

HIEA 144: Mapping Rivers in Modern Chinese History
Syllabus
(Updated March 28, 2018)

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Office Hours: Monday/Friday 11:30 a.m. – 12:30 p.m. Geisel Library Data/GIS lab (2F)

Term: Spring 2018

Class Meeting Days/Hours/Location:

Monday/Wednesday/Friday, 1:00-1:50 p.m., CSB004

Course Description

Rivers and landscapes reflect the goals, anxieties, and capabilities of the humans who interact with them. Maps allow us to understand and analyze these relationships. To practice analyzing how rivers and Chinese society have shaped each other, this course begins with the present day and works backward toward the 19th century. This unusual perspective will help us to see the world as it is, and ask how it got this way. Beginning with today's massive and controversial Three Gorges Dam on the Yangtze River, we will look at hydro-engineering projects in the People's Republic of China since 1949. We will trace the roots of these schemes to the state-building efforts of the Nationalist government in the early 20th century, which arose from water control in China's last dynasty, the Qing.

In addition to scholarly readings and translated texts, we will use ArcGIS mapping software to ask and attempt to answer questions about the interactions between humans and hydrology. How has the relationship between the Chinese state and rivers changed during the last two centuries? Have rivers and people ever been able to coexist? How?

Learning Outcomes

By the end of our course, you will be able to:

- 1) Compare and appraise authors' depictions of the relationships between rivers and China's recent ecological, economic, social, and military history
- 2) Use evidence to make arguments about the relationships between societies and their environment
- 3) Evaluate textual and quantitative data: what can we do with it, and where should we be cautious?
- 4) Plan and execute a piece of original research to answer a question that interests you. You will use publicly available data and ArcGIS Geographic Information Systems software to do a final project about China's rivers and society.
- 5) Present your findings orally and in writing, and critically evaluate a colleague's work.

Required Texts

The excerpts and articles for the course are available on Dropbox. You are responsible for staying current with your reading. If you would like to learn more about a particular topic, visit my office hours and we can find great readings for you!

Academic Integrity

Scholars must be able to trust each other. Verifying each other's findings is a cornerstone of this trust. Proper citations allow others to check your evidence, making your arguments more

transparent and persuasive. Crediting your sources is therefore a basic courtesy that also makes your writing clear and powerful.

Your class work is a chance to prove to me and to yourself that you have mastered the course skills. Plagiarism, on the other hand, is “when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours.”¹ This is theft, and a waste of everyone’s time and energy. Don’t do it.

When using ArcGIS, or finding data or sources, I encourage you to seek help from your classmates and the librarians—and give them credit in your footnotes!

Please review the university’s academic integrity guidelines at <https://academicintegrity.ucsd.edu/excel-integrity/index.html>, and do not hesitate to ask me if you have any questions.

ArcGIS Team Research Project

This is your chance to use a powerful analytical tool and become an expert on some aspect of the history of rivers in China. By Week 3, you will be part of a team of 3-4 scholars. Choose a research question that is interesting to you! You are responsible for the final products: report, presentation, and peer evaluation. What would you like to be an expert on? What would you like to know more about?

Some possibilities include:

- i. creating a cost-distance map to show the costs of bringing goods to major markets across a variety of terrains and elevations, including rivers
- ii. computing the number of people who would be displaced by a rise/drop of X meters in their nearest river
- iii. illustrating the movement of a disease outbreak via waterways
- iv. mapping the diffusion of chemical pollutants from sources such as cities or factories
- v. using a flow map to illustrate the movement of people, goods, or energy through time and space

If you’d like help picking or refining a topic, visit my office hours!

Grading

There are three formative assessments and a comprehensive final assessment. All will address the main arguments, skills, and readings of the course. On pages 10-11 of this syllabus, you will find a sample formative assessment. The maps will change, but the questions will remain almost exactly the same. You can use this template as a study guide to help you get the main points from the readings, and to practice asking historically significant questions based on maps. Your responses to Part I of each assessment will demonstrate your mastery of the main concepts from the course readings.

¹ Wayne C. Booth, et al. *The Craft of Research, Second Edition*, Chicago: University of Chicago Press, 2003, p. 203.

