



HIST 316 Modern China: Embodying Modernities, Visualizing Cultures Fall 2021

Instructor: Prof. Valerie H. Barske, Ph.D.
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Time: M/W 3:30-4:45
Classroom: CCC 305
Office Hours: CCC 453
T 10-11/Zoom Appointment

Course Description:

In this course, we will examine the histories of modern China, especially through the lens of embodied modernities and visual cultural representations. We begin by unpacking the salient and at times raw historical realities of how “China” has been represented in recent years, including the embodied and racialized depictions of COVID-19, as well as ways to move beyond standard Orientalizing tropes. At times, we will follow a rough historical chronology starting with the first “modern” and last imperial dynasty the Qing (ca. 1644-1912). However, we will also move back and forth to moments in the present to emphasize how history continues to matter right now! In this sense, our course recognizes that especially in terms of collective memory, history refuses to be linear and follows a more complicated network of moments, places, and experiences. We will seek to understand Chinese histories in cultural context, within a larger global context, and even links directly between the Midwestern U.S. and China. We will grapple with intersectional dynamics including race, ethnicity, gender, religious practices, bodies and embodiment, nation, empire, etc. Overall, my hope is that students take away a more complex, nuanced, and enriched reading of modern Chinese histories (plural) and hone their knowledges, skills, and dispositions as historical thinkers.

Intended Learning Outcomes:

This course aligns directly with the PLOs for History and International Studies, as well as the General Education Outcomes for Global Awareness. With diligent effort, students will improve their ability to:

- 1) Identify and interpret primary sources as evidence to address historical change and continuity in modern Chinese histories
- 2) Evaluate historiographical arguments and differences among secondary source interpretations of the past
- 3) Analyze institutional and cultural changes in modern China, including implications of global interconnectedness
- 4) Demonstrate curiosity and empathetic insight about diverse cultural perspectives for unpacking modern Chinese histories

Honoring Native Land, UWSP Indigenous Land Recognition:

We would like to recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho-Chunk and Menominee people. Please take a moment to acknowledge and honor this ancestral Ho-Chunk and Menominee land, and the sacred lands of all indigenous peoples (UWSP SGA 2017). As we focus on the cultural historical place of China in the world, we will address and unpack the very same historical power dynamics of colonialism, race, gender, nation, empire, and modernity that continue to shape the legacies of violence that resulted in building a state university on native ancestral lands. In the Department of History and International Studies at UWSP, we are working to become better collaborators with our native partners not only in representing the past, but most importantly in creating contemporary cross-cultural connections and building a shared sense of thriving communities for the future.

Evaluation Criteria and Assessments

Embodying Inclusive Professionalism 10%:

All students are expected to attend every class period, to engage with course materials, to participate meaningfully in classroom discussions, exercises, and activities. Students will earn points for each class period by attending and participating in inclusive and professional ways. If a student cannot be present, they cannot receive points. If a student must miss a class due to COVID-19, please contact me via email as soon as possible. I will decide on a case-by-case basis how to allow for some flexibility and leniency in this policy for emergencies or issues related directly to the current global pandemic. Please respect and not abuse this flexibility.

To improve learning and retention of materials, students are required to take notes actively on in-class activities and assigned materials. As an article published in the *Scientific American* (June 3, 2013) argues, taking notes by hand has been proven to engage specific cognitive processes and embodied actions that enhance learning. The assessments in our class will focus on embodying historical thinking through specific critical thinking argumentation. Students' notes should synthesize discussions and activities to identify the argument, evidence, methods of analysis, and conclusions in course materials.

This course has been designed based on years of research in the Scholarship of Teaching and Learning (see especially Barske 2018 and Barske et al. 2019). The course is NOT primarily a lecture-based course because lecture alone does not offer the most effective nor the most equitable way for students to engage with materials (Wesch 2009). We will strive to build a sense of community, to engage, to connect, and to co-generate knowledge together.

Shared Guidelines of Interaction and Participation Expectations:

We will work together to co-create a “braver” space in the classroom by recognizing the importance of equity-minded teaching and learning by acknowledging the historical realities of unequal power dynamics in education. Equity-minded teachers represent practitioners who “question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change” (USC Center for Urban Education 2021). As central to the skills and dispositions of historically grounded critical thinking, we will engage in discussions, activities, and materials that challenge us to be “B.R.A.V.E.” meaning Bold, Relevant, Authentic, Valuable, and Educational (Thomas Jefferson University 2021). At the beginning of the semester, we will co-develop a set of shared guidelines of interaction and participation expectations to guide our journey throughout the course.

