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Senate App 5/7/02

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Alan Baumler Phone 7-2573

Department History

PROPOSAL TYPE (Check All Appropriate Lines)

COURSE _____
Suggested 20 character title

New Course* _____
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval+ HIST 206 History of East Asia
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change HIST 335 History of East Asia
Old Number and/or Full Old Title

HIST 206 History of East Asia
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 date)

Chris Nass 9/27/01
Department Curriculum Committee

Manfred S... 10/3/01
Department Chair

Philip D. Nass 10-17-01
College Curriculum Committee

Bob ... 10/17/2001
College Dean

Phyllis ... 2-21-02
* Director of Liberal Studies (where applicable)

*Provost (where applicable)

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LIBERAL STUDIES
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REC'D

Course proposal History of East Asia

I. Catalog Description

Hist 206 History of East Asia

3c-01-3sh

Prerequisites: none

History of China and Japan from ancient times, Buddhism, medieval Japan, Chinese communism, industrialization. Some consideration of peripheral Asia from 1500.

II. Course Objectives

1. Students will be introduced to the major themes of East Asian history.
2. Students will be introduced to the major historiographical themes in the study of East Asian history and reach the point where they are able to engage critically with both the sources and the secondary literature.
3. Students will learn to work with and analyze primary and secondary historical sources
4. Students will understand the complex relationships between the dominant groups in East Asian 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. Early China: Millet, oracle bones, and crossbows 3 hours

Geography of China, Shang government and religion and the origins of a "Chinese" state. The rise of the centralized state and the experts.

-Was the Shang a state or a family?

-How important was the Zhou conquest? How much changed because of it?

-How were the Warring States different from the political order of the Shang and early Zhou?

-Who are the *shi* at this point, and how does their status change during this period?

B. The 100 schools: Heaven, man, and the good life 3 hours

Chinese philosophy of the classical age. Self-cultivation, social order and cosmic harmony. Forms of debate and sources of ideas.

-What are the main ideas of the major schools of classical philosophy? What is a school of philosophy at this point?

-Your text stresses the differences between the main schools of classical philosophy. To what extent were they similar? Is it even appropriate to divide these thinkers into separate schools?

-Why is Xunzi a Confucian?

-Why is ritual so important to the Confucians?

C. The first emperors: Qin and Han 3 hours

Legalism and the Qin unification. The Emperor system of the Qin and Han, and its ideological justification. Barbarians, peasant rebels, sex, drugs and dynastic decline.

-How did Han thinkers, especially Dong Zhongshu, synthesize the ideas of the classical period?

-To what extent did the Han abandon the Qin system, and to what extent was it just a copy of Qin?

-What is the tribute system? Why is the Great Wall a myth?

-Why did the Han collapse? Who are the *shi* at this point, and what do they have to do with this?

D. Buddhism and the Buddhist world: The Buddha, the dharma and the sangha 3 hours

Fundamentals of Buddhism. Buddhism in China. The age of division and China's relations with the outside world.

- How did Buddhism conquer China? What compromises did Buddhists have to make?
- What role did Buddhism play in transforming Chinese life and thought during the Age of Disunity and after?
- What does it mean to call China part of a Buddhist world? What roles did China play in that world?

E. The East Asian world: Annam, Silla, and Yamato 3 hours

Spreading versions of the Chinese system, politically, socially and culturally. Uji, Emperors and bone ranks.

- How would you compare the adaptation of Chinese models in Vietnam and Korea?
- How did the Chinese system of government change after it was borrowed by the Japanese? Why did the Japanese make these changes?
- What role did Chinese culture and Buddhism play in Japan?
- How did Prince Shotoku change Japanese politics and elite society?

F. Japan Heian to Kamakura: poets and samurai 3 hours

The Heian court and the sources of its authority. Japanese culture and the rise of the *bushi*.

- What were the sources of the Japanese emperor's power? How was he like and unlike Chinese emperors?
- Why did Minamoto no Yoritomo become Shogun? Was he a warrior or an aristocrat?
- What role did "culture" play at court, and what does that term mean?
- Why did the Japanese court begin losing power to provincial military leaders? Why did it take so long for the court to lose power entirely?

