Dear HIST 213 Students,

I hope you are all keeping well under our dramatically changed circumstances. Attached is a revised syllabus for HIST 213 for the remaining six weeks of the semester.

A few words before you begin to read through it. The syllabus represents my best stab at continuing with the course when the College is shut down and we are all in different places. The goals and objectives for the course are scaled back quite a bit from the original syllabus, and I’ve tried to prioritize basic coverage of content and basic historical skills. All required work in the class will be asynchronous, meaning that it will not depend on all of us being able to meet at the same time. And, as you all know, the College has moved to a universal pass/fail grading system for the semester. Given these changes, it is certainly a different course from the one you attended in the first half of the semester.

There are two things that concern me particularly with these changes. First, I am no expert in online teaching. This is the first time I have ever attempted it. Therefore, this syllabus does not represent any firsthand knowledge about what works well in this context. Please keep this in mind as we move through the course, and feel free to raise any problems you encounter or provide suggestions and feedback. Having asked all of you to be flexible, I will do my best to do the same and make changes where they are necessary. Second, it is very difficult for me and other faculty to anticipate what might be going on in your lives under this crisis that will affect your ability to do the work in this course. For some, academic work might be a welcome escape, while others may have significant family or work responsibilities that make it difficult to maintain the kind of study schedule you kept up on campus. You may or may not have good internet, and you may or may not have a good place to work. Some of us may get sick or need to care for sick family members. **If you are finding it difficult to keep up with the work in this class, please get in touch with me.** You do not have to reveal details about your personal situation, but please let me know what you are struggling with in the class so that we can come up with a realistic plan for the semester, whether that be modified deadlines and assignments, an incomplete, etc. The only scenario in which I can’t work with you is if you disappear and I have no idea what is going on.

I have tried to build in a few options for those seeking more connection and feedback: in-person discussions, the option of writing a paper proposal, of doing online research for your paper, of asking for comments and unofficial grades on papers and the exam. Please keep in mind these are only options. If you need to do the bare minimum (or redefine the bare minimum), I will not see it as a “lesser” commitment to the course.

Having said all of that, I remain very excited to be working with you all. We are moving into fascinating material and sources on twentieth-century China, some of the things that interest me most as a teacher and scholar. Looking forward to sharing them with you over the next few weeks!

All best,

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I. Course Materials

We will continue to use the Course Packet as well as Henrietta Harrison’s *Man Awakened from Dreams* and Rae Yang’s *Spider Eaters*. In the event that you did not bring these materials with you when you left campus, a pdf version of the Course Packet and links to ebook versions of Harrison and Yang’s books will be on the HIST 213 Glow homepage under **Readings**.

*Please note that the pdfs of the Course Packet are the same as the printed version. I have cut quite a bit of reading from the syllabus, so make sure you are reading the correct pages.

In addition, I have assigned a textbook that will provide the necessary background for the primary and secondary source readings on the syllabus:

Klaus Muhlhahn, *Making China Modern: From the Great Qing to Xi Jinping* (Belknap Press of Harvard University, 2019)

There is a link to the library’s ebook copy of the textbook on Glow under **Readings** —you can read it online or download pdfs of chapters to your own computer. There are no limitations on the number of people who can access it simultaneously. If you are interested in purchasing the book, it is available on Amazon.

II. Course Requirements and Grading

Williams College has moved to universal pass/fail for this semester’s academic work. Because of this change and the disruption of the semester, methods of evaluation and the weight of assignments have changed.

To pass the course, you will need:

1. A passing grade on the work from the first half of the semester. I have emailed those grades to each of your individually. If you have questions about your grade from the first half of the semester or if your grade is below this level, please contact me to discuss it.

2. Participation in 5 out of 6 online discussions. You may miss one discussion for any reason, but more missed discussions will result in failure unless you have contacted me to make separate arrangements.

3. A complete 5-7 page historical essay that meets the criteria outlined on the assignment (to be distributed).

4. A completed self-scheduled final exam earning a passing grade.

You must complete #'s 2, 3, and 4 to pass the course. If there is a reason that you are unable to do the work within the course’s time frame, please contact me to make alternative arrangements.

All work will be graded on a pass/fail basis. For the essay and exam, you will have the opportunity to request written feedback and/or a letter grade (these will be for your reference only and will not be entered on your transcript).
III. Optional Assignments/Activities

1. Real-time Discussions. I would like to schedule weekly in-person discussions with small groups of students. Participation in these sessions is optional but encouraged to help us maintain connection and engagement. Zoom is a very convenient tool for these meetings, but I am happy to create groups having discussions through other means if your internet connection will not support videoconferencing (conference call, text chat, etc). I am also happy to schedule discussions at “off” hours for those who are in different time zones or have obligations during the day. You will have opportunities to sign up and communicate your preferences about these sessions.

2. Paper Proposal: Because we are only writing one formal essay (instead of two) this semester, you are welcome to write up a proposal before the essay is due to get feedback on your topic and choice of sources well before the paper is due. I would particularly encourage a proposal if you plan to do the research option for the paper assignment, but it is a good opportunity to check in if you are new to history writing, want to be sure you have enough source material, or confirm you are on the right track. Even if you decide not to write a proposal, I’m happy to talk with you about your paper at any time.

IV. Help in the Course

Office Hours: I will continue to hold weekly Office Hours Tuesdays 2-4 pm EST. You can sign up for a timeslot on Glow. Let me know how you would like to be contacted: Zoom, Google Meet, phone, etc. I am also happy to meet with you outside of these hours--please email me for an appointment. We may not be in the same place, but I am happy to talk with you about any aspect of the course at a time that works for both of us.

