Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit History Phone 4066

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)
   - [ ] New Course
   - [ ] Course Revision
   - [ ] Course Prefix Change
   - [ ] Course Number and/or Title Change
   - [X] Catalog Description Change

   Current course prefix, number and full title: HIST 334 History of Modern China

   Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate
   This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)
   - [X] Learning Skills
   - [ ] Knowledge Area
   - [X] Global and Multicultural Awareness
   - [ ] Writing Across the Curriculum (W Course)
   - [X] Liberal Studies Elective (please mark the designation(s) that applies - must meet at least one)
     - [X] Global Citizenship
     - [ ] Information Literacy
     - [ ] Oral Communication
     - [ ] Quantitative Reasoning
     - [ ] Scientific Literacy
     - [ ] Technological Literacy

3. Other Designations, as appropriate
   - [ ] Honors College Course
   - [ ] Other: (e.g. Women's Studies, Pan African)

   Asian Studies

4. Program Proposals
   - [ ] Catalog Description Change
   - [ ] Program Revision
   - [ ] Program Title Change
   - [ ] New Track
   - [ ] New Degree Program
   - [ ] New Minor Program
   - [ ] Liberal Studies Requirement Changes
   - [ ] Other

   Current program name:

   Proposed program name, if changing:

5. Approvals
   - Department Curriculum Committee Chair(s)
   - Department Chairperson(s)
   - College Curriculum Committee Chair
   - College Dean
   - Director of Liberal Studies (as needed)
   - Director of Honors College (as needed)
   - Provost (as needed)
   - Additional signature (with title) as appropriate
   - UWUCC Co-Chairs

   Signature 1-3-1-13 1-31-13 3-2-1-13 3-27-13 4-1-1-13
   Date

   Received APR 17 2013
   Received APR 15 2013
   Received MAR 27 2013

   Liberal Studies  Liberal Studies  Liberal Studies
Part II.
1. New Syllabus of Record

Catalog Description
HIST 334 History of Modern China

Prerequisites: Sophomore standing and 3 cr of college history

The history of China from the late Ming to the present. The Late Imperial political, economic and social systems and the problems they faced in the 19th century. Reforming China from the Self-Strengthening to Mao. Revolutionary society and its discontents. The reform era and China today.

IIa. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

Students will be able to:

Objective 1:
Explain the major themes in Modern Chinese History

Expected Student Learning Outcomes 1 and 2:
Informed and Empowered Learners

Rationale:
Assignments will require students to demonstrate their ability to analyze the major themes in Modern Chinese history. Some of these themes are Ming-Qing China as an early modern society, the multi-ethnic nature of the Qing Empire, the ecological and diplomatic problems of the empire after about 1800, the shi class and their relations with the state and with commoners, the yangwu movement of the Late Qing, the relationship between the New Policies and the Xinhai Revolution, May Fourth, the impact of the 20th century revolutionary parties, the impact of Maoism and the reasons for the success of Deng's reforms. As Informed Learners students will demonstrate knowledge and understanding of: - the interrelationships within and across cultures and global communities. This is a particularly important issue after the Treaty of Nanjing. As Empowered Learners students will demonstrate: - critical thinking skills including analysis, application and evaluation - reflective thinking and the ability to synthesize information and ideas. Students will demonstrate these skills in their papers and exams.

This objective meets the Informed Learners Outcome as a Liberal Studies elective and specifically as an Information Literacy elective

Objective 2:
Students will demonstrate their understanding of the major themes in the historiography of Modern China.

Expected Student Learning Outcome 2:
Empowered Learners

Rationale:
Assignments will require students to demonstrate their knowledge of the major debates in the historiography of Modern China. Some of these debates are those over Sinfication and Manchuism,
Cohen’s ideas about China-centered history, the debate on peasant immiseration, the Warlord era as China’s Golden Age, debates on the reasons for the success of the CCP in taking over China, and on the importance of the 1949 divide. As Empowered Learners students will demonstrate: - critical thinking skills including analysis, application and evaluation. -reflective thinking and the ability to synthesize information and ideas. Students will demonstrate these skills in their papers and exams.

**Objective 3:**
Students will identify and examine primary and secondary sources

**Expected Student Learning Outcomes 1 and 2:**
Informed and Empowered Learners

**Rationale:**
The current syllabus includes both primary sources (Baumler, Xie Bingying, Liu Shaoqi Rae Yang) and secondary sources (Brook, Lary, Russo, etc.) Assignments will require students to analyze both primary and secondary sources. As Informed Learners students will demonstrate knowledge and understanding of: -the past and present from historical, philosophical and social perspectives As Empowered Learners students will demonstrate: - critical thinking skills including analysis, application and evaluation -reflective thinking and the ability to synthesize information and ideas. Students will demonstrate these skills in their papers and exams.

