

Subject: Contemporary History of China

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1. Description

We will study the historical evolution of contemporary China through reading and discussion about specialized articles from the analysis of primary documentary sources. This knowledge of the Chinese historical process will help us approach the process of research and critical analysis of texts and documents related to the different problems of today's China.

2. Competences

2.1. General competences

Instrumental	Interpersonal	Systemic
GC 3	GC 6	GC 10
GC 4	GC 8	GC 12
GC 5		GC 13

2.2. Specific competences of the degree

SC 1/SC 2/SC 3/SC 8/SC 10/SC 12/SC 13

2.3. Specific competences of the subject

- Capacity of analysis and understanding of the primary and secondary historical sources in relation to the evolution of the social, political, economical and cultural systems of contemporary China.
- Capacity of critical appraisal of the different historiographical approaches regarding contemporary Chinese history.
- Capacity of integrating methods and data of different disciplines to help understand contemporary Chinese history.
- Capacity of integrating contemporary Chinese history, its different processes and methods for the analysis of the development of its social, economic, political and cultural systems, and the analysis of its problems within the context of global history and in relation to the present world.
- Capacity of nuanced, complex and reasoned analysis of the cultural, historical and evolutionary realities of contemporary China without losing sight of the region in a whole and its interaction with foreign areas (South East Asia, Inland Asia, America, Europe...).

2.4. Results of learning

- To identify the conceptual corpus that sets the periodization and study of the contemporary history of China.
- To critically analyse the different current historiographical approaches for the analysis of the contemporary China.
- To identify and use the basic historical sources for the study of contemporary China.
- To recognise the main dynamics and historical processes which allow understanding the set of transformations, evolutions, changes and revolutions that take place in the social, economical, political and cultural systems of the contemporary China.
- To analyse the patterns of transformation and interaction with the outside world of contemporary China.

3. Syllabus

- 2.1. Territorial differences: “Xinjiang, the new frontier”
- 2.2. Revolutions and changes in contemporary China: “From fourth to fifth generation”
- 2.3. Social and demographic dynamics: “Floating population and the reform of the hukou system”
- 2.4. Mass culture and information: “Blogs and microblogs in the Chinese network”

Concepts	Proceedings	Attitudes
1. <u>Territorial differences</u> - Diachronic axis 1.1. Regional differences in China 1.2. Hong Kong 香港, Macau 澳门, Taiwan 台湾: from colonialism to reintegration. 1.3. Inland frontiers: Xinjiang and Mongolia. - Synchronic axis “Xinjiang: the new frontier”	- Introductory dissertations. - Reading and critique of essays about the studied journalists. - Reading and interpretation of historical documents. - Location on the map and on the timeline of the different historical events.	- Historical rigour. - Critical assessment. - Opening to an understanding without prejudices or stereotypes of far-off cultural and historical experiences.
2. <u>Revolutions and changes in contemporary China</u> - Diachronic axis 2.1. Self strengthening of the last Qing 清 and the republicanism of the KMT	- Analysis of the demographic	- Adjustment to the academic standards of presentation of oral and

<p>国民党.</p> <p>2.2. From the Popular Republic to the Cultural Revolution.</p> <p>2.3. Reformism (gaige 改革) and the opening (kaifang 放) from the Deng Xiaoping times 邓小平。</p> <p>- Synchronic axis “From fourth to fifth generation”</p> <p>3. <u>Social and demographic dynamics</u></p> <p>- Diachronic axis</p> <p>3.1. From exponential growth to the only child.</p> <p>3.2. Fractures and movements from the rural world to the city.</p> <p>3.3. Internal migratory flows: hukou 户口 and illegal migration.</p> <p>3.4. Mobility and social inequality.</p> <p>- Synchronic axis “Floating population and the reform of the hukou system”</p> <p>4. <u>Mass culture and information</u></p> <p>- Diachronic axis</p> <p>4.1. Intellectual history.</p> <p>4.2. History of Chinese journalism.</p> <p>4.3. Internet in China.</p> <p>4.4. Mass culture in China</p> <p>- Synchronic axis “Blogs and microblogs in the Chinese network”</p>	<p>and economic data of the historical periods.</p> <p>Comparative contrast of the Chinese historical evolution of the period with that of Europe and other areas of Eastern Asia.</p> <p>Situation in time and place of the different stages and routes of interaction between China and the outside world throughout that period.</p> <p>Analysis of the economic, social, technological and intellectual impact of the contact between Europe and China.</p>	<p>written projects.</p> <p>Proactive search for information.</p> <p>Observance of deadlines.</p> <p>Respect and interest for the work of classmates.</p>
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4. Methodology

The subject is structured around two axes:

- **Diachronic axis**, which focuses on the general study of the transformations that affect contemporary China: it is conceived as

the conceptual, terminological and contents base that shall allow students to gain an overview of the period the subject encompasses (20th and 21st century). It will consist of a combination of theory classes and critical reading and discussion regarding the essays and historical documents about different topics or fields of contemporary China.

- The **synchronic axis**: four debates or presentations of the work analysing the impact of historical processes of present day China that culminate in each of the four units of the diachronic axis. The preparation of the debates will involve research for data and documents to supplement those originally suggested.

The projection of the two axes (diachronic and synchronic) as the subject develops is realized in **five** units starting with a piece of work in the diachronic axis (introduction, theoretical and narrative framework, critical reading of historical essays) and culminating in each case with the synchronic axis (research and analysis of today's China).

Three days before the presentation, students will send an e-mail to all their classmates with the attached documents, summary and commentaries so that they know about the documents worked on and which will be the subject of discussion.