<i>Assignment</i>	<i>Due Date</i>	<i>%Final Grade</i>
Formative Assessment 1	Week 2 Friday	5%
Formative Assessment 2	Week 5 Friday	10%
Formative Assessment 3	Week 8 Friday	15%
Final Assessment (cumulative)	Finals week: June 14, 11:30 a.m. - 2:30 p.m.	20%
Active, informed class participation	Weeks 1-10	10%
ArcGIS team project: (Note: You must complete each item)		40%
Proposal (What river system, time period, and question are you going to explore?)	Week 4 Friday	
Prospectus and data sources	Week 6 Monday	
Rough draft (~5 double-spaced pages on your question, sources, methods, GIS analysis and maps, discussion of findings, and their significance)	Week 9 Wednesday before class	
Peer revision	Week 9 Wednesday	
Final draft (send to me and your discussant)	Week 10 Wednesday before class	
Group presentation	Week 10 Wednesday	
Service as peer discussant	Week 10 Wednesday	

ArcGIS Teaching and Resources

Esri's ArcGIS is the industry-standard geographic information systems mapping software. It is widely used in fields ranging from urban design to marketing, and from public health to policing. Familiarity with ArcGIS will help you stand out from the crowd in many ways. In this class, we will use it to ask and answer historical questions about China's rivers. Every student in this course will receive a free license for the software.

ArcGIS is modular, consisting of many independent tools, such as hotspots, cost-distance mapping, and geo-referencing. You don't need to understand every possible application in order to produce an excellent final paper. In fact, many groups will probably use only a few of the dozens of available tools. For many of the problems you'll encounter, there are detailed troubleshooting guides on GIS forums, on the Esri website, on YouTube, and in the user manual, *Getting to Know ArcGIS* (available in the Digital Media room of Geisel Library). You can also ask your peers for advice, and of course you can visit my office hours. You should also take advantage of the support staff in the Data/GIS lab on the second floor of Geisel Library.

As you have access to the resources above, I will not spend much class time explaining how to use the software. Many groups will be using different tools, so explaining each possible application would be an inefficient use of class time. We will spend most of our time together discussing major course themes, analyzing readings, and thinking about how to ask historically useful questions.

This format will also help you practice asking appropriate questions to solve technical challenges that arise as you prepare your final project. How will you explain your problems to your classmates, to a librarian, or to the howling vortex that is Google? Mastering this skill will help you to become more confident in quickly learning to use unfamiliar tools. You will likely do this throughout your professional career.

A library staff member will be in the Geisel Library's GIS/Data Lab every day from 9 a.m.-5.p.m. To time your visit so that a GIS specialist is on duty, you can consult the schedule at the bottom of this page: <https://ucsd.libguides.com/data-gis-lab> .

Thinking Like a Historian

Facts and dates and numbers are important, but they are *not* "history." As historians, we study, create, and criticize narratives, which are based on factual evidence. As you study, don't try to cram your head with raw data ("What year was the People's Republic of China established?") Instead, actively integrate factual data into coherent, compelling questions and narratives ("Were China's rivers healthier before or after the establishment of the People's Republic? What is my evidence?").

Here are some questions to guide you as you study the readings and prepare your own projects.

- 1) What are the assumptions of this narrative? What does it not include? Why?
- 2) Who gains and who loses by doing XYZ? Does this change over time?
- 3) How strong is the author's evidence? Where does it come from? Do I have any reason to believe that they are holding something back?
- 4) How does this narrative contrast with or supplement what I have already learned? What accounts for the differences?
- 5) What does my understanding of XYZ include? What does it not include? Why? How could I fill these gaps?

Being able to critically analyze sources and create clear narratives are skills that will help you no matter your career. Unless you plan to make your fortune on a TV quiz show, we are less interested in raw data than in the scholarly products that we build using that data.

Instructor Goals. At a minimum, I hope to pursue the following goals and solicit your open and timely feedback on how well we are meeting these goals:

- ✓ Communicate effectively and frequently;
- ✓ Be enthusiastic, active and involved;
- ✓ Demonstrate a mastery of the discipline;
- ✓ Relate material to current practices;
- ✓ Clearly explain complex concepts and ideas;
- ✓ Provide a framework for lifelong learning;
- ✓ Strive to involve participants in class activities;
- ✓ Be available to assist participants in or out of class; and
- ✓ Have respect and concern for all participants.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Title IX Compliance

The Office for the Prevention of Harassment and Discrimination (OPHD) is the Title IX Office for UC San Diego and investigates reports of sexual harassment, sexual violence, dating and domestic violence and stalking. You may file a report online with the UC San Diego Office for the Prevention of Harassment and Discrimination (OPHD) at <http://ophd.ucsd.edu/reportbiasform.asp> or you may call OPHD at 858-534-8298. For further information about OPHD, please visit <http://ophd.ucsd.edu/>.