College Resources for Student Support:
There are a broad range of student support services that you can access even if you are not on campus: [Students] can find useful advice about how to move forward with remote coursework on the Academic Resources Guide to Learning Remotely page, as well as an introduction to online tools and platforms at OIT’s Keep Learning page. They can still make use of remote peer tutoring and Writing Workshop and the Office of Accessible Education is open and ready to assist them in handling all aspects of remote learning. The deans are holding virtual office hours and are available to help students with challenges of all kinds. The ’68 Center for Career Exploration is available for consultations and guidance, as are the Davis Center, the Office of Institutional Diversity, Equity & Inclusion, the Chaplains’ Office and the Office of Student Life. TalkSpace (an online platform that matches students with a licensed mental health care professional) is
another resource that is well-suited to our remote status. Students only need their Williams email address in order to register and begin services immediately [excerpted from the Dean of Faculty’s email, April 3, 2020].

**Accommodations:** Your needs for disability-related accommodations may have changed given our new circumstances. Please let me know if you need any new or different accommodations. You can also contact G.L. Wallace, (glw3@williams.edu), Director of Accessible Education. If you encounter personal issues or health problems that are affecting your ability to perform academically, you are encouraged to contact the Dean’s Office (see link above).

V. **Honor Code**

As before, the Honor Code applies to all work you do for this course.¹ I encourage you to discuss the course material with others in the class, but the ideas in all written work should be your own. Be particularly careful to avoid plagiarism in the writing assignments. Each paper assignment will provide detailed instructions on how to cite sources appropriately. Please pay careful attention to these instructions throughout the course.

If you have further questions about how the Honor Code applies in this course, please see me.

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¹ See “Academic Honesty and Honor Code” in the *Student Handbook.*
COURSE SYLLABUS

Week 6
April 6-10: The 1911 Revolution, the New Republic, and the May Fourth Movement

*Making China Modern: 209-247

*Zou Rong on Revolution”, “Tongmenghui Revolutionary Proclamation”, and “The Manchu Abdication Edict” in Documentary Collection, 197-206; 209-213


Week 7
April 13-17: Nationalists and Communists in Republican China

*Making China Modern: 248-297

Harrison, Man Awakened from Dreams, 83-135.

*Sun Yatsen “The Three People’s Principles” in Sources of Chinese Tradition, 320-330


Paper Proposals Due Friday, April 17 at 5 pm on Glow

Week 8
April 20-24: The War of Resistance

*Making China Modern: 298-351

**“Japan at War” and “Chiang Replies” in *Documentary Collection*, 314-324

**Week 9**
April 27-May 1: The Birth of the People’s Republic

* *Making China Modern*: 359-407; 408-447

*“Ding Ling’s Fiction: The Power of the People” in *Documentary Collection*, 366-373
Rae Yang, *Spider Eaters*, chapters 1-11.

**Essays Due Monday, May 4 by 5 pm**

**Week 10**
May 4-8: The Cultural Revolution and its Aftermath

* *Making China Modern*: 448-486; 491-526

Rae Yang, *Spider Eaters*, chapters 12-24
Website: The Mao Era in Objects: [https://maoeraobjects.ac.uk/](https://maoeraobjects.ac.uk/)

**Week 11**
May 11-15: The Reform Period and the “Third Revolution”

* *Making China Modern*: 527-559; 560-614

*Sang Ye, *China Candid: The People on the People’s Republic* (Berkeley: University of California Press, 2006), 13-58*

Self-Scheduled Exam: Can be taken in any 24-hr period May 16-24. Details of how it will be administered TBA
What to Expect Each Week and How to Participate in Online Discussions

1. I will post a Study Guide for each week on the preceding Friday. Please look at the Study Guide before you begin your reading/preparation for the week. One of the difficulties of shifting to a textbook is that textbooks tend to offer a lot more detail than you will need. To help with this, Study Guides will now include a section of terms and questions to help focus your reading in *Making China Modern* in addition to the usual information about and discussion questions related to the primary (and now some secondary) source readings.

2. I will post very brief (less than 10 min) video presentations on Glow that will clarify and explain some of the material in the textbook, and help to link it to the source readings. For the first week, I’ll do one that reviews where we left off before the extended spring break as well. (I have not recorded these yet so stay tuned …and wish me luck!)

3. When you have completed the readings, log onto Glow and find the Online Discussion on the Course Menu. There will be several prompts in each one: 1) A place where you can post questions about the textbook reading, my mini-lectures, or any general questions you have about the material. I will try to answer them. If you don’t feel comfortable attaching your name to a post, email me your question and I will post it without your name and a reply 2) specific questions about the reading for the week drawn from the Study Guides. You can “Reply” to any of these threads to participate in the discussion. Feel free to raise your own questions for discussion by hitting the “Reply” button just below the discussion header. It will add your question to the end of the queue.

4. You may participate in the discussion at any time over the week (Friday-Friday). I will check in regularly and respond to discussion threads and any questions. As many of you did in our earlier blog posts, it is helpful to respond to classmates’ points and raise some of your own. You may come in and out of the discussion as often as you like over the course of the week. We’ll try to make it as interactive as possible.

5. The criterion for credit in this assignment is participation in 5 out of the 6 online discussions. I am reluctant to require a certain number of posts per week (or something like that) because I don’t want this to turn into a rigid monitoring exercise. But, some advice: you will learn more and retain more the more you interact with the material. I would suggest, at a minimum, that you post something in the discussions for each of the readings and check back in to the discussion at the end of the week to see where they have gone. If you have more to offer, that’s fantastic. I will close the discussions to posting by the end of the week, but you’ll be able to view them throughout the semester and you can use them to brainstorm for the paper or review for the exam.