Guoxue/National Learning in the Age of Global Modernity

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ABSTRACT: *Guoxue* as an idea and intellectual pursuit has a history of roughly a century in China. From its origins in the last decade of the Qing dynasty (1644-1911), it has been integral to the search for a past that is appropriate to the formation of China as a nation. At the same time, its constitution over time has varied with changing conceptions of the nation, as well as its place in the world. Interest in *guoxue* declined during the height of the revolution, from the 1940s through the 1960s, but has enjoyed resurgence since the 1990s among scholars and the general public alike. This time around, it expresses a newfound pride in the past that has accompanied success in development, as well as an urge to bring inherited cultural legacies and modes of scholarship into a global dialogue on culture. While very much rooted in the history of modern China, it also parallels in this new phase a reassertion globally of traditions suppressed under the regime of Euromodernity. Its content remains vague, however, and subject to contention from different ideological perspectives.

KEYWORDS: *guoxue*, *kokugaku*, national learning, global modernity, nativism, cosmopolitanism, ethno-epistemology, ruxue, Confucianism

This discussion will undertake two tasks. The first task is to place *guoxue* (national learning) within a contemporary global perspective, to suggest that while *guoxue* may be unique in the nationally defined epistemological territory (a “Chinese” way of knowing) it claims, its claims to epistemological particularism are anything but unique. Epistemological nativism, or a general valorisation of ethnoepistemology, is a pervasive (if not defining) characteristic of contemporary global modernity.

The second task follows from this first one: what are the implications for *guoxue* as a subject and method of its contemporary global context? While epistemological nativism may be a necessary step in the recovery of epistemologies erased by the universalistic claims of Euromodern ways of knowing, it needs to resist reduction to a parochial marker of national identity in a narrow, ahistorical nationalism. The articulation to other knowledges is necessary if *guoxue* is to be of epistemological significance beyond national boundaries, to contribute to broader human causes, and, ironically, to enable a more comprehensive understanding of the national past than through a narrow nationalism. Throughout the discussion, I will use *guoxue* rather than “national learning,” as I think the Chinese term guo suggests both more and less than the English term national, a distinction that may be necessary to grasping different understandings of *guoxue* even among its practitioners.

**Global modernity and the proliferation of knowledges**

Simply put, global modernity is modernity globalised. The consequences, however, are anything but global unification or global homogenisation. The political economic integration of the globe, which is usually what is understood by globalisation, has been accompanied by new fragmentations as well as the intensification of earlier ones. If I may cite a passage from a recent work of mine, 

The globalization of modernity needs to be comprehended not just in the trivial sense of an originary modernity reaching out and touching all, even those who are left out of its benefits...but more importantly as the proliferation of claims on modernity. So-called traditions no longer imply a contrast with modernity, as they did in modernization discourse. Nor are they the domain of backward-looking conservatism, except in exceptional circumstances – such as the Taliban. They are invoked increasingly to establish claims to alternative modernities (but only rarely to alternatives to modernity). They point not to the past but, taking a detour through the past, to an alternative future. They have even taken over from socialism the task of speaking for those oppressed or cast aside by capitalist modernity and pointing to different possibilities for the future.

At its paradigmatic simplest, modernisation discourse rendered the modernity/tradition binary into a zero-sum relationship: the more modernity, the less tradition; the more tradition, the less modernity. Modernity was understood in its Euro/American manifestations (or what I think is best described as Euromodernity): scientific/technological development, a sense of history driven by its commitment to progress, the political institutions associated with parliamentary democracy, and the social primacy of the individual. Except for the last item, socialist modernity shared in these basic assumptions of capitalist modernity. Modernisation, understood as development towards these characteristics, would relegate tradi-

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tions to the past and, ultimately, to oblivion. Indeed, its logical conclusion was that traditions themselves were inventions of modernity, not false but primarily ideological in substance. Euromodernity, universalised as Modernity as such, was all there was. [3]

Nevertheless, invented or not, the traditions refused to disappear. Those who spoke for traditions were labelled conservatives, which in these cases referred not just to a political (as in nineteenth century Europe) but also to a cultural phenomenon; indeed there was some puzzlement that so-called “cultural conservatives” (defenders of some native tradition or other, and therefore obstacles to urgent tasks of “westernisation,” confounded more often than not with modernisation) could on occasion espouse revolutionary politics. The questionable assumptions of these labels aside, there were fundamental reasons, beyond conservative persistence, why the traditions refused to disappear. Traditions, no less the invented than the inherited, were crucial to the formulation of a national identity in the traditions refused to disappear. Traditions, no less the invented than the inherited, were crucial to the formulation of a national identity in the process of nation-building, which was a cornerstone of modernisation. How to deploy traditions in the definition of national identity was a problem that faced all nation-building efforts, regardless of political inclination. The idea of tradition was burdened with a deep contradiction in a modernity premised on nationalism.

This aspect of the problem became evident in the 1960s, the decade of national liberation movements, when notes of nativism began to pervade the process of nation-building, which was a cornerstone of modernisation. How to deploy traditions in the definition of national identity was a problem that faced all nation-building efforts, regardless of political inclination. The idea of tradition was burdened with a deep contradiction in a modernity premised on nationalism.