Please note that University employees (including all faculty and teaching and research assistants), who are not confidential resources, are designated Responsible Employees. Responsible Employees are required to report any incidents of sexual violence or sexual harassment to Jennifer Broomfield, OPHD Director / Title IX Officer. If you are not ready to file a report, but wish to receive confidential support and advocacy, please contact [CARE at the Sexual Assault Resource Center](#) (CARE at SARC). CARE at SARC provides violence prevention education for the entire UCSD campus and offers free and confidential services for students, staff and faculty impacted by sexual assault, relationship violence and stalking. Accessing resources at CARE at SARC will not constitute a report to the University.

The University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Counseling Center.

Technology

From Monday-Friday, I will respond to email within 24 hours. If you do not receive a reply within this time frame, please write again.

You may take notes by hand or with digital tools. You may also record discussions in class or office hours. Be aware, though, that this is no substitute for your active, informed participation. You will learn best if you are physically and mentally present.

Course Schedule

I reserve the right to modify the reading list during the semester, with notification.

Topics	Date	Review	View	Due
Week 1: Course intro; Politics of maps; Winners and Losers in the South-North Water Transfer Project	4/2/18			
	4/4/18		<ul style="list-style-type: none"> ✓ Aileen Buckley, "Make Maps People Want to Look At," ESRI.com, Winter 2012, pp. 46-52. ✓ Karl E. Ryavec, "Manchu Empire or China Historical GIS? Re-mapping the China/Inner Asia Frontier in the Qing Period CHGIS," <i>Inner Asia</i>, Vol. 6, No. 2 (2004), pp.179-195 [skim] 	
	4/6/18		<ul style="list-style-type: none"> ✓ "What is a River?" in <i>Rivers of the Anthropocene</i>, Berkeley: UC Press, 2017, pp. 162-163, 173-175; ✓ "World's Largest Water Diversion Plan..." <i>Bloomberg News</i>, December 10, 2017; ✓ Edward Wong, "Plan for China's Water Crisis..." <i>New York Times</i>, June 1, 2011. 	
Week 2: Three Gorges Dam: Disaster or Deliverance?; GIS intro, data sources	4/9/18		<ul style="list-style-type: none"> ✓ Three Gorges Primary Sources (Li Boning, Dai Qing) in Janet Chen, Pei-Kai Cheng et al., eds. <i>The Search for Modern China: A Documentary Collection</i>, 3rd ed., New York: W.W. Norton, 2014, pp. 574-584; ✓ "Reading Guide: Three Gorges Primary Sources" ✓ Dai Qing, Lawrence Sullivan, "Three Gorges Dam and China's Energy Dilemma," <i>Journal of International Affairs</i>, vol. 53, No.1 (Fall 1999) pp. 53-71. ✓ Jianguo Wu, Jianhui Huang, et al. "Three-Gorges Dam--Experiment in Habitat Fragmentation?" <i>Science</i>, 23 May 2003: Vol. 300, Issue 5623, pp. 1239-1240 	
	4/11/18	Week 1-2 maps and readings	◆ Introduction to ArcGIS – Room TBD	
	4/13/18			Formative Assessment 1
Week 3: How mega-dams affect China's relations with its neighbors	4/16/18	Formative Assessment 1	<ul style="list-style-type: none"> ✓ Alex Liebman, "Trickle-down Hegemony? China's 'Peaceful Rise' and Dam Building on the Mekong," <i>Contemporary Southeast Asia</i>, Vol. 27, No. 2 (August 2005), pp. 281-304; 	