Identifying Historical Concepts and Scholarly Arguments Quizzes 20%

We will have scheduled quizzes approximately every other week. ALL course materials are fair game for quiz content, but the quizzes are not intended to be punitive or focus on “gotcha” questions. The main point of the quiz assesses how students develop their skills of identifying argumentation as the foundation of critical thinking. The questions focus on students learning to identify argument, evidence, methods of analysis, and conclusion. The quizzes remain open in Canvas all semester, however please work hard to stay on schedule; it can be stressful to play catch up at the end.

Applying Critical Thinking and Analyzing Argumentation 20%

In addition to identifying arguments for our quizzes, students will engage with two assignments specifically reflecting applying historical thinking as critical thinking and analyzing argumentation. The first assignment will be related to our hands-on experience in the archives. The second assignment reflects a standard disciplinary practice in History, the historical précis summary.

Analyzing Media as Historical Evidence, Writing a Professional Film Review 15%

We will watch a film together in the larger space of CCC 101. Students will practice writing a professional film

review as a historian and analyzing media as historical evidence. This process highlights the contemporary role historians play by engaging with contemporary cultural products and discourses. We will move beyond the notion that historians assess whether a film is “historically accurate” or not. We will discuss options for the film as a class, based on a curated list of suggestions from the instructor (thematically relevant films that are available in a manageable format with English subtitles).

Facilitating Small Group Scholarly Discussions 15%

Students will take a leadership role and practice their facilitation skills by leading small groups in discussion of our readings. There will be a sign-up sheet and a rubric of expectations distributed in class.

Curating an Annotated Digital Collection and Articulating Final Reflections 20%

For my upper-level history courses, I strive each semester to explore an innovative format for the final project. We are engaging with professional writing all semester, so the final project can do more in terms of multi-modal or multi-media components. This semester, students will curate an annotated digital collection reflecting the main themes and key aspects of modern Chinese histories that we examined. We may use programs such as Wakelet to create the final product. We will also spend some time workshopping in computer labs at the end of the semester.

GRADING SCALE:

A	93-100	B-	80 – 82	D+	67 – 69
A-	90 – 92	C+	77 – 79	D	63 – 66
B+	87– 89	C	73 – 76	D-	60 – 62
B	83-86	C-	70 – 72	F	59 and below

Academic Integrity, Community Rights and Responsibilities:

Please consult the UWSP Community Rights and Responsibilities Handbook for details:

<http://www.uwsp.edu/acadaff/HLCSelfStudy/Community%20Rights%20and%20Responsibilities%202011.pdf>

Accessibility Statement

Equity of Educational Access: If you have a learning or physical challenge that requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course. Disability Services ALB 609 715-346-3365

<http://www.uwsp.edu/disability/Pages/default.aspx>

WEEK BY WEEK SCHEDULE:

The most up-to-date schedule will be posted in our Canvas website. Canvas will also post reminders for due dates and deadlines. Assignments will remain open after their due date, but late assignments will be deducted up to 10 points. Below is an overview of the historical knowledges, skills, dispositions, and related assignments required for the semester organized week by week. Students are expected to take meaningful notes on the argument, evidence, methods, and conclusions of each source. Please bring notes that include references to specific page numbers especially for identifying the main argument of a source. We do not have a textbook or a purchase book, which creates some room for printing costs in place of purchase costs. In an attempt to reduce printing costs and yet being mindful of technology access concerns, students are encouraged to bring a digital copy (on their phone, laptops, IPADs, etc.) OR printed copy of the scholarly secondary source readings to class for discussion. Reflecting 10+ years of graduate training in East Asian Languages and Cultures including courses on late imperial Chinese history, Chinese literature, literary Chinese language, contemporary Mandarin, and theoretical methods for how to study China within East Asia, I have carefully curated specific sources to guide our journey.