At the same time, the global left was transformed in the process of accommodating new social voices, especially ethnic and national voices, which increased the possibilities of a left accommodation of previously conservative positions. As biologically inflected identity markers have moved to the foreground of discourse (such as race, ethnicity, gender, and even culture understood with reference to them), social categories such as class have nearly disappeared from the language of politics. Multi-culturalism makes it very difficult to repudiate any cultural claim on political grounds. Left positions have been confounded by the languages of post-modernity and, subsequently, postcolonialism, which acquired currency in the 1990s, at the same time as globalisation. While intensely sensitive to issues of hegemony, postcolonial criticism locates those issues to the cultural realm, replacing the conquest of imperialism with the conquest of Eurocentrism or Orientalism.

As culture increasingly became a force that shaped political alignments in the 1980s, it also contributed to a gradual blurring of the categories of an earlier political language, especially its classification of political positions around a progressive conservative-liberal-radical continuum, which had been premised on earlier assumptions of cultural progress and modernity in the critiques of modernity, questionings of the European Enlightenment, controversies over “Orientalism” that gave rise to postcolonial criticism, the challenges to the disciplinary organisation of knowledge, and the valorisation of new kinds of knowledge that challenged the domination of science. [4] It is easily forgotten these days, because of the turn they took after the 1980s, that these critiques of Euromodernity were products of the 1960s, when Euro/American modernity appeared as the incubator of imperialism, and Third World liberation movements offered alternatives beyond the existing Cold War capitalism/socialism binary.

The failure (or defeat) of these political movements in the course of the 1970s did not extinguish their cultural promise, but reprinted them increasingly as if they were issues in cultural debate rather than in the practice of revolution, erasing important class issues in the shaping of cultural relationships, and blurring the boundaries between elite culture and national culture in general. At the same time, more conventional “conservativisms” acquired renewed prestige due to the roles they played in the political and/or economic success of several societies. Of particular importance were the Islamic revival that attended the success of the Iranian Revolution of 1979, and the Confucian revival during the very same period that benefited from the developmental success of authoritarian East Asian societies that claimed cultural legacies for their success. It seems in hindsight that over the decade of the 1970s, cultural nationalism came to replace the idea of national liberation, which was not just cultural, or most importantly so. Further impetus to the so-called “cultural turn” came from the resurgence of religious politics in the homelands of Euromodernity, particularly in the USA.


ernisation. Indeed, as the Enlightenment vision that underlay Euromoder
ted on the inside (neoliberal critics of secular hu-
manism) and the outside (postcolonial societies that had experienced the
Enlightenment as colonisation), the result was the confounding of the very
temporalities that had endowed these terms with meaning.

If "global multiculturalism" has been one product of these changes, its
antimony has been the "Clash of Civilisations." Samuel Huntington’s 1993
essay was informed by a sense of the disintegration of modernity (what I
am calling Euromodernity). The "civilisations" that now challenged "West-
ern" dominance were products of distant but not bygone pasts. They were
modern, and it was their success in modernity that now empowered
their claims on tradition (or cultural identity). The clash was between modern
societies, each with its own vision of modernity defined in terms of civili-
sational pasts. The question this situation presents is how to explain the
dynamics and significance of the simultaneous globalisation of modernity
(capitalist modernity) and the proliferating claims to uniqueness and "dif-
fERENCE" it generates. It may be the ultimate question of what we have
come to describe as post-modernity, which I consider one aspect of a
broader global modernity.

**Legacies**

The global context is indispensable to grasping the revival of guoxue
since the 1990s, as well as the new challenges it faces as an intellectual
undertaking. It is interesting that the first formal calls for the revival of
guoxue in 1993 coincided with the publication of Samuel Huntington’s no-
torius “clash of civilisations” article. These calls were preceded, however,
by the Confucian revival among Chinese societies overseas, which had al-
ready had an impact on the PRC in the mid-1980s, and may have been one
of the inspirations behind Huntington’s article.

Questions concerning guoxue cannot be understood simply in terms of
the structural conditions of global modernity. While China’s placement in
global developments provides an indispensable perspective for contempo-
rary readings of guoxue, equally indispensable is the perspective of the
century-long development of guoxue, with all its ups and downs, which
continues to condition both its intellectual substance and the ideological
expectations invested in it.

In a cogent analysis of guoxue written in the late 1990s, Cheng Gang
(程鋼) and Cao Li (曹莉) draw on the work of scholars such as Chen Lai
(陳來) and Chen Pingyuan (陳平原), guoxue advocates who were at the
time professors at Peking University, to suggest that the trajectory of
guoxue as a field of learning has been shaped by the dynamic interplay of
two paradigms still apparent in differences among contemporary scholars
in the understanding of guoxue, and in the intellectual, cultural, and polit-
ical functions associated with it. ⁶ One paradigm, which may be described
as “nativist,” is traceable to late Qing/early Republican scholarship, of
which the foremost representative was the distinguished classical scholar
Zhang Taiyan (張太炎, 1869-1936). ⁷ This paradigm renders guoxue into a
means of identifying, and even representing a Chinese essence, or the na-
tional character; guoxue provides at once the locus of national identity and
a method for its analysis. The other, “cosmopolitan,” paradigm, was a prod-
uct of the May Fourth New Culture Movement (新文化運動, xin wenhua
yundong), which in its basic assumptions negated the nativist paradigm. It
was enunciated most explicitly by the liberal intellectual Hu Shi
(胡适, 1891-1962), at the time a professor at Peking University, who

6. Cheng Gang and Cao Li, “Wenhua minzu zhiyi yu wenhua shijie zhiyi” (Cultural nationalism and cul-
tural cosmopolitanism), in Wang Ning and Xie Xiaoyuan (ed.), Quanqiuhua yu houzhimin piping (Glob-
300-321, pp. 304-305.

