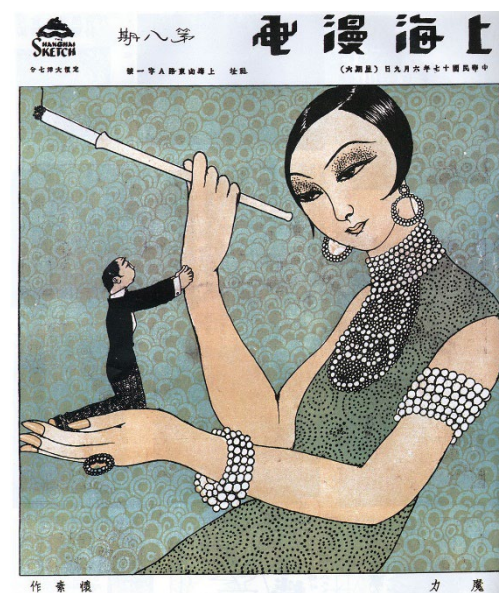




**Abortive
Revolution Project
HIST 434
Fall 2022 draft**



The purpose of this project is for us to read some things (academic articles and book chapters) that will help us to understand China's Republican period. Each of you will read one article or book chapter and write a summary of it for your group. Then you and your group will, collectively, write a brief analysis of what we can get from these three readings and present on it to the class. You will then each individually write a brief essay (basically your mid-term) answering this question.

The 1911 Revolution ended the Qing dynasty, but in 1949 the Communists claimed to have completed China's revolution. What happened in between? To what extent were China's politics, society and culture revolutionized under the Republic? What were the most important aspects of change or continuity between 1911 and 1949?

Please note that this is a very broad question, and part of the assignment is thinking about a way to frame your answer. You can't do well on this by just listing a bunch of stuff. You need to think about your readings (and the things other people presented), probably do some research, and write a real essay that gives your answer to this question. You are going to have to figure out what aspects of change in this period you think are most important, or most interesting, or that you understand best,

The purpose of this is for us, collectively, to think about what was going on in this period. A big part of what you will draw on for the final essay will be based on what your fellow students have written

and presented, and they in turn will be drawing on what you have done. You will be doing four assignments as part of this project.

-A summary of your article/chapter for your group. This should be a page or two long and summarize what you think the main points of the article are. What can we get out of this? How does this fit into the period, and what should people in the class know about this? The goal is for your group members to understand what the article/chapter says and why it matters.

This is worth 50 quiz points

-Your group's oral presentation of your topic This should be under 5 minutes and give a clear explanation of your topic to your fellow students. Don't just read your written paper, since the other students will have access to that. Give them a brief summary of what you think the most important things about your topic are. What could people get out of your three readings (individually and collectively) if they read them themselves? Do be prepared to answer questions.

This is worth 50 quiz points

-Your group's written explanation of your topic This should be 2-3+ pages, and aimed at your fellow students. What should they know about this topic in order to write their essays? It should not just be your three short papers pasted together. If your fellow students were using your topic to answer the essay question, what should they know or think about? What quotes should they use? Try to be both general and specific about what people can get out of this.

This is worth 100 quiz points

-Your final essay

Your paper should be about 2000 words (8 pages double spaced), should have at least three citations from the readings (Chicago style), and have a real title and a clear thesis. This is a fairly broad question, so you are going to have to think about how you want to focus your answer. The point is not to just list things, but to write an essay that answers the question. Your grade will be based on the clarity of your argument and how well you support it with evidence.

This is worth **25%** of your final grade

Week One of the project (So Week 7 of class)

You will all divide yourselves into groups of three. Each group will claim one of our topics (first come first served) and then divide the three readings among your group.

By Wednesday of Week 1 10/13 (Yes, I know this is a T-TR class) you should post at least one thing you find confusing or important about your individual reading. You really should post before Wednesday, since this is a good place for you and I to discuss your reading. If you are having problems with it, I can help.

By Friday of Week 1 10/15 You should post your analysis of your article/chapter. This should be a page or two long, and summarize what you think the main points of the article are. What can we get out of this? How does this fit into the period, and what should people in the class know about this?

By Wednesday of Week 2 10/20 (Week 9 of class) Your group should meet and discuss your readings and collectively write and post your analysis of your topic. Your fellow students will be drawing on this for their essays.

Week 3 (Week 10 of class) Oral presentations in class. This is where you present your work to your fellow students and they ask questions about it. Please try to read, or at least glance over, the papers the other groups have posted before the presentations.