**Objective 4:**
Students will demonstrate their understanding of the complex relationships between dominant and non-dominant groups in Chinese society.

**Expected Student Learning Outcomes 2 and 3:**
Empowered and Responsible learners

**Rationale:**
Assignments will require students to demonstrate their ability to analyze these issues. Ethnic and class identity will be particularly important in the sections on the Qing and the Communist revolution. Women, gender and the family will be particularly important when discussing May Fourth. As Empowered learners they will demonstrate:- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources. As Responsible Learners students will demonstrate:- an understanding of themselves and a respect for the identities, histories, and cultures of others. We will discuss how Chinese have dealt with some of these issues in the past. Students will demonstrate these skills in their papers and exams.

**III. Course Outline**

**Readings**
Each week you will need to read both the common readings (stuff from the books you bought) and at least one of the other articles/chapters. You can pick whatever interests you most from the optional readings. All readings should be done for the first day of the week we will be discussing them.

**Week 1 World of Qianlong** Qianlong as Son of Heaven. Qing as a multi-ethnic empire

Crossley 21-43
- Elman, Benjamin A. "Political, Social, and Cultural Reproduction via Civil Service Examinations in Late Imperial China." *The Journal of Asian Studies* 50, no. 1 (February 1, 1991)

**Week 2 Confusions of Pleasure** Commerce and culture in Ming and Qing China. Merchants and elite status, growth and its discontents.

Brook, *The Confusions of Pleasure*, entire


**Week 3 Sources of disorder** Peasants, poverty and rebellion. Managing local society and popular responses to state control

-Crossly 44-65


**Week 4 Foreigners and opium** Trade with Europeans and others, opium, the Opium Wars and evolution of treaty port society

Crossley 70-97
-Opium, 1,2

-William T. Rowe "Money, Economy, and Polity in the Daoguang-Era Paper Currency Debates" *Late Imperial China* 31.2 December 2010


"Kingdom Come? The Protestant Heyday in Fuzhou, 1912-1922" from Ryan Dunch Fuzhou Protestants and the Making of a Modern China 1857-1927 Yale, 2001

**Week 5 Taiping and restoration** Taiping and Tongzhi. Restoring the Imperial order and the Qing reformers

Crossley 100-132

*Opium* 3-5
- Mary Rankin, "Alarming Crises/Enticing Possibilities: Political and Cultural Changes in Late Nineteenth-Century China" *Late Imperial China* Volume 29, Number 1 Supplement, June 2008
- William Charles Wooldridge, "Building and State Building in Nanjing after the Taiping Rebellion" *Late Imperial China* 30.2, 2009

**Week 6 New Policies, New China** Boxers, reform and Revolution.

Crossley, 133-162
*Opium* 6-9

**Week 7 New Culture, new language, new family**
Crossley 162-179
*Opium*, 14
- Gina Russo, "Kiss and Tell: Kissing and the creation of the modern woman in 1930's Shanghai" IUP History Department Honors Thesis, 2008

**Week 8 Warlords and Whampoa** China in disintegration and the first revolutionary parties
Crossley 180-206
*Opium*, 10-13
- Peter Worthing, "Toward the Minju Incident: Militarist Conflict in Guizhou, 1911-1921" *Modern China*, Vol. 33, No. 2 (Apr., 2007)
Week 9 Nanjing Decade  Northern Expedition and China on the march. Developmental state and fascism

Opium 15-17


Week 10 Jiangxi to Yenan  Communists, Mao, and peasants. Strategies of revolution


-Mao Zedong "Preliminary Conclusions of the Land Investigation Campaign"


-Liu Shaoqi "On Inner-Party Struggle" from Saich, Tony, and Benjamin Yang, eds. The Rise to Power of the Chinese Communist Party: Documents and Analysis. M E Sharpe Inc, 1996. (There is a lot more stuff in this book if you want to find something else to read.)


Week 11 War of Resistance Against Japan  War and its impact on the nation and the people

Lary, entire

Opium 17,18

-Mao Zedong Economic and Financial Problems in the Anti-Japanese War


Week 12 Liberation and building New China  The many meanings of 'Liberation' and another New China
Crossley 207-236
Opium 19
-Liu Shaoqi How to be a Good Communist

Week 13 Cultural Revolution Political, economic and social impact of the Great Proletarian Cultural Revolution Crossley 237-245
Spider Eaters, entire
-http://www.morningsun.org (You can analyze this as a primary or secondary source)

Week 14 China since Mao From plastic toys to I-pads
Crossley 246-end
-Guo Yingjie and He Baogang "Reimagining the Chinese Nation: The 'Zeng Guofan Phenomenon'" Modern China 25.2 (Apr. 1999)

Final Exam 2 hours

Grades
Mid-term 15%
Final 20%
Short papers 5 x 10 = 50%
Quizzes 15%

Quiz assignments
On the first day of each week you will need to bring in a two paragraph reaction to one of the (non-book) readings. This could be a summary of one of the main points you think the author is making, a critique of their points, something about how you would relate it to something we (or you) have read before, anything. Everyone needs to contribute to the class, and you can't do that if you have not done the reading. These and all the other assignments we do in class will be part of your quiz grade.