7. “Nativism” here is my word, borrowed from studies of Tokugawa (guoxue) in Tokugawa Japan (see
below), and is useful because it is more specific than “nationalism,” which covers a wide variety of po-
litical and cultural positions, including those that oppose efforts to render the past relevant to the
present.

For a discussion of guoxue by Zhang Taiyan and Hu Shi, see the selections, “Zhi guoxuede
fangfa” (Method of guoxue) and “Yanjiu guogude fangfa” (Method of researching the national past),
respectively, in Hu Daqing (ed.), Guoxue dashi lun guoxue [Masters discuss guoxue], Shanghai, Eastern
Publication Centre, 1998, pp. 8-16.
interrupted by the Cultural Revolution, guoxue has once again become a matter of concern. (9)

Despite guoxue’s close ideological association with nativism, however, its practitioners have been open to other kinds of learning, notably, the “Western,” which has appeared to be a source of success in the modern world, just as native learning has been essential to a recognisable Chinese identity in that very same world. Maybe not all practitioners could live up to Wang Guowei’s dictum (王國維) that “in learning, there is no new or old, Chinese or Western, useless or useful.” (10) By the standards of their times, even the “nativists” were cosmopolitan scholars who supported the importation of “Western” learning as necessary for national survival, and combined the two kinds of learning in their scholarship. It may have been Zhang Zhidong’s exhortation (張之洞) in the late 1890s of “Chinese learning for substance, Western learning for function” that initially informed the first generation of guoxue advocates, but the rapidly advancing crisis of the Qing gave it additional impetus in the fears it created of the total loss of Chinese learning. This fear has been a driving force of guoxue, reinforcing its ties to “nativism” despite the cosmopolitanism in the practice of guoxue scholars. In a fundamental sense, guoxue has been a captive of its origins.

It was in nativist guise that guoxue discourse first appeared in Chinese cultural and political discussion in the early twentieth century, as one strand in an intensifying national consciousness. As with the kindred terms guocui (國粹, national essence,) and guohun (國魂, national soul), guoxue was one of the many terms of Chinese origin that were imported into Chinese in the early twentieth century after having been recomposed and endowed with a contemporary meaning in Japanese. (11) According to Martin Bernal, one of the earliest references to guoxue was in a proposal by Liang Qichao (梁啟超) in 1902 for the establishment of a National Studies Journal (國學報, Guoxue bao) “to preserve the national essence” in order “to nourish citizens (國民, guomin).” (12) The term gained currency with the establishment in 1905 of a Society for the Preservation of National Essence (國粹保存會, Guocui baocun hui) by a group of prominent intellectuals that included Zhang Taiyan, Liu Shipei (劉師培), Huang Jie (黃節), Deng Shì (鄧士), and the journal the society published from 1905 to 1911, the Guocui xuebao (國粹學報, The Journal of National Essence). By the time of the Republican revolution of 1911, guoxue discourse was firmly established in political consciousness.

By the time it entered Chinese political discussion, the term guoxue in its Japanese rendering, kokugaku (國學), already had a history of over two centuries in political and historical discussion. Kokugaku had been born out of critiques of the Tokugawa (徳川幕府, 1603-1897) crisis of the late seventeenth century, and reached its height in the late eighteenth and early nineteenth centuries, supplying the Meiji Restoration (明治維新) of 1868 with some of its slogans if not aspects of its ideology. Its target, ironically, was neo-Confucianism, which was compromised in the eyes of its critics in its service as the legitimating basis of the Bakufu (幕府), and appeared now as a foreign intrusion that long had distorted the Japanese polity as it had existed before the arrival of the foreign ideology around a thousand years ago. Kokugaku scholars sought in pre-Confucian Japanese texts the nature of this polity, and discovered it in the special nature of the imperial institution that distinguished Japan from China. Their answer was, therefore, to return power to the emperor, and cultivate among the population the pristine values of this pure Japan of the past so as to recreate this imperial community. That was one of the fundamental goals of the Meiji Restoration. In its unfolding over a period of nearly two centuries, the politics of kokugaku changed from reform of the existing order (expressed in the Confucian concept of zhongxing (中興, “middle revival through moral regeneration”) to its repudiation in the name of an order that had existed in a textual and imagined past (expressed once again with a term of Zhou Dynasty origins, fugu (復古), “restoring antiquity,” taken very literally in the Japanese context). The shift had significant consequences, as a distinguished historian of Tokugawa thought, Harry Harootunian, has written:

The intellectual history of this period is a transition between these two metaphors of restoration. In calling for a regeneration of the human order (chuko [中興, zhongxing]) it reminded men of the lessons of history; but a summons to restore antiquity (fukko [fugu]) liberated men from history into the understanding and flexible world of myth. A restoration of the latter kind could only mean a completely new political order, free from all those historical associations which chuko required as a condition of its success. (13)

Harootunian’s statement points to the implicit radicalism of kokugaku discourse, which in its desire to restore an ancient order had to repudiate the history that intervened between that order and the present. The liberation of history also enabled the re-imagining and re-invention of the past to be restored. Similar to the idea of revolution in later years, kokugaku restorationism demanded release from history. Unlike the idea of revolution, which justified this demand in the name of an imagined future, kokugaku discourse rested its case on an imagined past.