Week 4 Turn in final essay on D2L by Wednesday 11/3

Abortive Revolution -Project topics **Draft**

Here are some possible topics. If you don't like any of these let me know and I can make more. Note that these readings can be quite different. Some are book chapters, and you may need to look at the rest of the book, or ask me about it. Some of these are basically the same article, but looking at different times or regions, some are very different approaches to the topic. You need to at least glance over these before your group picks a topic

Each group needs to pick a topic by Week 7. Topics are first come first served, so if someone else takes your topic you will need to pick something else.

Love Love not only makes the world go round, it was closely connected with all the cultural reforms the May Fourth Movement wanted.

-“The Age of Romance” from Lee, Haiyan. *Revolution of the Heart: A Genealogy of Love in China, 1900-1950*. Stanford University Press, 2010.

-“Female Same-Sex Love in May Fourth Fiction” from Sang, Tze-Lan D. *The Emerging Lesbian: Female Same-Sex Desire in Modern China*. 1 edition. Chicago: University of Chicago Press, 2003.

-Merkel-Hess, Kate. “A New Woman and Her Warlord: Li Dequan, Feng Yuxiang, and the Politics of Intimacy in Twentieth-Century China.” *Frontiers of History in China* 11, no. 3 (July 2016): 431–57.

Economic development The nation needs to be rich before it can be powerful.

-“Nationalist Reconstruction” from Seow, Victor. *Carbon Technocracy: Energy Regimes in Modern East Asia*. University of Chicago Press, 2022.

-“The Cotton Control Commission and the Corporatist Organization of the Nation” from Zanasi, Margherita. *Saving the Nation: Economic Modernity in Republican China*. University Of Chicago Press, 2006.

-“The Technocrat” from Giersch, C. Patterson. *Corporate Conquests: Business, the State, and the Origins of Ethnic Inequality in Southwest China*. Stanford: Stanford University Press, 2020.

Japan Japan was not the only imperialist power China had to deal with, but increasingly it was the most threatening.

*-“We must drive out these warlords: Japan and the North China autonomy movement” from Dryburgh, Marjorie. *North China and Japanese Expansion 1933-1937: Regional Power and the National Interest*. Richmond: Routledge, 2000.

-“The popular tide for resistance” from Coble, Parks M. *Facing Japan: Chinese Politics and Japanese Imperialism, 1931–1937* Cambridge: Harvard University, 1991.

*-“Shadowed by the Sun: The Mukden Incident and the Shanghai Incident” from Wei, Shuge. *News under Fire: China's Propaganda against Japan in the English-Language Press, 1928–1941*. Hong Kong University Press, 2017.

The modern woman The largest category of people who needed to be re-made were women, who made up about half the population.

-Antonia Finnane, “What Should Chinese Women Wear?: A National Problem,” *Modern China* 22, no. 2 (1996): 99–131.

- Louise Edwards, “The Shanghai Modern Woman’s American Dreams: Imagining America’s Depravity to Produce China’s ‘Moderate Modernity,’” *Pacific Historical Review* 81, no. 4 (2012): 567–601
- Judge, Joan. “Talent, Virtue, and the Nation: Chinese Nationalisms and Female Subjectivities in the Early Twentieth Century.” *The American Historical Review* 106, no. 3 (2001): 765–803.

Tibet The most distinctive of the border regions the Republic tried to control.

- “The Unquiet Southern Borderlands”-from Lin, Hsiao-ting. *Tibet and Nationalist China’s Frontier: Intrigues and Ethnopolitics, 1928-49*. Vancouver: UBC Press, 2006.
- *-Frank, Mark E. “Wheat Dreams: Scientific Interventions at Chinese Model Farms in Kham, 1937-1949.” in *Frontier Tibet*, edited by Stéphane Gros, *Patterns of Change in the Sino-Tibetan Borderlands*. Amsterdam University Press, 2019.
- *-Tsomu, Yudru. “Taming the Khampas: The Republican Construction of Eastern Tibet.” *Modern China* 39, no. 3 (2013): 319–44.

Cartoons (i.e. Manhua) Tired of real history? Why not look at comics instead?

- *-“Mountains and marketplace” from Barme, Geremie Randall. *An Artistic Exile: A Life of Feng Zikai*. University of California Press, 2002.
- *-“Manhua artists in Shanghai” from Paul Bevan *A Modern Miscellany: Shanghai Cartoon Artists, Shao Xunmei’s Circle and the Travels of Jack Chen, 1926-1938*. (Leiden: Brill, 2016)
- *“Shanghai Sketch and the Illustrated City” from John A Crespi *Manhua Modernity: Chinese Culture and the Pictorial Turn*. (Berkeley: University of California Press, 2020)

Floods Dealing with “natural” disasters was a key duty of both traditional and modern Chinese governments.