Short papers
Five times during the semester you will need to write a longer, two or three page
analysis of one of the assignments that is not from our assigned books. Some of these are primary sources but most are secondary. Two of these will have to be done before the mid-term and two after. Guidelines for writing an article/chapter review are here, and guidelines for writing a primary source analysis are here. These are due on on the Monday the readings were due. You may do more than five and toss out the low grades, but no more than one in a week.

Grading scale

90%+ = A
80-90 = B
70-80 = C
60-70 = D
Below 60 = F

VI. Undergraduate Course Attendance Policy

This course will follow the official IUP attendance policy, as described in the IUP Undergraduate Catalog

VII. Required Textbook

Books


Non-textbook reading

-Baumler, Alan. Modern China and Opium: A Reader Ann Arbor, University of Michigan Press, 2005

VIII. Special Resource Requirements

None

IX. Bibliography


Part II.

2. Summary of the proposed revisions.
   1. Objectives – the course objectives were revised from the original syllabus of record and aligned with the Expected Undergraduate Student Learning Outcomes (EUSLO) and Common Learning Objectives
   2. Updated readings
   3. Updated bibliography.

Part II.

3. Justification/Rationale for the revision.

The course is a currently approved Liberal Studies Elective and Non-Western Course. The revisions will allow it to remain as a LS Elective and qualify as Global and Multicultural Awareness.

**Global and Multicultural Awareness justification**

The course deals primarily with non-dominant cultures. Cultures are presented on their own terms, going beyond mere description of a culture. Students will examine the ways Chinese people have established systems of values, norms, and ideas. Students will be enabled to gain knowledge of the past and interrelations among communities.

**LS elective justification**

The course addresses critical-thinking and scholarly discourse. There is content that addresses the contributions of racial minorities and of women. The course extends beyond core concepts.

**Liberal Studies Elective Competencies** (this course meets the standards for information literacy)
Information literacy students will analyze various types of sources, both primary and secondary. They will demonstrate their ability to analyze these sources in the papers and exams.
Liberal Studies Course Approval General Information

1. This is not a multiple instructor or multiple section course.

2. Although the readings for the course will vary from semester to semester the current version is typical in that includes one work that deal extensively with the role of women. (Yang) The course also includes readings on the relationship between ethnic majorities and minorities, most notably the Manchus and the issues of ethnic identity in modern China.

3. Although the readings for the course will vary from semester to semester the current version is typical in that includes three non-textbook works of fiction or non-fiction.

   - Baumler, Alan. Modern China and Opium: A Reader Ann Arbor, University of Michigan Press, 2005

4. Although this course will enroll both majors and non-majors it does not assume any knowledge of Chinese history or of historical method.
Sample assignment
Writing an article (or chapter) review

When I ask you to write a review of a scholarly article or book chapter there are a number of things you need to do. (There are different guidelines for writing an analysis of a primary source.)

-Step one is picking an article, assuming I have not done it for you. You need to look for something that is enjoyable and that you can review. By enjoyable I mean something that you are interested in. There are zillions of articles out there, why waste your time on something you don't want to do? The article also has to be something that you are capable of commenting on. If is is a highly technical discussion of the development of the hermeneutics of hadith under the Abbasids and you have no idea what any of those words mean it is probably not for you. A review-able article is one that you can engage with and say something about. Note that if I have asked you to select an article part of your grade is based on how well you have done it. If you have picked a rotten article you can't say much about it and thus can't get as good a grade as someone who picked a good article. Read the first few paragraphs or the abstract to be sure you will be able to work with this article. Articles will sometimes have clearer introductions than book chapters, but with both of them you should be able to get a good idea what the piece is about without having to read the whole thing. Book chapters are more likely than articles to have a summary of the argument at the end, but they both have them sometimes. Skimming the piece is often a helpful way of figuring out if you want to review it.

Writing the review

A good review analyzes the author's argument. You may also want to assess their sources and how the article/chapter fits into the literature.

