

Yale University
HIST 309J/EAST 309: Uses of the Past in Modern China
Fall 2017
Denise Y. Ho

Class Hours: Tuesdays, 1:30-3:20

Course Description: This seminar studies “places of memory” in modern China, or the sites, museums, monuments, and memories of the past. It includes theoretical readings on history and memory, some visual primary sources, and case studies from twentieth-century China that include the Sun Yat-sen Mausoleum, Tiananmen Square, the Rent Collection Courtyard, and the Mao Mausoleum. Interdisciplinary in scope, the readings come from anthropology, art and architectural history, cultural studies, and history.

Course Structure: This is a writing-intensive (WR) departmental seminar that includes a weekly blog post and a final research paper. The goal of the seminar is to examine how the past has been used in modern China, whether as part of state-sponsored narratives of nation, attempts to construct heritage by elites and intellectuals, or grassroots projects of remembrance. Using the monographs as examples, students will choose a “place of memory” for their own independent research, and the seminar will culminate in a research paper.

Course Readings: Books will be available at the university bookstore and on reserve at the university library. The main course readings will be bound in a Coursepak available at TYCO. Readings include:

- Fairbank, Wilma. *Liang and Lin: Partners in Exploring China's Architectural Past*. Philadelphia: University of Pennsylvania Press, 2009. (\$20.63 on Amazon, new/used from \$16.50)
- Storey, William Kelleher. *Writing History: A Guide for Students*. Oxford: Oxford University Press, 2015. (\$18.95 on Amazon, new/used from \$11.68)
- Coursepak at TYCO (unbound: \$68.00, 3-hole punched: \$71.25, bound: \$74.50)

Course Requirements and Grading:

Discussion Participation (including discussion questions)	20%
Weekly Blog Post (10 of 11)	10%
Primary Source Analysis	10%
Annotated Bibliography	10%
Final Paper (15 pages)	50%

- **Preparation of Discussion Questions:** There will be assigned readings for each class session, and students are expected to come to class having done the readings and ready to participate in class discussion. For each class discussion, two students will be assigned to lead discussion, and will be required to email **five discussion questions** to the

instructor by **9:00 a.m.** on the day of the discussion (Tuesday). Based on course enrollment, students should expect to lead discussion at least twice in the semester.

- **Weekly Blog Post:** Each week students will write a blog post that consists of two items. First, students will select one question from the syllabus and write a short answer (not longer than one paragraph). Second, students will choose one quote from the reading that they would like to discuss further in class. The blog posts are meant to initiate class conversation and are not formal, but the blog post should include abbreviated references where necessary (i.e., Nora, 5). To receive credit, blog posts are to be posted by **12:00 noon** on the day of the discussion (Tuesday). Students should complete ten of the eleven blog posts by the end of the semester.
- **Discussion Participation:** will be assessed on the basis of regular attendance and engagement with class discussion. Students must have the texts and/or notes in class in **hard copy**; laptops are discouraged (see the instructor if you need accommodation). The two lowest participation grades, which may include excused or unexcused absences, may be dropped. If illness or family emergency results in missing more than two class meetings, it is the student's responsibility to notify the instructor; we will work together to create an alternative.
- **Primary Source Analysis, Annotated Bibliography, and Final Paper:** Guidelines for each assignment will be distributed during the semester. The final paper (15 pages) will be on a topic of the student's choosing, and throughout the semester students are encouraged to seek models from the assigned readings. Late papers will be marked down one step per day (with the day ending at 12:00 midnight), weekend days included (i.e., A → A-). For the final paper, please refer to the Yale College Writing Center for proper citations (<http://writing.yalecollege.yale.edu/advice-students/using-sources/understanding-and-avoiding-plagiarism>). In accordance with undergraduate regulations, plagiarized papers will be referred to the Yale College Executive Committee.

Week 1 Introduction to the Course: Tuesday, September 5

Please look at the following before the first class meets:

- Buckley, Chris. "Chinese Newspaper Breaks Silence on Cultural Revolution." *The New York Times*, May 16, 2016.
- Johnson, Ian. "China's memory manipulators." *The Guardian*, June 8, 2016
- Piao, Vanessa. "Grandson of China's Most-Hated Landlord Challenges Communist Lore." *The New York Times*, July 26, 2016.
- "How Does China's Imperial Past Shape Its Foreign Policy Today?" *ChinaFile*, March 15, 2017. <http://www.chinafile.com/conversation/how-does-chinas-imperial-past-shape-its-foreign-policy-today>

Week 2 Thinking about History and Memory: Tuesday, September 12

- Bennett, Tony. "The Exhibitionary Complex." Pp. 123-154. Coursepak.
- Choay, Françoise. "Introduction: Monument and Historic Monument." Pp. 1-16. Coursepak.
- Nora, Pierre. "Between History and Memory." Pp. 7-24. Coursepak.
- Matten, Marc Andre. "History, Memory, and Identity in Modern China." Pp. 1-11. Coursepak.

Blog 1: Choose one of three examples—the museum, the monument, the *lieux de memoire*—who decides how it is made?

Week 3 Republican China I: Art, Archaeology, and Museums: Tuesday, September 19

- Shao, Qin. “Exhibiting the Modern: The Creation of the First Chinese Museum, 1905-1930,” pp. 684-702. Coursepak.
- Chen, Yunqian. “Local Exhibitions and the Molding of Revolutionary Memory, 1927-1949,” pp. 29-52. Coursepak.
- Jacobs, Justin. “Confronting Indiana Jones: Chinese Nationalism, Historical Imperialism, and the Criminalization of Aurel Stein and the Raiders of Dunhuang, 1899-1944,” pp. 65-90. Coursepak.

Blog 2: What is the relationship between art and nation?