			<ul style="list-style-type: none"> ✓ Kenneth Pomeranz, “The Great Himalayan Watershed: Agrarian Crisis, Mega-Dams, and the Environment,” <i>New Left Review</i> (July/August 2009), pp. 5-39; ✓ R. Edward Grumbine, “Linking Environmental Security...” in Hongzhou Zhang and Mingjiang Li, eds. <i>China and Transboundary Water Politics in Asia</i>, New York: Routledge, 2018, pp. 137-156; ✓ Darrin Magee, “The Dragon Upstream: China’s Role in Lancang-Mekong Development,” in Joakim Öjendal, Stina Hansson and Sofie Hellberg, eds. <i>Politics and Development in a Transboundary Watershed</i>, New York: Springer, 2012, pp. 171-193. 	
	4/18/18			
	4/20/18			
Week 4: Power and Peril in the Early PRC	4/23/18		<ul style="list-style-type: none"> ✓ Judith Shapiro, “Population, Dams, and Political Repression,” in <i>Mao’s War Against Nature: Politics and the Environment in Revolutionary China</i>, New York: Cambridge University Press, 2001, pp. 21-67; ✓ Vaclav Smil, “Controlling the Yellow River,” <i>Geographical Review</i> Vol. 69, No. 3 (Jul., 1979), pp. 253-272; ✓ Lauri Paltemaa, “The Maoist Urban State And Crisis: Comparing Disaster Management in the Great Tianjin Flood in 1963 and The Great Leap Forward Famine,” <i>The China Journal</i>, No. 66 (July 2011), pp. 25-51. 	
	4/25/18		◆ Georeferencing Tutorial – Room TBD	
	4/27/18		✓ Stuart Heaver, “Chairman Mao’s Historic Swim...” <i>South China Morning Post</i> , August 4, 2016.	Project Proposal
Week 5: The Yellow River as a Weapon: Destroying the Dikes to Save the Capital	4/30/18		<ul style="list-style-type: none"> ✓ Kathryn Edgerton-Tarpley, “Between War and Water: Farmer, City, and State in China’s Yellow River Flood of 1938–1947,” <i>Agricultural History</i>, Vol. 90, No. 1 (Winter 2016), pp. 94-116; ✓ Micah Muscolino, “A Militarized River: The 1938 Yellow River Flood and its Aftermath,” in <i>The Ecology of War in China: Henan Province, the Yellow River, and Beyond, 1938-1950</i>, New York: Cambridge University Press, 2015, pp. 21-59; ✓ Rana Mitter, “The Deadly River,” in <i>Forgotten</i> 	

			<i>Ally: China's World War II, 1937-1945</i> . New York: Mariner Books, 2013, pp. 156-169.	
	5/2/18	Week 1-5		
	5/4/18			Formative Assessment 2
Week 6: Dikes, Dams, and Deltas in the Republican Period	5/7/18	Formative Assessment 2	<ul style="list-style-type: none"> ✓ R. Keith Schoppa, "State, Society, and Land Reclamation on Hangzhou Bay during the Republican Period," <i>Modern China</i>, Vol. 23, No. 2 (April 1997), pp. 246-271. ✓ Aaron Stephen Moore, "'The Yalu River Era of Developing Asia': Japanese Expertise, Colonial Power, and the Construction of Sup'ung Dam," <i>The Journal of Asian Studies</i>, (2013) vol. 72, pp. 115-139. ✓ Rhoads Murphey, <i>Shanghai: Key to Modern China</i>, Cambridge: Harvard University Press, 1953, pp. 133-146, 154-164 	Project Prospectus and Data Sources
	5/9/18			
	5/11/18		✓ Xiangtang Hong, <i>Performing The Yellow River Cantata</i> (2009), Appendix A: Translation	
Week 7: Sacrifice Zones and Macroregions	5/14/18		◆ Work on final projects in class – Room TBD	
	5/16/18		<ul style="list-style-type: none"> ✓ Chris Hedges, "Capitalism's Cult of Human Sacrifice," Truthdig.com, 5pg. ✓ G. William Skinner, "The Structure of Chinese History," <i>The Journal of Asian Studies</i>, Vol. 44, No. 2 (Feb., 1985), pp. 271-292. ✓ Randall A. Dodgen, "A Change of Course, 1844-1855" in <i>Controlling the Dragon: Confucian Engineers and the Yellow River in Late Imperial China</i>, Honolulu: University of Hawai'i Press, 2001. ✓ Joseph Esherick, "Natural Disasters and Civil Unrest," in <i>The Origins of the Boxer Uprising</i>, Berkeley: University of California Press, 1987, pp. 173-181. ✓ Ralph A. Thaxton, Jr., <i>Salt of the Earth: The Political Origins of Peasant Protest and Communist Revolution in China</i>. Berkeley: University of California Press, 1997 [excerpts] 	
	5/18/18			
Week 8: Chinese River Mining in the Global Gold Rush	5/21/18		<ul style="list-style-type: none"> ✓ Randall Rohe, "Chinese Mining and Settlement at the Lava Beds, Ca.," <i>Mining History Journal</i> (1996), pp. 51-60. ✓ Laura J. Arata, "Beyond the 'Mongolian Muddle': Reconsidering Virginia City, Montana's China War of 1881," <i>Montana: The</i> 	