-An article is supposed to say something and convince you of some point or tell a story. What was this one trying to do and how well did it do so? The author is not just stringing words together, they are constructing an argument, or a narrative, and you need to explain how they are doing it. Note that an article may make a number of points. You need to decide which are the ones you find most important. You also need to analyze their evidence and how they construct their argument. Why are you supposed to believe their points? What examples, quotes or evidence are they using, and how well do they work? You need to be critical of what they are doing. This involves a certain amount of arrogance. The author obviously knows a lot more about this topic than you do, but you still need to be able to point out if there are places where the argument is not as strong as it could be. You also need to be a little modest. If you can't understand what the author is doing be sure that it is their fault rather than yours. You may have to do a bit of research to figure out what the author is saying. If you realize that you are not following the article because it keeps using terms like bakufu or sheng yuan you might want to look them up.

-You may want to talk about their sources (which you usually find in the footnotes). Sometimes you will not be able to say much about this. Maybe all the footnotes will be to sources in Korean, and you won't be able to tell what sort of sources they are. Sometimes there will not be much you can say about the sources. If it is an article on
the thought of Liang Qichao and the sources are his writings there is not much you can say other than they are appropriate sources. If it is an article on the urban poor in Weihaiwei, and the sources are mostly British missionaries, however, you may want to discuss how well these sources can prove the things the author claims they can.

-You may want to discuss how this article fits into the wider literature. Does it contradict things you have learned from the textbook, other readings, or lectures? How does it expand our knowledge of history? “Our knowledge” here means the knowledge someone who is pretty familiar with the literature here, so you will have to fake it a bit. You will not be able to answer this question as thoroughly as a more experienced historian, but you may be able to do a fairly good job of it.

Reviews should be 2-3 pages long, double spaced.

Your grade will be based on how well you are able to explain and analyze the author’s argument. Thus to get a good grade you must clearly explain their argument, and analyze, with evidence, why you think the points have been well or poorly proved.

Here is a sample article review
Checklist for Liberal Studies Electives Course Proposals

1. ___x___ Review the Criteria for a Liberal Studies Elective – note how the competencies are to be handled.

2. ___x___ Follow the 2012 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).

3. ___x___ Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at http://www.iup.edu/senate/uwucc/default.aspx).

4. ___x___ Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners.

5. ___x___ Course content – meets the required course content for a Liberal Studies Elective. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements.

6. ___x___ Competencies - All Liberal Studies Electives must meet the EUSLOs and required course content from at least ONE of the following SIX competencies: Global Citizenship; Information Literacy; Oral Communication; Quantitative Reasoning; Scientific Literacy; and Technological Literacy. Note: a course may meet more than one competency.

7. ___x___ Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).

8. ___x___ Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).

9. ___x___ Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

If this is a course revision (p. 18 UWUCC Handbook)

10. ___x___ Summary of the proposed revisions.

11. ___x___ Justification/rationale for the revision – be sure to include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.

12. ___x___ The old syllabus of record.

13. ___x___ Review Liberal Studies course approval checklist (p. 90 UWUCC Handbook).
Checklist for Global and Multicultural Awareness Course Proposals

1. ___X___ Review the Criteria for Global and Multicultural Awareness – particularly note the section on Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category.

2. ___X___ Follow the 2012 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).

3. ___X___ Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document available at http://www.iup.edu/senate/uwucc/default.aspx).

4. ___X___ Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners. http://www.iup.edu/page.aspx?id=113234.

5. ___X___ Course content – meets the required course content for a Global and Multicultural Awareness course. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements. http://www.iup.edu/page.aspx?id=113234.

6. ___X___ Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).

7. ___X___ Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).

8. ___X___ Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

If this is a course revision (p. 18 UWUCC Handbook)

9. ___X___ Summary of the proposed revisions – address how the revisions are meeting the various required course content elements and the EUSLOs for Global and Multicultural Awareness category.

10. ___X___ Justification/rationale for the revision – include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.

11. ___X___ The old syllabus of record.

12. ___X___ Review the Liberal Studies course approval checklist (p. 90 UWUCC Handbook).
CONTACT

Contact Person: ___________________________ Phone: 7-2573

Department: ____________________________

PROPOSAL TYPE (Check All Appropriate Lines)

- X__ COURSE

- New Course

- Course Revision

- Liberal Studies Approval for new or existing course

- Course Deletion

Number and/or Title Change: __________________________

Program: __________________________

Major __________ Minor __________ Track __________

- New Program

- Program Revision

- Program Deletion

- Title Change

III. Approvals (signatures and date)

Department Curriculum Committee

Department Chair: __________________________

College Dean: __________________________

Date: __________________________

Photo: __________________________
Course proposal History of Modern China

I. Catalog Description

Hist 334 History of Modern China

3 class hours
0 lab hours
3 semester hours
(3c-01-3sh)

Prerequisites: none

The history of China from the late Ming to the present. The Late Imperial political economic and social systems and the problems they faced in the 19th century. Reforming China from Self-Strengthening to Mao. Revolutionary society and its discontents. The Reform era and China today

II. Course Objectives

Students will-

- learn the major themes of modern Chinese history.
- learn the major historiographical themes in the study of modern China and reach the point where they are able to engage critically with both primary sources and the secondary literature.
- learn to work with and analyze primary and secondary historical sources
- understand the complex relationships between the dominant groups in Chinese society and non-dominant groups including ethnic minorities, women, and peasants.