WEEKS 1-2: Creating a Brave(r) Space for Unpacking Chinese Cultural History

Historical Knowledges, Skills, and Dispositions	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Brave Space ❖ Embodying Intersectionality: “I am From” ❖ Equity-minded teaching and learning ❖ Gender Pronouns ❖ Hasya Karma, Laughter Practice at UWSP and in China? 	<ul style="list-style-type: none"> ❖ Pre-Class Materials ❖ Course Resources in Canvas ❖ Additional Materials in Canvas 	<ul style="list-style-type: none"> • SU 9/5 11PM • W 9/8 3PM • W 9/8 3PM

WEEK 3: Challenging Sinophobia and Orientalist Images of China in 2021

Historical Knowledges, Skills, and Dispositions	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ China Physical Map ❖ Teaching/Learning History in our Contemporary World ❖ Challenging Orientalism ❖ Renewed Sinophobia and COVID-19 ❖ Yellow Peril ❖ Knowledge Production ❖ Ethnocentrism and Nationalism Shaping History ❖ Weibo, Shanghai Pop Culture ❖ Youth Culture and Gaming ❖ Gender Identities 	<ul style="list-style-type: none"> • Required Materials for 9/13 • Required Materials for 9/15 • QUIZ Week 3 	<ul style="list-style-type: none"> • M 9/13 3PM • W 9/15 3PM • SU 9/19 11PM

WEEK 4: Archival Links between the Midwestern U.S. and Modern China

Historical Themes	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Archival Sources as Evidence ❖ Linking WI and China ❖ Midwestern History=Global History ❖ Madame Sun Yat-sen ❖ Malcolm Rosholt ❖ Women in Post-Imperial, Early Republic China (1910s) ❖ Applied Learning 	<ul style="list-style-type: none"> • MEET IN ALB 520 Archives • Required Materials for 9/20 • Required Materials for 9/22 • Applying Critical Thinking: Archives Assignment 	<ul style="list-style-type: none"> • M 9/20 3:30PM • M 9/20 3PM • W 9/22 3PM • SU 9/26 11PM

WEEK 5: Embodying Diplomacy in the Qing Dynasty: Macartney Won’t Koutou?

Historical Themes	Assignments	Due Dates
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<ul style="list-style-type: none"> ❖ Qing Dynasty ❖ 18th Century ❖ Modernity ❖ Sino-British Relations ❖ Diplomacy ❖ Embodied Action Signs and Modern History ❖ Men and Masculinities 	<ul style="list-style-type: none"> • Required Materials for 9/27 • Required Materials for 9/29 • QUIZ Week 5 	<ul style="list-style-type: none"> • M 9/27 3PM • W 9/29 3PM • SU 10/3 11PM
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WEEK 6: Movements of Masculinity: Qigong, Shaolin, Sino-Japanese War, and Boxers

Historical Themes	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Gender and Masculinity in Modern China ❖ 19th Century ❖ Qigong ❖ Shaolin ❖ Sino-Japanese War ❖ Boxer Rebellion ❖ Foreign Threats ❖ Yellow Peril ❖ Soft Martial Arts and Militarism 	<ul style="list-style-type: none"> • Group 1 Leads Discussion Leaders send materials to Barske to print by 9AM, All students PRINT or bring a readable digital copy of the reading • Required Materials for 10/4 • Required Materials for 10/6 	<ul style="list-style-type: none"> • M 10/4 9AM • M 10/4 3PM • W 10/6 3PM

WEEK 7: Intersectionality and Footbinding: Fashion, Ethnicity, or Female Disfiguration?

Historical Themes	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Intersectionality ❖ Revisionist History ❖ Dismantling Orientalist Narratives of Footbinding ❖ Gender and Embodying Femininities 	<ul style="list-style-type: none"> • Group 2 Leads Discussion Leaders send materials to Barske to print by 9AM, All students PRINT or bring a readable digital copy of the reading • Required Materials for 10/11 • Required Materials for 10/13 • Analyzing Argumentation, Article Precis 	<ul style="list-style-type: none"> • M 10/11 9AM • M 10/11 3PM • W 10/13 3PM • SU 10/17 11PM

WEEK 8: Modern “Chinese” Histories Through Film: Hong Kong New Waves, Wuxia/Xiayi, Contemporary Comedies?

Historical Themes	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Chinese Histories beyond the Mainland ❖ Hong Kong New Waves in Cinema ❖ Wuxia/Xiayi Martial Arts Genres ❖ Analyzing Popular Films as Historians 	<ul style="list-style-type: none"> • MEET CCC 101 • Required Materials for 10/18 • MEET CCC 101 • Required Materials for 10/20 • QUIZ Week 8 	<ul style="list-style-type: none"> • M 10/18 3:30PM • M 10/18 3PM • W 10/20 3:30PM • W 10/20 3PM • SU 10/24

WEEK 9: Modern Chinese Girls Wear Qipao, Natural Feet, and Politicized Bodies?