During the Tokugawa period, these arguments served to assert a native Japanese identity against the Confucianisation of Japan, and politically strengthened the case for restoring power to the Emperor, who had been relegated to the background of the Tokugawa order as a “principle” of politics. Following the Meiji Restoration, when the symbolic restoration of power to the emperor was accompanied by the reconceptualisation of Japan as a nation, kokugaku discourse turned to the articulation of Japanese uniqueness and autonomy in the creation of a modern civilization embodied by the nation. While competing visions of Japan led to differences among kokugaku writers, the discourse presupposed a unique Japanese cultural identity, more often than not discovered in literature (especially

9. It is important to underline here that for the post-1949 period, my references are strictly to the People’s Republic of China. These studies continued in Taiwan, Hong Kong, and even in the US and Europe, under the guise of “sinology.”
10. Wang Guowei, “Guoxue congkan xu” (Preface to series on guoxue), in Hu Duying (ed.), Guoxue dashi (guoxue, op. cit., pp. 41-44. While most prominent guoxue scholars were adepts at both kinds of learning, Guoxue in its emergence was partly a response to an increasingly widespread feeling after the abolition of the examination system in 1895 that the old Chinese learning was useless.
11. Zheng Shiqu, Wan Qing guocui pai: Wenhua sixiang yanjiu (The national essence group of late Qing: Cultural and Political Studies). Following the Meiji Restoration, when the symbolic restoration of power to the emperor was accompanied by the reconceptualisation of Japan as a nation, kokugaku discourse turned to the articulation of Japanese uniqueness and autonomy in the creation of a modern civilisation embodied by the nation. While competing visions of Japan led to differences among kokugaku writers, the discourse presupposed a unique Japanese cultural identity, more often than not discovered in literature (especially...
language), religion (神道, Shinto), and even an intangible and invisible Japanese emotional make-up, which also accounted for the unique emperor-centred political system. It was also burdened with the task of elucidating a Japanese national essence (kokusai [guocui]) that went back to the beginnings of time and was essential to fostering national consciousness and patriotism. Despite its new departures within a context of nationalism that drew much of its grammar from the inspiration of Euro-modernity, Meiji kokugaku discourse drew upon its Tokugawa antecedent to demonstrate that “the rise of the Meiji state was...the result of nationalism, rather than nationalism as the product of the nation-state.”

Kokugaku “central to discussions of Japan” from the 1890s was conjoined in these years to kokusui, which also gained currency from the 1880s in reaction to the seeming flooding of Japan by “Western” values and commodities. The timing was quite fortuitous where guoxue discourse is concerned. These were years in which the crisis of the Qing dynasty intensified an emergent national consciousness, and fears of national/cultural/racial extinction gripped a transitional generation of intellectuals, mostly products of the imperial examination system but living in a post-examination (1905) world. They were also years in which Qing intellectuals became familiar with Meiji Japan, and came to see it as a model of modernisation despite its imperialism in East Asia. The idea of a Japan that had modernised without giving up its essence no doubt impressed some of those intellectuals. One contributor to Guocui xuebao wrote that “as a country’s spirit lies in its national essence,” whether or not guocui existed determined a country’s existence. And guocui itself was nourished through its study. Through the slogan of “reverse the Emperor and oppose the foreigner” (尊皇攘夷, zunwang rangyi, or 尊皇攘夷, sonno joi), the Japanese had been able to summon the Yamato (大和, hiro, or 魂, hun, soul) to mobilise the people, and now enjoyed its rights.

There was much in common in the basic assumptions of kokugaku discourse and discussions of guoxue in the decade before 1911. Most important was the advocacy of return to a past that embodied the national essence. Japanese thinkers located it in the pre-Confucian origin of the imperial line. Chinese thinkers of the late Qing located the national essence in the late Zhou period, which had witnessed the flourishing of Chinese learning (at least it was becoming Chinese, rather than Zhou, by this period). Indeed, as Kang Youwei (康有为) had done with reference to Confucianism in the 1890s, guocui writers viewed post-Qin as a thought of Zhou learning because of its service to imperial rule, which itself had been contaminated by repeated foreign conquest of China. The latter was “ruler-learning” (君学, junxue), not “national learning” (guoxue). The proper model for social and political organisation was to be found in pre-imperial texts of the Zhou dynasty.