III. Course Outline

Total of 41 hours of classroom instruction, 1 hour for mid-term exam, 2 hour final exam

A. The world of the Qianlong emperor 4 hours
   Ways of looking at modern China, periodization and such. Emperor and elites. Merchants and economy. Peasants and farmers.
   - How do Chinese and western historians periodize modern China?
   - Does it matter that the Qing emperors were Manchus?
   - What is the difference between a shi, an official and a merchant? How were these categories changing in the Late Imperial period?
   - What is a peasant? Were there any peasants in China?

B. Decline and change 3 hours
   Forces of disorder, Uprisings and secret societies. The shi: statecraft and local society. Auto-organization.
   - When did the Qing dynasty start to decline? What does that mean?
   - How did ordinary Chinese express their unhappiness with life? How did the state respond to this?
   - How did members of the Chinese elite understand and react to the changes that were going on?

C. Opium and war 3 hours
   The foreigners and their empires. Opium and China. Failure and rebellion.
   - Who were the foreigners and what did they want from China?
-Was the First Opium War the beginning of Modern China?
-Was opium a good thing for China or a bad thing?

D. Taipings and dynastic decline 3 hours
   Hakka and Bendi and the meaning of insanity. Taipings and the many narratives of Chinese history.
- Were the Taipings a result of the opium war? Why were they defeated?
- Why did the Taipings appeal to ordinary Chinese?
- Who helped the court to get rid of the Taipings? How was the dynasty different when they were gone?

E. Tongzhian and westernization 3 hours
   Tongzhi and self-strengthening, Missions and treaty ports. Self-Strengthening and provincial reform
- How is Self-Strengthening connected to the Tongzhi restoration? Which of them was more successful?
- What is a treaty port? Who controlled them and why do they matter?
- Provincial officials like Li Hongzhang and Zhang Zhidong are regarded by some today as Chinese national heroes. How would they think of this assessment?

F. Boxers and 1911 3 hours
   Boxers, Social Darwinism and carving the melon. The New Policies, Sun Yat-sen Yuan Shikai and the reasons for warlordism.
- Were the Boxers lunatics or patriots?
- What did the various post-Boxer responses to China's crisis have in common?
- How important was Sun Yat-sen in the revolution of 1911, and why did he not become president of the Chinese Republic?
- Why did central power collapse after Yuan Shikai's death? Was Yuan the first warlord?

G. May Fourth 3 hours
- What was wrong with China and how were vernacular poems supposed to save it?
- Were the May Fourth students all that different from their parents? Why?
- Why was Communism so important intellectually for the May Fourth generation?

H. Canton, the Northern Expedition, and Nanjing 3 hours
   Sun Yat-sen's Canton government, Russian aid and the first United Front. Two Leninist parties, the Nationalists and the Communists. Northern Expedition and re-unification.
- Why was Sun Yat-sen able to bring together so many disparate elements in Canton. How important were Sun's legacy and Russian material and organizational aid to the success of the Northern Expedition?
- Who supported the Nanjing government? Why?

I. Jiangxi and Yenan 3 hours
   Jiangxi Soviet, land reform and divorce. Long March, the Yenan way and Chen Yong-fei
- How important were Mao's leadership and thought to the success of the CCP?
- Were the Communists radically different from the Nationalists in their goals and methods?
- Why did the Communists win? What relative importance would you give to their social policies, war and nationalism, organizational ability of the CCP, Nationalist incompetence, pure luck, etc.?

J. Nanjing and Tokyo 3 hours
   Chiang Kai-shek, the split with the Communists and with the Left Guomindang. Chiang's version of Sun's vision. Gradual unification and the Japanese threat.
- Was the Nanjing government succeeding or failing in creating a new China when the war began in 1937?
- What did the Japanese want in China? Why did this lead to war?
- What kind of a war was this? What problems and opportunities did it present for Chinese?

K. Liberation of China 3 hours
- Ichigo and the end of the war. Early policies of the CCP. Continuation of the united front. Korean war and China's international position. Move towards collectivization in agriculture and industry.
- Was Communist victory in 1949 a military victory or a revolutionary victory?
- How did the CCP balance its goals of economic reconstruction and socialist transformation in the pre-Leap period?
- What did the Chinese do with the Soviet model?