Week 4 Class Visit to Haas Arts Library, Special Collections: Tuesday, September 26

- Fairbank, Wilma. *Liang and Lin: Partners in Exploring China’s Architectural Past* (entire).

Blog 3: Using your primary source...

Week 5 Republican China II: Making National Monuments: Tuesday, October 3

- Lai, Delin. “The Sun Yat-sen Memorial Auditorium: A Preaching Space for Modern China.” Pp. 279-299. Coursepak.
- Lai, Delin. “Searching for a Modern Chinese Monument: The Design of the Sun Yat-sen Mausoleum in Nanjing.” Pp. 20-54. Coursepak.
- Nedostup, Rebecca. “Two Tombs: Thoughts on Zhu Yuanzhang, the Kuomintang, and the Meanings of National Heroes.” Coursepak.

Blog 4: Study the sources used in the writing of these three pieces. Choosing one kind of source, explain how it contributes to the author’s argument. Also: For this class meeting, come prepared to discuss two possibilities for your final paper topic.

Week 6 Republican China III: Cities in Republican China: Tuesday, October 10

- Esherick, Joseph W. “Modernity and Nation in the Chinese City,” pp. 1-18. Coursepak.
- Musgrove, Charles D. “Building a Dream: Constructing a National Capital in Nanjing, 1927-1937,” pp.139-160. Coursepak.
- Carroll, Peter. “Revaluing National Treasures in the Urban Landscape,” pp. 321-377. Coursepak.
- Primary Source: *Virtual Shanghai* internet database. <http://www.virtualshanghai.net/>

Blog 5: Choose one photograph or other primary source document from the internet database, and discuss what kind of topic/question/argument it might contribute towards.

Week 7: The People’s Republic I: Museums and Monuments in New China: Tuesday, October 17

- Hung, Chang-tai. “The Red Line: Creating a Museum of the Chinese Revolution.” Pp. 914-933. Coursepak.

- Wu, Hung. “Tiananmen Square: A Political History of Monuments.” Pp. 84-117. Coursepak.
- Fan, K. Sizheng. “A Classicist Architecture for Utopia: The Soviet Contacts.” Pp. 91-126. Coursepak.
- Primary Source: “在中国革命博物馆里”, 文物 1964, pp., 1-11. Coursepak.

Blog 6: Choose one photograph from the primary source. Combining that photograph with the article by Hung, how was the Museum of the Chinese Revolution meant to be visited?

Primary Source Analysis Due

Week 8 The People’s Republic II: Visual Culture in New China: Tuesday, October 24

- Tang, Xiaobing. “How was socialist visual culture created? Revelations of a history painting.” Pp. 62-101. Coursepak.
- Braester, Yomi. “New China, New Beijing: Staging the Socialist City of the Future.” Pp. 27-55. Coursepak.
- Chen, Xiaomei. “Performing the ‘Red Classics’: From *The East is Red* to *The Road to Revival*.” In *Red Legacies in China*, pp. 151-183.
- Primary Source: *The East is Red* <http://www.morningsun.org/east/index.html> (Watch two or more clips)

Blog 7: Choosing one scene from *The East is Red*, describe one aspect of its staging.

Week 9 The People’s Republic III: *The Rent Collection Courtyard*: Tuesday, October 31

- Erickson, Britta. “The Rent Collection Courtyard, Past and Present.” Pp. 121-137. Coursepak.
- Lee, Haiyan. “The Enemy Within.” Pp. 197-242. Coursepak.
- Dutton, Michael. “Cultural Revolution as Method.” Pp. 1-16. Coursepak.
- Primary Source: http://www.morningsun.org/stages/rent_courtyard.html#

Blog 8: Using the primary sources, write one paragraph about the reception of *The Rent Collection Courtyard*.

Week 10 Contemporary China I: Unofficial Histories: Tuesday, November 7

- Hershatter, Gail. “Model.” Pp. 210-235. Coursepak.
- Mueggler, Erik. “Spectral Chains: Remembering the Great Leap Forward Famine in a Yi Community.” Pp. 50-68. Coursepak.
- Zhang, Everett. “Grieving at Chongqing’s Red Guard Graveyard: In the Name of Life Itself.” Pp. 24-47. Coursepak.

Blog 9: Referring to one of the three readings, what is the tension between official and unofficial history?

Week 11 Contemporary China II: *The Mao Period Remembered*: Tuesday, November 14

- Zarrow, Peter. “Meanings of China’s Cultural Revolution: Memoirs of Exile.” Pp. 165-191. Coursepak.

- Conceison, Claire. “Eating Red: Performing Maoist Nostalgia in Beijing’s Revolution-themed Restaurants.” Pp. 100-115. Coursepak.
- Yang, Guobin. “Factionalized Memories.” Pp. 164-221. Coursepak.

Blog 10: Referring to at least two of the three readings, what affects the production of Mao era memories?

[Tuesday, November 21: Thanksgiving Holiday]

Week 12 Contemporary China III: History and Memory Today: Tuesday, November 28

- Coderre, Laurence. “The curator, the investor, and the dupe: Consumer desire and Chinese Cultural Revolution memorabilia.” Pp. 429-447. Coursepak.
- Flath, James A. “Kong Temple, Inc.” Pp. 163-194. Coursepak.
- Bruckermann, Charlotte. “Trading on Tradition: Tourism, Ritual, and Capitalism in a Chinese Village.” Pp. 188-224. Coursepak.

Blog 11:

- Using one of the three readings, how have history and memory been commercialized in China today?

Annotated Bibliography Due

Week 13 Thesis Statement Workshop: Tuesday, December 5

- Bring in the first two pages of your final paper

Final Paper Due
Thursday, December 14, by midnight