This accorded well with the politics of guocui writers who were involved in the anti-Qing revolutionary movement. It also reaffirmed the importance of intellectuals in society as the guardians of texts and, by implication, of the national essence. As in the case of the kokugaku writers in Japan, arguments for reviving antiquity had radical consequences in allowing for the imagination of political order free from the constraints of lived history. If this was conservatism, it was a conservatism that reaffirmed the necessity of radical change even as it argued for the fundamental importance of the distant past to contemporary action – “revolution as restoration” (or the reverse), as a recent study has put it. Guocui xuebao writers were not particularlyaverse even to changing the “national learning” of which they were guardians, as they believed that a “renaissance” much like the European Renaissance was necessary in order for ancient learning to serve the needs of the present. Indeed, writers for Guocui xuebao were themselves heavily influenced by intellectual currents from Europe. Their interpretations of the Chinese past drew heavily on the inspiration of contemporary theories of progress and social evolution, social (especially gender) egalitarianism, and Jean-Jacques Rousseau’s ideas of social contract. It may not be too surprising that one of them, Liu Shipei, would be the guiding light of Chinese anarchists in Tokyo after 1907. There was some resonance between the guocui group’s rejection of “ruler-knowledge” and Liu’s discovery of anarchism in the Chinese past.

Guoxue in the late Qing context had two tasks. The first was to rescue true learning (and hence the “national essence”) from its distortion under imperial rule, especially foreign imperial despotism, which was directed against the ruling dynasty. Second was to make sure that as new learning was introduced to China from the “West,” it remained subservient to the ethical demands of “national learning” that guaranteed the preservation of a Chinese essence. The introductory essay to the journal by Huang jie stated that the preservation of guoxue was essential to national independence: just as it was possible for a nation to be enslaved by another, it was also possible to become a slave-in-learning (學奴, xuenu), which would also doom the possibility of national independence. Another author, Xu Shouwei, slightly modifying Zhang Zhidong’s famous dictum of “Chinese learning for substance (實), Western learning for function (用),” stated that “guocui was the study of spirit (精神, jingshen), Europeanisation (歐化, Ouhua) was the study of form.” The same author stated in another essay that each nation had its own “national spirit” (or soul, hun), and the ultimate task of guoxue in China was the preservation of this soul, the establishment of which went back to the Yellow Emperor (黃帝). Though Guocui xuebao authors were ambivalent toward Confucianism because of its entanglement in “ruler’s learning,” this author also described Confucius as the model practitioner of guoxue.

19. Deng Shi, “Guoxue wuyong bian” (Refuting the uselessness of guoxue), in ibid., vol. 2, part II, pp. 632-635, originally published in Guocui xuebao, no. 30 (June 1907). Deng argues that what is useless is not guoxue, which had been suppressed during the imperial period, but “ruler’s learning,” Guoxue, on the other hand, has many contemporary uses.
In my references in this discussion to Guocui xuebao authors, I do not mean to suggest that these authors were all of one mind, or that discussions of guoxue constituted a unified, homogeneous discourse. Rather, my goal is to identify certain assumptions that these authors shared that gave them something of a common intellectual and political identity. It is also important to note that while Chinese authors were familiar with kokugaku discourse, and shared with it a common language, that was by no means the only discourse they drew upon for inspiration, as the discussions freely referred to other instances of national discourse and national well-being from ancient Rome to contemporary Italy, from the Renaissance in Europe to the Monroe Doctrine in the United States (as its “soul”).

It should be evident from this brief summarisation that guoxue discourse was not only or primarily about learning. Guoxue as an intellectual field was the product of an emergent national consciousness of the late Qing, and the learning it advocated was intended to define and preserve a Chinese national identity. Since guoxue writers repudiated the actual, living, Chinese identity that was the legacy of history, they assumed responsibility for constructing such an identity. The identity “discovered” in ancient texts was inevitably an identity invented in the present, since those texts lent themselves to different readings and were to undergo a further transformation in a “renaissance” rendering them relevant to the present.

In other words, guoxue in its emergence was shaped by the nativist paradigm demanding that native learning, as imbedded in the texts and individual exemplars of antiquity, serve as the foundation for, and a guardian over, the learning that was necessary to establishing a modern nation. It was also nativist in its identification of China with the Han nationality. Guoxue from its origins meant something along the lines of “Han national studies,” putting the emphasis on the ethno-national rather than the state sense of the word “guo.” Whatever purpose it may have served in the cause of Han nationalism, the identification was not necessarily positive in its consequences for native learning. What earlier had been “the” learning was now transformed into one learning among others, which needed to be defended and preserved because of its function in defining national identity, but for the same reason was restricted in appeal and relevance by its national belonging.

Guoxue may be viewed from a global perspective as one response among others to the contradictions created by nationalism under the hegemonic circumstances of Euromodernity. Establishing a nation and avoiding extinction (as Late Qing intellectuals saw it) required wholesale importation of EuroAmerican learning, and the transformation of native institutions to respond to the demands of nationalism. But this very requirement immediately raised the question of what the nation itself might be if society was to be remade in the image of models from the outside. The society as it existed offered no answers, as it was viewed widely as the problem requiring the solution. It made some sense, at least from certain perspectives, to find the answer in some imagined antiquity that necessarily rejected the history that had brought about the present, but still provided some connection with the past. It is tempting to observe, indeed, that the contradiction was resolved in this case through the “sinicisation” (中僑化, Zhongguohua) of the ancient past. The solution obviously had parallels in Japanese kokugaku, which played a direct part in the Chinese formulation by providing a neighbourly example as well as a new political language. But parallels may be found further afield in the Slavophile responses to nation-building in nineteenth century Russia, the re-writing of history in twentieth century Turkey, the return to a pre-Optoman past in Arab nationalist historiography, or the search in Indian historiography for an authentic native past in pre-Mughal times. Others could be added to the list. Suffice it to say that in all these instances, the search for a modern national identity in the textual traditions of remote antiquity has been driven by an urge to overcome entrapment between “the West” and the immediate past held accountable for the predicament of the nation.