L. Leaping and Revolting 3 hours
- The Great Leap and the famine. Cultural Revolution
- How is the Leap related to the CR? How are they both related to the Soviet Union?
- Why did Chinese people loose faith in Mao? In the Party?

M. Deng and the Reforms 3 hours
- Deng and cats. Tiananmen. After Tiananmen. The old and new Chinese economies and Greater China
- Is socialism with Chinese characteristics really capitalism?
- What parts of Chinese life have been changed by reforms and which have not?
- What were the Tiananmen demonstrators after? Have these things come to pass since 1989?

IV. Evaluation Methods

The final grade for the course will be determined as follows:

Quizzes and other assignments 10%
- Students will get quiz points for in-class work and also for reaction papers on individual readings or movies.

Book Review on Cohen 20\%

Presentation and paper on Wang 20\%

Mid-term 25%
- Short answer and essay

Final Exam 25\%
- Short answer and essay

Attendance policy: Students are expected to attend class, but are also assumed to be adults. Thus attendance will not be taken, and there will be no punishment for not attending class beyond the lower grades on exams that inevitably result from not attending class. Students with an excused absence can request make-up exams or turn in assignments late. Other late assignments will be graded down one mark a day (A+ becomes an A, etc.)

V. Required textbooks, supplemental books and readings


VI. Special resource requirements

none
VII. Bibliography

Late Imperial period (1368-1644)

General and Reference works

Late Imperial China

Qing Society and Economy

Qing Government

-Spence, Jonathan and John Wills, eds. From Ming to Ch'ing: Conquest, Region, and Continuity

Chinese Elites

Qing Intellectual History

Rural Society

Peasant Rebellion

China's Response to the West

China and Imperialism

Late Qing Reform

1911 Revolution

Republic

Warlords

The May 4th Movement

**Intellectual History**

**Economy and Society**

**Nanjing Decade**

**Urban and Labor History**

**War of Resistance and Civil War**


**The Chinese Communist Revolution**


**Marxism in China**


**Yan'an Era**


**PRC**

**General Works**

- Schurmann, Franz. *Ideology and Organization in Communist China*. Berkeley: University of

**Great Leap Forward**

**The Cultural Revolution**

**Rural Society**

**Popular Culture**

**Gender**

**Economic History**

**Contemporary China**
Course Analysis Questionnaire

Section A: Details of the Course

A1 This course is intended as an elective for History majors. It will be one of several courses which will fulfill the departmental Non-Western requirement. It is also intended for students in other majors who are interested in China, and will carry university Non-Western and Liberal Studies credit.

A2 This course requires no changes in existing courses.

A3 This course was offered as a Special Topics 481 class in Spring 2002.

A4 This will not be a dual-level course

A5 This course will not be offered for variable credit

A6 This course is offered at many institutions. Examples include University of Illinois, Stanford: Stanford University Press University, Cambridge: Harvard University Press University, and University of Pittsburgh.

A7 This course is not connected to any outside agency

Section B: Interdisciplinary Implications

B1 This course will be taught by one instructor

B2 This course is not related to courses in any other department

B3 Seats will be made available to Continuing Education students

Section C: Implementation

C1 Faculty resources are adequate. The course will be taught by the same faculty member who is currently teaching it as a 481. 481 will be taught less frequently because of this.

C2 Although increased library holdings would be very helpful, no new resources are needed. No equipment, supplies or travel are required, and space is adequate.

C3 No grant funds are involved

C4 The course will be offered about every other year

C5 One section

C6 30 students

C7 No professional society recommends any limits.

Section D: Miscellaneous
A. This course will be taught in a single section by a single instructor.

B. The course will deal with ethnic and racial minorities at several points. The Qing dynasty was controlled by an ethnic minority, the Manchus, and we will look at both the creation of Manchu identity and the multi-ethnic nature of the Manchu empire. At the end of the Qing creating a unified Chinese ethnic identity becomes an important theme. Cohen's book deals with this at some length, as do some of the readings in Baumler. We will also look at the Communists' attempts to privilege class identities over racial and ethnic ones, (the theme of Yang and Wang's books) and the problems this has created.

Women's liberation was vital to all 20th-century Chinese reformers, and while we will discuss how oversimplified their views of traditional women were, we will use the experience of women to understand China's revolutions. Each student will write and present on one of the narratives in Wang Zheng's book. Rae Yang's book also deals with gender issues.