- Tim Wright, “Legitimacy and Disaster: Responses to the 1932 Floods in North Manchuria,” *Modern China* 43, no. 2 (2017): 186–216
- *-“Transforming the Land of Famine” from David A Pietz, *The Yellow River: The Problem of Water in Modern China* (Cambridge, MA: Harvard University Press, 2015).
- Kathryn Edgerton-Tarpley, “A River Runs through It: The Yellow River and The Chinese Civil War, 1946–1947,” *Social Science History* 41, no. 2 (2017): 141–73.

The Guomindang as a party China was a party-state after 1927, and organizing the party was one of the keys to carrying out the revolution

- Ke-wen, Wang. “Counter-Revolution From Above: The Party Consolidation Campaign of the Guomindang, 1928–1929.” *Republican China* 15, no. 1 (January 1990): 39–55.
- Wang Chen-Cheng. “Intellectuals and the One-Party State in Nationalist China: The Case of the Central Politics School (1927–1947).” *Modern Asian Studies* 48, no. 6 (2014): 1769–1807.
- Bian, Morris L. “Building State Structure: Guomindang Institutional Rationalization during the Sino-Japanese War, 1937-1945.” *Modern China* 31, no. 1 (2005): 35–71.

Peng Pai Peng was one of the most important and interesting early Communist leaders, and a lot has been written about him.

*-The Cult of Peng Pai: Social Class and Political Power” from Marks, Robert B. *Rural Revolution in South China: Peasants and the Making of History in Haifeng County, 1570-1930*. Madison: Univ of Wisconsin Press, 1984.

*”New Roles for the Rural Tradition” from Galbiati, Fernando. *P’eng P’ai and the Hai-Lu-Feng Soviet*. Stanford: Stanford University Press, 1985.

*Yong-Pil Pang, “Peng Pai from Landlord to Revolutionary,” *Modern China* 1, no. 3 (1975): 297–322.

Communist base areas 1 -For those of you who really like guerrilla warfare.

Chen, Yung-fa. *Making Revolution: The Communist Movement in Eastern and Central China, 1937–1945*. Berkeley: University of California Press, 1986.

-“The Three Year war in Ganyue, 1934-37” Benton, Gregor. *Mountain Fires: The Red Army’s Three-Year War in South China, 1934–1938*. Berkeley: University of California Press, 1992.

Benton, Gregor *New Fourth Army: Communist Resistance Along the Yangtze and the Huai, 1938-1941*. University of California Press, 1999.

Warlordism I -The idea of warlordism

*Edward A. McCord, “Warlords against Warlordism: The Politics of Anti-Militarism in Early Twentieth-Century China,” *Modern Asian Studies* 30, no. 4 (1996): 795–827.

Zhongping Chen, “The May Fourth Movement and Provincial Warlords: A Reexamination,” *Modern China* 37, no. 2 (2011): 135–69.

Arthur Waldron, “The Warlord: Twentieth-Century Chinese Understandings of Violence, Militarism, and Imperialism,” *The American Historical Review* 96, no. 4 (1991): 1073–1100,

Mass mobilization Getting “the masses” involved was a key goal of all parties.

*”Cultural Revolution from the Right” from Clinton, Maggie. *Revolutionary Nativism: Fascism and Culture in China, 1925-1937* Durham: Duke University Press, 2017.

*”The Masses: A Youth Movement” from Tsui, Brian. *China’s Conservative Revolution: The Quest for a New Order, 1927-1949*. Cambridge: Cambridge University Press, 2018.

*“From Societies to Party” from Rahav, Shakhar. *The Rise of Political Intellectuals in Modern China: May Fourth Societies and the Roots of Mass-Party Politics*. Cary: Oxford University Press, 2015.

Childhood Important both symbolically and as part of social reform.

-“The Child as History in Republican China: A Discourse on Development” from Jones, Andrew F. *Developmental Fairy Tales Evolutionary Thinking and Modern Chinese Culture*. Cambridge, Mass.: Harvard University Press, 2011.

-“Cherishing Children: The National Child Welfare Association in the Nanjing Decade, 1928-1937” from Tillman, Margaret Mih. *Raising China’s Revolutionaries: Modernizing Childhood for Cosmopolitan Nationalists and Liberated Comrades, 1920s-1950s*. New York: Columbia University Press, 2018.