While the content of guoxue has undergone significant transformation over the past century, initial identification with a national essence or a hallmark of national identity has remained its defining feature. New Culture radicals rejected important aspects of the past that National Essentialists had sanctified, but their own version of guoxue underlined the importance of the past to the contemporary project of modernity. A “scientific” understanding of the past was necessary as the foundation for a nation of intelligent citizens. Their cosmopolitanism was intended not to negate the nation but to establish it on firmer modern grounds. The “Re-organisation of the nation’s past” (震理國故, zhengli guogu), identified with the names of Hu Shi and the iconoclastic historian Gu Jiegang (顧颉剛, 1893-1980), did not merely negate the inherited legacy. More importantly, the very historiographical issues raised in the questioning of the past opened up new horizons in the understanding of the nation and what, therefore, should be the proper content of guoxue. In his pursuit of conflicting representations of the past, imbedded in different versions of past legends, a historian such as Gu achieved a new understanding of China’s ethnic and cultural complexity and the need, therefore, to question the very idea of “China” (zhongguo) inherited from the past. Gu was not a Marxist, but he shared with the Marxists a conviction gathering strength in the 1920s that history proper needed to be grounded in society. Over the next decade, the Marxist turn in Chinese historiography called for research into Chinese society, its social formations, and its ideological productions. Marxist historians suffered from an unquestioning theoretical and conceptual universalism, but there is little question as to the significance of the issues they brought into Chinese history and therefore into guoxue.

The historicisation of the past would negate the central idea of a history-less national essence that justified guoxue discourse. But historicisation also opened up new locations of culture, or “other possible Chinas,” that challenged the boundaries of guoxue. Individuals whose scholarly career had preceded and in part shaped the May Fourth period, and who would leave a long-lasting influence on guoxue—the “four great tutors,” Liang Qichao, Wang Guowei, Chen Yinke (陳寅恪), Zhao Yuannen

26. Ibid.

27. Rather than “cultural conservatism,” guoxue, as well as similar undertakings in other societies, may be described more accurately as instances of “cultural nationalism,” as they were anything but conservative in their demands for change. For interpretations that stress the conservatism of guoxue, see Martin Bernal, “Lu Shih-p’ei and National Essence,” op. cit., and Laurence A. Schneider, “National Essence and the New Intelligentia,” in Charlotte Furth (ed.), The Limits of Change: Essays on Conservative Alternatives in Republican China, Cambridge, MA, Harvard University Press, 1976, pp. 57-89. Most of the essays in this volume used the term conservative with reference to culture, as “cultural conservatism,” in order to overcome the difficulty that most individuals and groups described as conservative were also political radicals. A good discussion of cultural nationalism, with reference to Japan, is to be found in Kosaku Yoshino, Cultural Nationalism in Contemporary Japan: A Sociological Enquiry, London, Routledge, 1982.

values that pointed to the “essence” of being Chinese. The answer was revolutionary upheaval of the 1920s that had brought it into power and the discursive products of liberalism and Marxism on cultural degeneration by ideas of legitimacy in the revival of native values. Kuomintang rule, following the newly established revolutionary government that nevertheless sought legitimization, was also important in academia in calls for “making Chinese” the disciplines that were only then in the process of being introduced into the universities. It was present in the calls for a “third culture” (第三種文化, di san zhong wenhua) that, with the idea of Zhongguohua in general, presupposed a “national character in learning.” (32) This, of course, also further deepened the question of what constituted “Chineseness.” (33)

These issues of the 1930s, much more than those of the May Fourth period, set the stage for discussions of Chineseness, Confucianism, and guoxue since the 1980s. There were discussions earlier in the late 1950s, no doubt, but the adverse political implications of guoxue rendered it politically undesirable and intellectually suspect. The consistent historicization of the past, this time a Marxist historicization, moreover, deprived the subject-matter of guoxue of all but historical significance. The dehistoricization of the past was arguably a precondition of the re-emergence of the ideas associated with guoxue since the 1980s.

Indeed, a historical perspective on guoxue suggests that in addition to the two paradigms (primarily spatial) informed by nativism and cosmopolitanism, our understanding would benefit from recognition of historicism and essentialism as two further paradigmatic dimensions. The interplay of these paradigms opens up the possibility of diverse understandings of guoxue, from exclusive understandings that at the extreme restrict it to Confucianism, or maybe Daoism and Confucianism, as quintessentially Chinese philosophies and value-systems, to open-ended understandings as an account of the historical formation of Chinese society, with its own changing historical characteristics.