			<p><i>Magazine of Western History</i>, Vol. 62, No. 1 (Spring 2012), pp. 23-35, 90-93</p> <p>✓ James Beattie, “Hungry Dragons’: Expanding The Horizons Of Chinese Environmental History—Cantonese Gold-Miners In Colonial New Zealand, 1860s–1920s,” <i>International Review of Environmental History</i>, vol. 1, 2015, pp. 103-145.</p>	
	5/23/18	Week 1-8		
	5/25/18			Formative Assessment 3
Week 9: The Grand Canal: “The Throat of the Capital”	5/28/18		(Memorial Day, no class)	
	5/30/18	Formative Assessment 3		Rough Draft due; Project Peer Review
	6/1/18		<p>✓ Timothy Brook, <i>The Troubled Empire: China in the Yuan and Ming Dynasties</i>, Cambridge, MA: Harvard Belknap, 2010, pp. 106-116.</p> <p>✓ Randall A. Dodgen, “The Evolution of the Yellow River Control System in Late Imperial China, 1495–1835” in <i>Controlling the Dragon: Confucian Engineers and the Yellow River in Late Imperial China</i>, Honolulu: University of Hawai’i Press, 2001 [excerpt]</p>	
Week 10: Chinese Rivers in Popular Writing	6/4/18		<p>✓ Simon Winchester, <i>The River at the Center of the World</i>, [excerpts]</p> <p>✓ Peter Hessler, <i>River Town</i> [excerpts]</p> <p>✓ Su and Wang, “River Elegy” television documentary [excerpts]</p>	
	6/6/18			Project Presentations; Final Drafts Due
	6/8/18		Mapstravaganza; course assessment	
Final Assessment	June 14, 11:30 a.m. - 2:30 p.m.	Weeks 1-10		Final Assessment

Sample Assessment

I. Map Interpretation

Respond to the prompts below, using the map on the following page.

- 1) Provide a title that concisely conveys the story that the map is telling [10 points].
- 2) Write a few paragraphs to explain the map to an intelligent person who has not taken this course. Your response should include [10 points each]:
 - a. The approximate scale of the relevant areas: _____sq. miles/km²
 - b. The immediate historical context of the map: what events led to this situation, or what phenomenon does the map illustrate?
 - c. What long-term factors or trends contributed to the situation depicted in this map?
 - d. What were the social, political, ecological, and/or economic effects of the situation depicted in this map?