*-Aaron William Moore, “Growing Up in Nationalist China: Self-Representation in the Personal Documents of Children and Youth, 1927–1949,” *Modern China* 42, no. 1 (2016): 73–110.

May 4th -Politics The May Fourth Movement was many things, but it was definitely a political movement

*Yeh, Wen-hsin. "Middle County Radicalism: The May Fourth Movement in Hangzhou." *The China Quarterly*, no. 140 (1994): 903–25.

*Gu, Edward X. "Who Was Mr Democracy? The May Fourth Discourse of Populist Democracy and the Radicalization of Chinese Intellectuals (1915-1922)." *Modern Asian Studies* 35, no. 3 (2001): 589–621.

"Learning Politics" from Lanza, Fabio. *Behind the Gate: Inventing Students in Beijing*. Columbia University Press, 2010.

Wartime Mobilization Although we don't have a huge collection of readings on the War of Resistance, it was a time when all of the state and nation-building trends of the period accelerated.

-Jenny Clegg, "Mass- and Elite-Based Strategies for Cooperative Development in Wartime Nationalist China: Western Views on the 'Gung Ho' Industrial Cooperative Experience," *European Journal of East Asian Studies* 11, no. 2 (2012): 305–27;

-Morris L. Bian, "Building State Structure: Guomindang Institutional Rationalization during the Sino-Japanese War, 1937-1945," *Modern China* 31, no. 1 (2005): 35–71.

-Cheng Yi Meng, "Toilets and the Tug-of-War over Night Soil: The Reconstruction of Toilets in Fengshun County, Guangdong Province, 1942–1943," *Twentieth-Century China* 45, no. 3 (2020): 247–65,

Language-Speaking How can you have a nation without a national language?

-Simmons, Richard Vanness. "Whence Came Mandarin? Qīng Guānhuà, the Běijīng Dialect, and the National Language Standard in Early Republican China." *Journal of the American Oriental Society* 137, no. 1 (2017): 63–88.

*-"The Use of the Mandarin Bible and the Promotion of Mandarin as Guoyu" from Mak, George Kam Wah. *Protestant Bible Translation and Mandarin As the National Language of China*. Leiden, Brill, 2017.

Tam, Gina Anne. "'Orbiting the Core': Politics and the Meaning of Dialect in Chinese Linguistics, 1927-1957." *Twentieth-Century China* 41, no. 3 (2016): 280–303.

Music I Two sections on music, which is both a popular topic of late and something that people at the time took very seriously.

*-"The Politics of Music: Ideological Debates and Popularization" from Howard, Joshua H, *Composing for the Revolution: Nie Er and China's Sonic Nationalism*. Honolulu: University of Hawaii Press, 2020.

*-"The Yellow Music of Li Jinhui" from Jones, Andrew F. *Yellow Music: Media Culture and Colonial Modernity in the Chinese Jazz Age*. Durham: Duke University Press Books, 2001.

*-"The Ambiguous Legacy of Composer Xian Xinghui" from Kraus, Richard Curt, *Pianos and Politics in China: Middle-Class Ambitions and the Struggle over Western Music*. Oxford: Oxford University Press, 1989.

Music II - Singing Two sections on music, which is both a popular topic of late and something that people at the time took very seriously.

*-Tang, Xiaobing. "Radio, Sound Cinema, and Community Singing: The Making of a New Sonic Culture in Modern China." *Twentieth-Century China* 45, no. 1 (2020): 3–24.

*-Judd, Ellen R. "Revolutionary Drama and Song in the Jiangxi Soviet." *Modern China* 9, no. 1 (1983): 127–60.

*-Shao, Flora. "'Seeing Her Through a Bamboo Curtain': Envisaging a National Literature through Chinese Folk Songs." *Twentieth-Century China* 41, no. 3 (2016): 258–79.

The poor Modern governments always want to define, reform or eliminate those seen as unproductive.

-Henriot, Christian. "Slums, Squats, or Hutments? Constructing and Deconstructing an In-Between Space in Modern Shanghai (1926–65)." *Frontiers of History in China* 7, no. 4 (2012): 499–528.

-"Parasites upon Society" from Janet Y Chen author. *Guilty of Indigence: The Urban Poor in China, 1900-1953*. Princeton, NJ: Princeton University Press, 2012.

-"Rickshaw-Pulling: An 'unscientific' Profession" from Lipkin, Zvia. *Useless to the State: "Social Problems" and Social Engineering in Nationalist Nanjing, 1927-1937*. Harvard University Asia Center, 2006.