This breadth of coverage, with all the intellectual and ideological differences it contains, may have been one reason for the difficulties guoxue faced as a realm of critical knowledge, and possibly encouraged its identification with issues of national essence, which are driven more by conviction (and ideological work by the state and intellectual elite) than by evidence of the spatial

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29. Liang Qichao (1873-1929) was one of the foremost and seminal intellectuals, journalists, and scholars of the twentieth century, responsible early on for introducing into Chinese thought new ideas from Europe, the US, and Japan. Wang Guowei (1877-1927) was a philosopher, philologist, literary historian, and a specialist on the German philosopher Arthur Schopenhauer (1788-1860), whose philosophy he deployed in his historical analyses. Chen Yinxin (1890-1969) was a linguist trained in Tokyo, Berlin, and Paris who was notable for his work on the Central Asian connections in Sui (581-618) and Tang (618-907) histories. Zhao Yuanren (1892-1992) was a linguist trained at Cornell and Harvard universities, a one-time president of the American Linguistic Society, and professor at the University of California-Berkeley. These four distinguished intellectuals/scholars were remarkable for their global approach to Chinese studies. They came together briefly in the 1920s in the short-lived Institute for Chinese Studies (guoxue yuan) at Tsinghua University. Their work provides a model that has been adopted by the recently (re)-established Academy of Chinese Learning at Tsinghua (清華大學儒學研究所, Qinghua guoxue yanjiu yuan).


33. Ibid.
and temporal homogeneity of Chinese people around the world. Chineseness, the product of history, is rendered in the essentialist perspective into the producer of history. Likewise, guoxue, a product of modern national consciousness, is made into its bedrock to testify to the antiquity of the nation.

It is possible, however, that guoxue as a realm of learning also suffered from the reorganisation of learning in the process of building a higher education system after Euromodern models. For one thing, the appropriation of guoxue for nationalism also made it into merely a "national" form of learning, the property of one nation that is irrelevant to others. As I noted above, what had been "the" learning in the past was rendered into one learning among others with only marginal claims in an educational system that was presumably founded upon universalist assumptions. In such a context, guoxue itself becomes subject to the disciplinary requirements of modern academia. According to Tze-ki Hon, the prominent intellectual (and later anarchist) Liu Shipei in one of his contributions to *Guocui xuebao* "examined more than a dozen types of learning that supposedly appeared in Pre-Qin China, including psychology, ethics, logic, sociology, religion, law, mathematics, military education, natural science and fine arts." [34] In ensuing years, with the establishment of the modern disciplines in Chinese universities, guoxue itself, when it existed as an academic unit, existed as one among many others that studied the Chinese past, now with the authority of modern science and academic division of labour (for example, the short-lived Tsinghua Institute of Chinese Classics, now the model for Humanities at the University). [35] One prominent historian educated abroad went so far as to declare that if the past was to be understood, guoxue should be abolished. [36] In other words, in addition to being ideologically suspect in the eyes of progressives in academia, guoxue also suffered from a diffuseness of subject-matter (or, conversely, insistence on a holistic understanding of it) that clashed with the disciplinary requirements of the Euromodern organisation of learning.

*Guoxue* also retreated with advances in the knowledge of the past brought about by new disciplines, including the very practise of *guoxue*. Archaeology was one discipline with revolutionary implications for rewriting the past. A wilful resistance to archaeological evidence in the name of the sanctity of the written classics, as in the case of Zhang Taiyan, could not be sustained except as the eccentricity of a brilliant maverick. [37] But the diffusion of *guoxue* concerns across academic disciplines also meant that where guoxue had a disciplinary identity, the identity was conditioned by methodological boundaries of philological and textual research. From an intellectual perspective, this may be similar to the transformation of sinology (or other Orientalisms) in EuroAmerican universities from the analysis of all aspects of entire civilisations to narrow (and largely marginalised) purveyors of philological and textual research. In fact, some scholars have described *guoxue* as a Chinese version of foreign sinology, richer than the latter by virtue of national affinity to the past, but otherwise relegated to a similarly restricted domain. Aside from problems of ideology, intellectual boundaries, and methods, recognition of the disciplinary predication of *guoxue* is important in assessing its current possibilities and the challenges it faces in a new context of global modernity.

**Guoxue/global modernity**

Cheng Gang and Cao Li have observed shrewdly that there has been a shift in recent years in both the advocacy of *guoxue* and its intellectual environment. They have argued that over the years, *guoxue* has been nourished by sense of "lack" – a sense that China lacked the integrated wholeness of Western society, as well as a feeling that Chinese culture lacks a centre, or that the centre is perpetually receding. [38] This sense of lack has been replaced since the 1990s with a newfound sense of success in modernity. It is currently a sense of confidence that drives the *guoxue* revival.

The international environment likewise has changed. Postmodernism has called into question the temporalities of modernisation, so that there is now no clear distinction between what is conservative or progressive. It has also encouraged a relativism that enables the recognition of value in different thought and value systems, and rejects imposing on weaker societies the value standards of the powerful. The importation of these ideas to China has also enabled renewed confidence in the assertion of Chinese difference. [39]

These are important insights. And yet, we must remember not to confuse intellectuals’ postmodernism with the universal or general acceptance of relativistic arguments. These years have also seen the hardening of cultural boundaries in the upsurge of cultural nationalism that inspired Huntington. The increased recognition of difference has liberated many from unipolar modes of thinking, but it has also brought increased friction, as ethnic and cultural boundaries are hardened with the reification of culture and assumptions of homogeneity within national or ethnic boundaries – by liberal multiculturalism on the one side, and an elevated ethnic, racial, and religious consciousness among more conservative populations. The celebration of difference, accompanied by deadly conflict over difference on a daily basis, is a pervasive feature of global modernity. Difference is not just an intellectual question; it is also political and therefore entangled in questions of power and hegemony.