II. Mini Prospectus

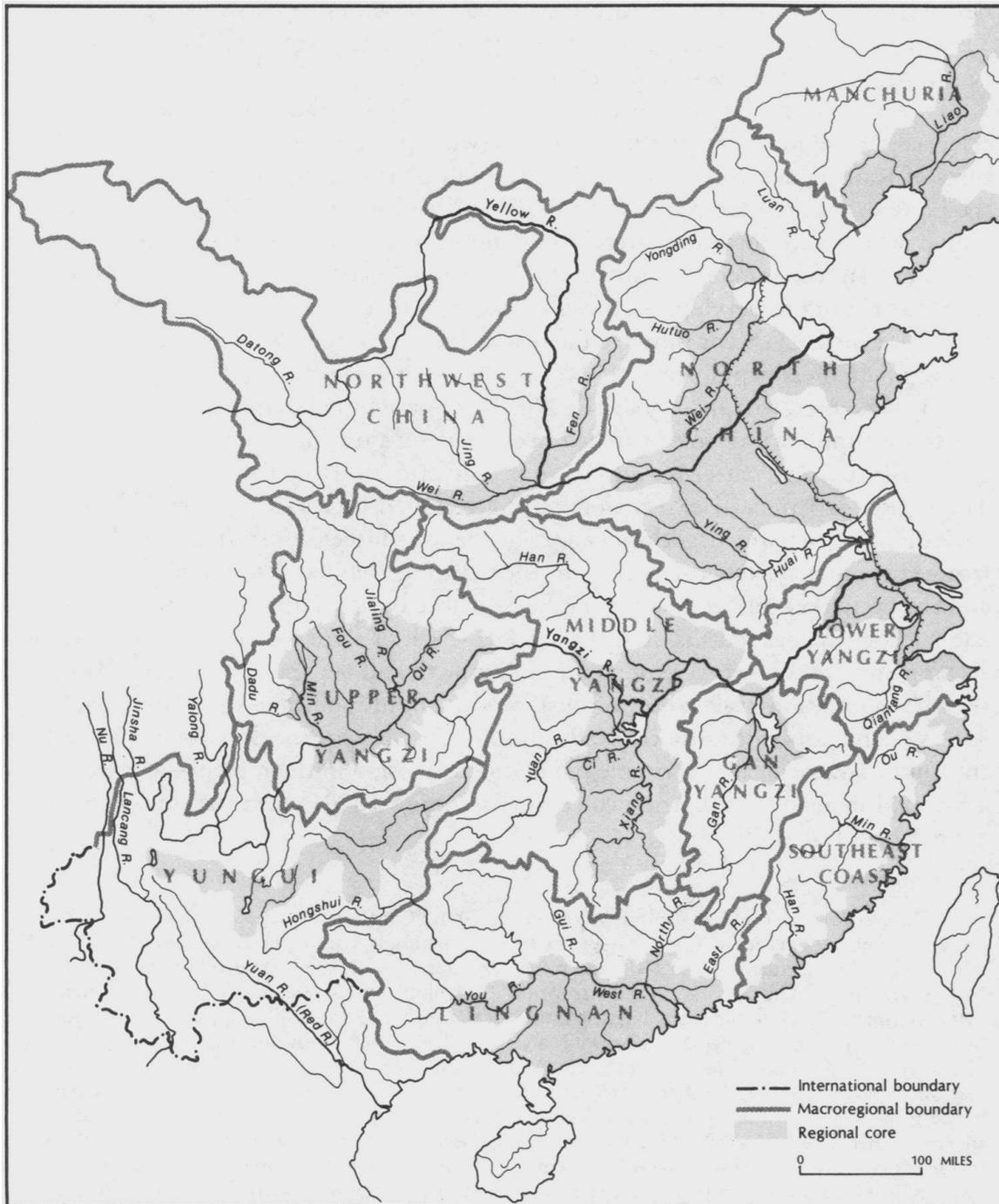
- 3) Use this map as a starting point for your own original research proposal or prospectus. Respond to the following prompts in complete sentences [10 points each].

- a. Identify a question that the map raises for you.
 - b. Explain why your question is historically significant (a.k.a. “So what?”)
- Imagine a perfect world where you have access to any relevant information.
- c. Describe as precisely as possible the kinds of data you would collect to answer your question.
 - d. Explain how these data would help to answer your question.
 - e. What tools would you use to help solve your question? If you would use ArcGIS, discuss the tools you would apply to your data. If you cannot remember the name of a tool, you can describe what it does. If you would not use ArcGIS, what other tools or methods would you use to answer your question?

Many different kinds of answers to Question 3 can receive full credit. Show me that you can ask, and begin to answer, intriguing questions about the history of rivers in China.

Scores for sections 1 and 2 are based on the clarity, logic, and evidence of your response. The score for Section 3 is based on your demonstration of creativity, historical reasoning, and problem-solving.

Sample Assessment Map



Source: G. William Skinner, "The Structure of Chinese History," *The Journal of Asian Studies*, Vol. 44, No. 2 (Feb., 1985), p. 273.

Final Project Peer Review Guidelines

Provide honest, constructive feedback to help make your peers improve their final project.

Explain your answers in as much detail as possible.

- 1) The paper's strongest point is

- 2) The main thing to work on is

- 3) The paper's argument is

- 4) The paper's title and section headings are

- 5) The historical significance of the paper's question is

- 6) The sources and credibility of the data are

- 7) The author uses other scholars' work to show

- 8) The visual design of the map(s) is

- 9) The prose style and grammar of the paper are

- 10) The citations are