Historical Themes	Assignments	Due Dates
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<ul style="list-style-type: none"> ❖ Modern Girls Around the World ❖ Modeng Xiaojie ❖ Natural Feet, Undoing Footbinding ❖ Qipao and Modernizing Fashion ❖ Politicizing Female Bodies ❖ International Politics as Modern Power ❖ Soong Sisters? ❖ Post-Imperial, Early Republic China (1910s-1930s) 	<ul style="list-style-type: none"> • Group 3 Leads Discussion Leaders send materials to Barske to print by 9AM, All students PRINT or bring a readable digital copy of the reading • Required Materials for 10/25 • Required Materials for 10/27 	<ul style="list-style-type: none"> • M 10/25 9AM • M 10/25 3PM • W 10/27 3PM
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WEEK 10: Historical Memory and Trauma: Second Sino-Japanese War, Sexual Violence

Historical Themes	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Second Sino-Japanese War ❖ Historical Memory ❖ Trauma ❖ Sexual Violence as Military Strategy ❖ Rape of Nanjing ❖ Chinese Women and Institutionalized Sexual Slavery 	<ul style="list-style-type: none"> • Required Materials for 11/1 • Required Materials for 11/3 • Film Review Assignment 	<ul style="list-style-type: none"> • M 11/1 3PM • W 11/3 3PM • SU 11/7 11PM

WEEK 11: People’s Republic of China: Embodying Communist Ideologies in the Mao Suit and Qigong Practices

Historical Themes	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Post-WWII China ❖ People’s Republic of China (1949) ❖ Chinese Communism ❖ Mao Suit ❖ Reviving Qigong Practices 	<ul style="list-style-type: none"> • Required Materials for 11/8 • Required Materials for 11/10 • QUIZ Week 11 	<ul style="list-style-type: none"> • M 11/8 3PM • W 11/10 3PM • SU 11/14 11PM

WEEK 12: Struggling with “Hanness”: Tibet, Uyghurs, Re-Education, Music and Dance

Historical Themes	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Histories of Ethnic Minorities in Mainland China ❖ Constructions of Han-ness ❖ Tibet ❖ Uyghurs ❖ Re-Education ❖ Cultural Resistance through Music and Dance 	<ul style="list-style-type: none"> • Group 4 Leads Discussion Leaders send materials to Barske to print by 9AM, All students PRINT or bring a readable digital copy of the reading • Required Materials 11/15 • Required Materials 11/17 	<ul style="list-style-type: none"> • M 11/15 9AM • M 11/15 3PM • W 11/17 3PM

❖ Contemporary Political Issues, Human Rights		
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WEEK 13: Reviving Zheng He: Contemporary China's "Soft Power" Initiatives

Historical Themes	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Historical Memory and Reviving Zheng He ❖ China as Peaceful Empire? ❖ Soft Power ❖ Silk Road Economic Belt or Belt and Road Initiative ❖ China as Dominant World Economic Power ❖ Cultural Diplomacy, Cultural Imperialism? 	<ul style="list-style-type: none"> • Group 5 Leads Discussion Leaders send materials to Barske to print by 9AM, All students PRINT or bring a readable digital copy of the reading • Required Materials 11/22 • NO IN-CLASS MEETING Final Project Work 	<ul style="list-style-type: none"> • M 11/22 9AM • M 11/22 9AM • W 11/24 Thanksgiving Break

WEEK 14: Curating Digital Collections as Historians: Final Project Work

Historical Themes	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Curating as Producing History ❖ Digital Collections ❖ Historians in Contemporary Media ❖ Historical Research 	<ul style="list-style-type: none"> • Required Materials 11/29 • Required Materials 12/1 • QUIZ Week 14 • This week we will meet in computer labs, stay tuned for locations 	<ul style="list-style-type: none"> • M 11/29 3PM • W 12/1 3PM • SU 12/5 11PM

WEEK 15: Representing Modern Chinese Histories in Curated Digital Collections

Historical Themes	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Applied Learning ❖ Modern Chinese Histories ❖ Representations of the Past as Politics of the Present 	<ul style="list-style-type: none"> • Required Materials 12/6 Computer Lab TBD • Required Materials 12/8 	<ul style="list-style-type: none"> • M 12/6 3PM • W 12/8 3PM

FINAL:

Final Project and Reflection DUE in Canvas THURSDAY 12/16 11PM as a final exam.