C. Students will read Cohen, Yang, and at least one section from the Wang book.

D. It is assumed that this course will draw Asian Studies minors with little familiarity with historical method, as well as other non-majors. Almost all students will have had HI 195. The course will introduce students to the distinction between primary and secondary sources and train them in the use of both. Each student will work with historical monographs and learn how to critique author's use of historical evidence through their book reviews. In-class discussions of short primary sources will introduce students to their use.
CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

CONTACT
Contact Person: Alan Baumler Phone: 7-2573
Department: History

PROPOSAL TYPE (Check All Appropriate Lines)

- [X] COURSE
  - Modern China
  - Suggested 20 character title
  - X New Course
    - HIST 334 History of Modern China
    - Course Number and Full Title
  - Course Revision
    - Course Number and Full Title
  - X Liberal Studies Approval
    - HIST 334 History of Modern China
    - Course Number and Full Title
  - Course Deletion
    - Course Number and Full Title
  - Number and/or Title Change
    - Old Number and/or Full Old Title
    - New Number and/or Full New Title
  - Course or Catalog Description Change
    - Course Number and Full Title

- PROGRAM:
  - Major
  - Minor
  - Track
  - New Program
  - Program Name
  - Program Revision
    - Program Name
  - Program Deletion
    - Program Name
  - Title Change
    - Old Program Name
    - New Program Name

III. Approvals (signatures and dates)

[Signatures and dates]
- Department Curriculum Committee: 9/27/01
- Department Chair: 9/28/01
- College Curriculum Committee: 10-17-01
- College Dean: 10/18/01
- Director, Liberal Studies: 3-20-02
Course proposal History of Modern China

I. Catalog Description

Hist 334 History of Modern China

3 class hours
0 lab hours
3 semester hours
(3c-01-3sh)

Prerequisites: none

The history of China from the late Ming to the present. The Late Imperial political, economic and social systems and the problems they faced in the 19th century. Reforming China from Self-Strengthening to Mao. Revolutionary society and its discontents. The Reform era and China today

II. Course Objectives

Students will-

-learn the major themes of modern Chinese history.
-learn the major historiographical themes in the study of modern China and reach the point where they are able to engage critically with both primary sources and the secondary literature.
-learn to work with and analyze primary and secondary historical sources
-understand the complex relationships between the dominant groups in Chinese society and non-dominant groups including ethnic minorities, women, and peasants.

III. Course outline

Total of 41 hours of classroom instruction, 1 hour for mid-term exam, 2 hour final exam

A. The world of the Qianlong emperor 4 hours
   Ways of looking at modern China, periodization and such. Emperor and elites. Merchants and economy. Peasants and farmers.
   -How do Chinese and western historians periodize modern China?
   -Does it matter that the Qing emperors were Manchus?
   -What is the difference between a shi, an official and a merchant? How were these categories changing in the Late Imperial period?
   -What is a peasant? Were there any peasants in China?

B. Decline and change 3 hours
   Forces of disorder, Uprisings and secret societies. The shi: statecraft and local society. Autocratization.
   -When did the Qing dynasty start to decline? What does that mean?
   -How did ordinary Chinese express their unhappiness with life? How did the state respond to this?
   -How did members of the Chinese elite understand and react to the changes that were going on?

C. Opium and war 3 hours
   The foreigners and their empires. Opium and China. Failure and rebellion.
   -Who were the foreigners and what did they want from China?
-Was the First Opium War the beginning of Modern China?
-Was opium a good thing for China or a bad thing?

D. Taipings and dynastic decline 3 hours
Would a result of the opium war? Why were they defeated?
-Why did the Taiping appeal to ordinary Chinese?
-Who helped the court to get rid of the Taiping? How was the dynasty different when they were gone?

E. Tongzhi and westernization 3 hours
-How is Self-Strengthening connected to the Tongzhi restoration? Which of them was more successful?
-What is a treaty port? Who controlled them and why do they matter?
-Provincial officials like Li Hongzhang and Zhang Zhidong are regarded by some today as Chinese national heroes. How would they think of this assessment?

F. Boxers and 1911 3 hours
Boxers, Social Darwinism and carving the melon. The New Policies, Sun Yat-sen Yuan Shikai and the reasons for warlordism.
-Were the Boxers lunatics or patriots?
-What did the various post-Boxer responses to China's crisis have in common?
-How important was Sun Yat-sen in the revolution of 1911, and why did he not become president of the Chinese Republic?
-Why did central power collapse after Yuan Shikai's death? Was Yuan the first warlord?

G. May Fourth 3 hours
-What was wrong with China and how were vernacular poems supposed to save it?
-Were the May Fourth students all that different from their parents? Why?
-Why was Communism so important intellectually for the May Fourth generation?