I think this context is of necessity the point of departure for any contemporary consideration of the domain and tasks of *guoxue*. Before I state my understanding, let me make two observations that underlie my understanding. What is not in question is whether or not *guoxue* is a legitimate public/intellectual and academic domain. That question has already been answered by the enthusiastic response in both academia and among the public to the call of *guoxue*. While the advocacy of *guoxue* raises both cultural and political issues that call for critical attention, there is obviously nothing wrong or automatically progressive in the appreciation of past legacies in China or elsewhere; nor is there any self-evident justification for political policing of what legacies may be admissible – unless, of course, we wish to advocate thought control of one kind or another.

It does not follow, however, that *guoxue* is therefore a universal, or the most fundamental, cultural force in contemporary Chinese lives, which are caught up in the material and cultural commodity circulation of global capitalism. *Guoxue* may currently serve a number of needs, from the political to the cultural, spiritual, and intellectual. But beyond these needs is the very status of *guoxue* itself in a new context of globalised commodity
culture. Indeed, while guoxue is open to use as an antidote to the cultural commodities in global circulation, it is itself caught up in the gravitational field of the latter, not just in public but also in academic life. In other words, guoxue itself is available as a commodity for cultural consumption at many levels. This may make it more difficult to define than ever before. At the same time, it may also suggest a point of departure in sorting out the tasks of guoxue as a critical undertaking at this juncture: explaining how this situation has come about.

Critical understanding of guoxue demands a critical understanding of the history of guoxue in relation to other ways of understanding the past. It is important to understand why guoxue has been controversial over the years. As with other civilizational claims of the contemporary world — from Christian to Moslem to Hindu to proliferating indigenous claims, among many others — the resurgence of the learning associated with guoxue represents at one level a release from the hegemony of a Eurocentric modernity. The denial of a centre to modernity, however, presents its own predicament: a loss of common standards of what is and is not appropriate knowledge. The loss of a commonly shared critical standard also makes it easier to subject learning to the claims of ideology, whether of nations, classes, or other social groups. Guoxue should be a point of departure for new kinds of investigation: of its own past, as well as of emergent practices of national learning globally. The rendering of guoxue into a marker of national identity severely limits its epistemological claims by making them into functions of national identity. Guoxue needs also to explore the supranational possibilities of varieties of national learning. Those who have pushed the frontiers of guoxue in the past have done so through openness to cultural complexity within China, and to global perspectives on Chinese society — both in the scope of their investigations and in their methodological assumptions. In post-revolutionary China, the history of guoxue includes the history of the revolution, and needs to be understood in that context. It also includes national struggles with Eurocentric hegemony, which now have been replaced with the ideological multi-polarity of global modernity. That, too, is part of its constitution.

Secondly, after a century of preoccupation with Euro/American hegemony, it makes sense to adopt a more global perspective on cultural comparison than that implied by Chinese/Western binarism, which also suggests that the only desirable response to Eurocentrism is Sinocentrism. Indeed, if the goal is truly to discover what may be unique to Chinese society in terms of values, comparison with the modern “West” hardly provides a sufficient basis. This preoccupation with Euro/America, in China as in other like societies, is a major force in perpetuating Eurocentrism. There is little political or academic incentive in pursuing questions of learning through comparison between societies of the South, as well as indigenous societies, but this in fact would be a major contribution of a guoxue genuinely free of Euro/American intellectual hegemony. While it may seem degrading to the more civilization-minded to compare Confucian or Daoist ideas to the outlook of indigenous peoples, the holistic ecological outlook implicit in such ideas as tianren heyi (天人合一, unity of heaven and humans) or tian di ren ren (天地人, heaven/earth/human), deemed to be fundamental to a Chinese value-system, are ideas that are quite commonly found in indigenous philosophies. There is much of human significance to be gained from placing post-Euromodern readings of Confucian, Daoist, or Buddhist values within the context of post-Enlightenment critical indigenism that shares the common goal of revitalising holistic views of humans, society, and nature to remedy the deficiencies of advanced capital-
with “national studies” elsewhere, which take the nation as a point of de-
parture to inquire critically into both its internal constitution and its place
in the world. This, too, requires a guoxue that is not shrunk into a marginal
discipline but is in constant exchange with other disciplines – and not just
the humanities. (45)

Guoxue in China faces challenges similar to those of other national/civil-
isational/ indigenous legacies of learning that currently demand a hearing
as constituents of global modernity. Dialogue with these various legacies,
including the Euro/American, is essential to assessing its own particulari-
ties among different value and knowledge systems. It is also a necessity for
overcoming a parochial incarceration in nationalist ideology in favour of a
more universalistic appreciation of China’s contribution to the global
storehouse of ideas and values.