Reminder: This syllabus is a living document, which we will adjust together. The instructor reserves the right to add, delete, or alter readings and assignments based on the pedagogical needs of the course. Please attend class and check Canvas for any updates or changes.

1368-1644	<p>Ming Dynasty The first Ming emperor, Hongwu, laid the basis of an authoritarian political culture. Despite early expansion, it was an inward-looking state with an emphasis on its agrarian base. Gradual burgeoning of the commercial sector; important changes in the economy and social relations in the latter part of the dynasty; also a vibrant literary scene as represented by publication of the novel <i>Journey to the West</i>.</p>
1644-1912	<p>Qing (Ch'ing) Dynasty A Manchu dynasty. Continued the economic developments of the late Ming, leading to prosperity but also complacency and a dramatic increase in population. The acclaimed novel <i>Dream of the Red Chamber</i> was written in this period. Strains on the polity were intensified by a rapid incorporation of substantial new territories. Its authoritarian structure was subsequently unable to meet the military and cultural challenge of an expansive West.</p>
1912-1949	<p>Republic Period Weak central government following the collapse of the dynastic system in 1911-12; Western influence was shown by the promotion of "science" and "democracy" during the New Culture Movement. The attempt of the Nationalist government (est. 1928) to bring the entire country under its control was thwarted by both domestic revolts and the Japanese occupation (1937-45). The Nationalists fled to Taiwan after defeat by the Communists.</p>
1949-present	<p>People's Republic of China Communist government. The drive for remaking society ended in disasters such as the Great Leap Forward and the Cultural Revolution. Economic reform and political retrenchment since around 1978.</p>



CHINA



GOVERNMENT

Chief of State

President Xi Jinping

Head of Government

Premier Li Keqiang

Government Type

communist party-led state

Capital

Beijing

Legislature

unicameral National People's Congress or Quanguo Renmin Daibiao Dahui (maximum of 3,000 seats)

Judiciary

Supreme People's Court (consists of over 340 judges including the chief justice and 13 grand justices)

Ambassador to US

Ambassador CUI Tiankai

US Ambassador

Ambassador Terry BRANSTAD

GEOGRAPHY

Area

Total: 9,596,960 sq km

Land: 9,326,410 sq km

Water: 270,550 sq km

Climate

extremely diverse; tropical in south to subarctic in north

Natural Resources

coal, iron ore, helium, petroleum, natural gas, arsenic, bismuth, cobalt, cadmium, ferrosilicon, gallium, germanium, hafnium, indium, lithium, mercury, tantalum, tellurium, tin, titanium, tungsten, antimony, manganese, magnesium, molybdenum, selenium, strontium, vanadium, magnetite, aluminum, lead, zinc, rare earth elements, uranium, hydropower potential (world's largest), arable land

as of August 2020

ECONOMY

Economic Overview

largest economy and exporter in the world, but one that continues to pursue state-directed industrial, trade, and investment policies, including state-support of key sectors

GDP (Purchasing Power Parity)

\$25.36 trillion (2018 est.)

GDP per capita (Purchasing Power Parity)

\$18,200 (2018 est.)

Exports

\$2.49 trillion (2018 est.)

partners: US 19.2%, Hong Kong 12.2%, Japan 5.9%, South Korea 4.4% (2018)

Imports

\$2.14 trillion (2018 est.)

partners: South Korea 9.7%, Japan 8.6%, US 7.3%, Germany 5%, Australia 4.9% (2018)

PEOPLE & SOCIETY

Population

1.4 billion (July 2020 est.)

Population Growth

0.32% (2020 est.)

Ethnicity

Han Chinese 91.6%, Zhuang

1.3%, other (includes Hui,

Manchu, Uighur, Miao, Yi,

Tujia, Tibetan, Mongol, Dong, Buyei, Yao, Bai, Korean, Hani, Li,

Kazakh, Dai) 7.1% (2010 est.)

Language

Standard Chinese or Mandarin (official; Putonghua, based on the Beijing dialect), Yue (Cantonese), Wu (Shanghainese), Minbei (Fuzhou), Minnan (Hokkien-Taiwanese), Xiang, Gan, Hakka dialects, minority languages

Religion

Buddhist 18.2%, Christian 5.1%, Muslim 1.8%, folk religion 21.9%, Hindu < 0.1%, Jewish < 0.1%, other 0.7%, unaffiliated 52.2% (2010 est.)

Urbanization

urban population: 61.4% of total population (2020)

rate of urbanization: 2.42% annual rate of change (2015-20 est.)