The sequences of the **four** units' work allow going into greater depth on the different aspects of Chinese history (Territorial diversity/Reformism and revolution/Social dynamics/Mass information, communication and culture) and project a perspective of analysis concerning the current situation on each of the fields explored.

There will be different kinds of classes according to their working methodology:

- Group classes with presentations and visual support.
- Classes in which to read, analyse and discuss texts, documents, articles, cultural objects, etc.
- Debates or presentations of projects.

Besides, as non-class activities, students will have to work on texts and articles individually or in groups, do bibliography research and prepare basic and simple research.

Information Technologies (IT)

- Use of moodle
- E-mail

- Audiovisual resources from the library

5. Training activities

Face-to-face

Group classes: 1 ECTS
Seminars: 2 ECTS
Face-to-face tutorials: 0.5 ECTS

Virtual

Reading and analysis of sources and academic articles: 1 ECTS
Virtual tutorials: 0.5 ECTS

5.1. In-class learning activities (30 hours)

- **Diachronic axis: critical comment on historical essays and documents (10 classes: 20 hours)**

Each member of the group will read, summarize and comment on an article or document of the suggested list. Two days before the presentation, students will send an e-mail to their teacher and classmates with the summary of the article or text he/she has worked on.

The two hour classes will be structured in three parts:

1. The teacher will introduce the period and the subject of discussion suggested by the readings (20 minutes).
2. Summary and analytical commentary on the article read by each of the members of the group (10-15 minutes).
3. Debate (30-40 minutes).

- **Synchronic axis: analysis of contemporary China (5 classes: 10 hours)**

Students will research into the subjects of debate in databases, newspaper archives, library and websites to complement and update the suggested documents. Two days before the presentation, students will send an e-mail to all their classmates with the most relevant documents found attached with short analysis comments on them. The debate will be conducted taking into account the historical perspectives explored in previous sessions. The classes will be structured in three parts:

1. The teacher will introduce the period and the subject of discussion suggested by the readings (20 minutes).
2. Summary and analytical commentary on the article read by each of the members of the group (10-15 minutes).

3. Debate (30-40 minutes).

5.2. Non-class learning (90 hours)

Following the criteria for calculating the learning activity as a whole for successfully completing the subject, the estimation of students' required dedication is expected to include:

- Reading and analysis of the articles and documents for commenting on (40 hours).
- The search for articles and texts to document the debate classes (5 hours).
- Preparation of the debates on current China (25 hours).
- Preparation of the portfolio and the final test (15 hours).
- Tutorials (5 hours).

6. Evaluating the acquisition of competences

6.1. Final exam (30%)

The final exam will be taken in order to verify that students have a command of the periods, dates, contents, concepts, protagonists and data necessary to build the historical discourse and to analyse and reflect as to the problems posed. The exam will consist of 6 questions to answer in a maximum of 15 lines each, and 10 concepts to translate into their equivalent in English, Spanish or Catalan, and/or define or identify in a maximum of 10 words. To pass the subject, students must obtain a minimum mark of 45% for this test.

Basic criteria for exam evaluation:

1. Ability to reflect the required knowledge.
2. Ability to articulate a reflexive, deep, transversal and nuanced discourse.
3. Critical, comparative, analytical and personal contribution of the contents.
4. Ability to write compositions about the content in a synthetic, precise, concise and consistent manner.

6.2. Oral presentation of comments on historical essays and active participation in the debates (20%)

In the debates discussing the suggested topics and reading, the following aspects will be valued:

- Understanding of the thesis and the key inputs of the text read.
- Critical questioning of the theses suggested in the reading.
- Interrelation of historical processes.
- Projection of historical analysis perspectives on current problems.
- Historical and expositive rigour in oral presentations.
- Giving solid arguments.

- Communicating the content in a convincingly and persuasive manner.

6.3. Contributing materials to document the debates, summary and written commentary of the historical essays analysed (40%)

A minimum of two days before the class, students will send an e-mail with the summary of the text read (min. 3,000 characters).

The different summaries will be received by all the members of the group who will be able to gain an overview of the different readings for debate, enriching and supporting the starting point of the debate. In the process of preparing the four debates of the course, students will research the suggested topics in databases, newspaper archives, libraries and websites. At least two days before the debate, students will send the most relevant materials, short introductory comments and personal assessment to the teacher and classmates.

6.4. Portfolio (10%)

The portfolio is a consistent tool to continuously assess students' work inside and outside the class. Students will compile a portfolio with the documents worked on and produced throughout the course. The documents of the portfolio will be arranged according to the following:

1. Summaries and personal comments on articles and documents read.
2. Summaries and documents sent by classmates with notes and written commentaries.
3. Reference files of the material found by students to document the debates on current affairs (bibliography and websites).
4. Notes and scripts for the presentations and debates.
5. Notes taken at the sessions.

Calendar

Week 1		21/10__ Diversities
Week 2	26/9__ Diversities	28/9__ Diversities
Week 3	3/10__ Diversities	5/10__ Reform and revolution
Week 4	10/10__ Reform and revolution	12/10__ Reform and revolution
Week 5	17/10__ Reform and revolution	19/10__ Reform and revolution
Week 6	24/10__ Reform and revolution	
Week 7	--	2/11__ Social dynamics
Week 8	7/11__ Social dynamics	
Week 9	14/11__ Social dynamics	
Week 10	21/11__ Social dynamics	23/11__ Mass culture and information
Week 11	28/11__ Mass culture and information	30/11__ Mass culture and information
Week 12	12/12__ Mass culture and	14/12__ Mass culture and

	information	information
Week 13	19/12_Mass culture and information	

7. Bibliography

7.1. Basic bibliography

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7.2. Complementary bibliography

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