H. Canton, the Northern Expedition, and Nanjing 3 hours
Sun Yat-sen's Canton government, Russian aid and the first United Front. Two Leninist parties, the Nationalists and the Communists. Northern Expedition and re-unification.
-Why was Sun Yat-sen able to bring together so many disparate elements in Canton. How important were Sun's legacy and Russian material and organizational aid to the success of the Northern Expedition?
-Who supported the Nanjing government? Why?

I. Jiangxi and Yenan 3 hours
Jiangxi Soviet, land reform and divorce. Long March, the Yenan way and Chen Yong-fa
-How important were Mao's leadership and thought to the success of the CCP?
-Were the Communists radically different from the Nationalists in their goals and methods?
-Why did the Communists win? What relative importance would you give to their social policies, war and nationalism, organizational ability of the CCP, Nationalist incompetence, pure luck, etc.?

J. Nanjing and Tokyo 3 hours
Chiang Kai-shek, the split with the Communists and with the Left Guomindang. Chiang's version of Sun's vision. Gradual unification and the Japanese threat.
-Was the Nanjing government succeeding or failing in creating a new China when the war began in 1937?
-What did the Japanese want in China? Why did this lead to war?
-What kind of a war was this? What problems and opportunities did it present for Chinese?

K. Liberation of China 3 hours
- Ichigo and the end of the war. Early policies of the CCP. Continuation of the united front. Korean war and China's international position. Move towards collectivization in agriculture and industry.
- Was Communist victory in 1949 a military victory or a revolutionary victory?
- How did the CCP balance its goals of economic reconstruction and socialist transformation in the pre-Leap period?
- What did the Chinese do with the Soviet model?

L. Leaping and Revolting 3 hours
- The Great Leap and the famine. Cultural Revolution
- How is the Leap related to the CR? How are they both related to the Soviet Union?
- Why did Chinese people loose faith in Mao? In the Party?

M. Deng and the Reforms 3 hours
- Deng and cats. Tiananmen. The old and new Chinese economies and Greater China
- Is socialism with Chinese characteristics really capitalism?
- What parts of Chinese life have been changed by reforms and which have not?
- What were the Tiananmen demonstrators after? Have these things come to pass since 1989?

IV. Evaluation Methods

The final grade for the course will be determined as follows:

Quizzes and other assignments 10%
- Students will get quiz points for in-class work and also for reaction papers on individual readings or movies.

Book Review on Cohen 20%
Presentation and paper on Wang 20%
Mid-term 25%
- Short answer and essay
Final Exam 25%
- Short answer and essay

Attendance policy: Students are expected to attend class, but are also assumed to be adults. Thus attendance will not be taken, and there will be no punishment for not attending class beyond the lower grades on exams that inevitably result from not attending class. Students with an excused absence can request make-up exams or turn in assignments late. Other late assignments will be graded down one mark a day (A+ becomes an A, etc.)

V. Required textbooks, supplemental books and readings

VI. Special resource requirements

none
VII. Bibliography

Late Imperial period (1368-1644)

General and Reference works

Late Imperial China

Qing Society and Economy

Qing Government
-Spence, Jonathan and John Wills, eds. From Ming to Ch'ing: Conquest, Region, and Continuity

Chinese Elites

Qing Intellectual History

Rural Society

Peasant Rebellion

China's Response to the West

China and Imperialism

Late Qing Reform

1911 Revolution

Republic
-Warlords

The May 4th Movement

**Intellectual History**

**Economy and Society**

**Nanjing Decade**

**Urban and Labor History**

War of Resistance and Civil War

The Chinese Communist Revolution

Marxism in China

Yan'an Era

PRC

General Works
- Schurmann, Franz. Ideology and Organization in Communist China. Berkeley: University of

Great Leap Forward

The Cultural Revolution

Rural Society

Popular Culture

Gender

Economic History

Contemporary China
-Zheng Yi *Scarlet Memorial: Tales of Cannibalism in Modern China.* New York: Westview 1996
Course Analysis Questionnaire

Section A: Details of the Course

A1 This course is intended as an elective for History majors. It will be one of several courses which will fulfill the departmental Non-Western requirement. It is also intended for students in other majors who are interested in China, and will carry university Non-Western and Liberal Studies credit.

A2 This course requires no changes in existing courses.

A3 This course was offered as a Special Topics 481 class in Spring 2002.

A4 This will not be a dual-level course

A5 This course will not be offered for variable credit

A6 This course is offered at many institutions. Examples include University of Illinois, Stanford: Stanford University Press University, Cambridge: Harvard University Press University, and University of Pittsburgh.

A7 This course is not connected to any outside agency

Section B: Interdisciplinary Implications

B1 This course will be taught by one instructor

B2 This course is not related to courses in any other department

B3 Seats will be made available to Continuing Education students

Section C: Implementation

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Liberal studies IV

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