity, and Frontier in Early Modern China*
- Elliott, Mark, *The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China*
- Faure, David, ed., *Chieftains into Ancestors: Imperial Expansion and Indigenous Society in Southwest China*
- Fitzgerald, John, *Awakening China: Politics, Culture, and Class in the Nationalist Revolution*
- Lagerwey, John, *China, A Religious State*
- Lipman, Jonathan, *Familiar Strangers: A History of Muslims in Northwest China*
• Mullaney, Thomas, *Coming to Terms with the Nation: Ethnic Classification in Modern China*
• Tang, Xiaobing, *Global Space and the National Discourse of Modernity: The Historical Thinking of Liang Qichao*

**Week 6**  
**Rural and Urban 1900-1949**  
10 October

**Required Readings:**

**Additional Readings:**
- Averill, Stephen *Revolution in the Highlands: China’s Jinggangshan Base Area*
- Chen, Janet, *Guilty of Indigence: The Urban Poor in China, 1900-1949*
- Lu, Han-chao, *Beyond the Neon Lights: Everyday Shanghai in the Early Twentieth Century*
- Prazniak, Roxann, *Of Camel Kings and Other Things: Rural Rebels against Modernity in Late Imperial China*
- ter Haar, Barend J., “The Religious Core of Local Social Organization,” *A Companion to Chinese History*
- Tsin, Michael, *Nation, Governance and Modernity: Canton 1900-1927*
- Yeh Wen-hsin *Shanghai Splendor: Economic Sentiments and the Making of Modern China*
- 費孝通, 鄉土中國 *Fei, X. Chinese Village Close-up* (1983)

**Week 7**  
**Transformative Entities and Modernity: Parties, States, Intellectuals, Elites**  
19 October

**Required Readings:**
- Tran, Lisa *Concubines in Court: Marriage and Monogamy in Twentieth-Century China*
- Yeh Wen-hsin, *Provincial Passages: Culture, Space and the Origins of Chinese Communism*

**Additional Readings:**
- Chiang Yung-chen, *Social Engineering and the Social Sciences in China, 1919-1949*
- Culp, Robert, *Articulating Citizenship: Civic Education and Student Politics in Southeastern China, 1912-1940*
- Evasdottir, Erika, *Obedient autonomy: Chinese intellectuals and the achievement of orderly life*
- Gerth, Karl, *China Made: Consumer Culture and the Creation of the Nation*
- Hsia, TA, *The Gate of Darkness: Studies on the Leftist Literary Movement in China*
- Kiely, Jan, *The Compelling Ideal: Thought Reform and the Prison in China, 1901-1956*
Lean, Eugenia, *Public Passions: The Trial of Shi Jianqiao and the Rise of Popular Sympathy in Republican China*

Nedostup, Rebecca, *Superstitious Regimes: Religion and the Politics of Modernity*

Rahav, Shakhar, *The Rise of Political Intellectuals in Modern China: May Fourth Societies and the Roots of Mass Party Politics*

Rogaski, Ruth, *Hygienic Modernity: Meanings of Health and Disease in Treaty Port China*

**Week 8  Ethnicities and Identities**

24 October

**Required Readings:**


**Additional Readings:**


**Week 9  Citizenship in Contest**

31 October

**Required Readings:**


**Additional Readings:**

Week 10  
Education, State, and Citizenship
7 November

Required Readings:

Additional Readings:

Week 11  
End of Century as Origin, Transformation, Revolution, Culmination, or History
14 November

Third Essay: Declaring a Direction Due 15 Hours Before Seminar

Required Readings:

Additional Readings:
- Cheek, Timothy, “The Reform Era as History,” A Companion to Chinese History
- Cheek, Timothy, Living with Reform: China Since 1989
- Davis, Deborah, ed., *The Consumer Revolution in Urban China*
- Gu, Edward and Merle Goldman, eds., *Chinese Intellectuals Between State and Market*
- Lian Xi, *Redeemed by Fire: The Rise of Popular Christianity in Modern China*
- Palmer, David, *Qigong Fever: Body, Science and Utopia in China*
- Whyte, M. K., *City versus countryside in China's development*
- Zheng Yongnian, *Contemporary China: A History since 1978*

**Week 12**  
Research Week  
21 November

**Week 13**  
Final Presentations  
28 November  
*Draft Final Paper, Research Plan & Annotated Bibliography Due*

**14 December**  
*Final Paper, Research Plan & Annotated Bibliography Due*