G. Tang and Song 3 hours

Re-unification and a new imperial system. The Glory of the Tang. Revolutionary changes in the society and economy. The beginning of the Late Imperial period.

- It was entirely possible that China would not be re-unified after the Age of Disunity. How did the Sui and Tang change this?
- What is the Tang-Song transition? How were these changes related to each other?
- Who are the *shi* at this point, and what are they up to?

H. Early Modern East Asia: Qing and Tokugawa 4 hours

Economic development and social chaos. Tokugawa "centralized feudalism" and Qing imperium. Growth, control, and tension.

- Why is it appropriate to call the Qing and the Tokugawa Early Modern states? Early Modern societies?
- Today we would call this a period of progress. What do we mean by that? What did Chinese and Japanese elites think of this period?

I. Westerners and opium 3 hours

Opium, the European commercial empires and the Opium Wars. Colonial and semi-colonial Asia. Self Strengthening.

- What did foreigners want from China in the 19th century? Why were they more successful in getting it than they had been before? Why were they disappointed in what they got?
- Which was a bigger problem for the Qing dynasty, the Opium Wars or the Taiping Rebellion?
- What was Self Strengthening, and why did it fail?
- What is a treaty port? Why do they matter?

J. Japan from Meiji to Marco Polo bridge 3 hours

Restoration or revolution? Reason's for Japan's political success. The economic and social transformation of Japan. Militarism and the road to the Pacific War.

- Were the events of 1868 a restoration or a Revolution?
- How were the Genro able to establish a stable political system in the Meiji period? Who threatened this system?
- Why was Japan able to industrialize in the Meiji period?
- Why did Japan attack Pearl Harbor?

K. China's Revolutions 4 hours

1911 and May 4th. The Revolutionary solution. The KMT and CCP as brother parties. Maoism from Jiangxi to Peru.

- How did the revolutionaries of 1911 and 1919 try to fix China's predicament? What did they think the main problem was?
- Why are the CCP and the KMT brother parties? Why did they come to be the only options for China?
- Why is Maoism considered a significant branch of Marxism? What is Maoism?

L. MITI and a new Asia 3 hours

The aftermath of war. Export-led growth in postwar Japan. Rise of the Pacific Rim or the Confucian world.

- What is export-led growth and what did it do for Japan? The Japanese people?
- What is the difference between the Pacific Rim and the Confucian world?

M. China leaps around: from Jiang Qing to the Beijing Olympics 3 hours

Great Leap and Cultural Revolution. Reform and China's place in the world.

- How secure was the CCP's hold on power in 1949? How did the Communists secure their position?
- What were the Great Leap and the CR supposed to do? How do they fit into Maoism?
- Were Deng Xiaoping's reforms a success? How is success defined in this case?

IV. Evaluation Methods

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

Quizzes and other assignments 15%

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

Book Review on Kuhn 20%

Book Review on a book chosen by the student 20%

Mid-term 20%

Short answer and essay

Final Exam 20%

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

Rhoads Murphey *East Asia A New History 2d ed.* Longman, 2001.

Philip Kuhn, *Soulstealers: The Chinese Sorcery Scare of 1768.* Harvard, 1990

Bannana Yoshimoto, *Kitchen* Washington Square, 1994 Megan Backus trans.

VI. Special resource requirements

none

Part II. Description of Curriculum Change

1. Catalogue description

HIST 206 History of East Asia

3c-01-3sh

History of China and Japan from ancient times, Buddhism, medieval Japan, Chinese Communism, industrialization. Some consideration of peripheral Asia from 1500.

2. Description of proposed change

The proposed change is to re-number the old HIST 335 as 206

Old catalogue description

HIST 335 History of East Asia

3c-01-3sh

History of China and Japan from ancient times, Buddhism, medieval Japan, Chinese Communism, industrialization. Some consideration of peripheral Asia from 1500.

3. Rationale

The course as it is described and has always been taught is a survey class which fits much better with the department's 200-level surveys than as a 300.

Liberal studies IV

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.

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

First Composition Course Second Composition Course
 Mathematics

KNOWLEDGE AREAS:

Humanities: History Fine Arts
 Humanities: Philos/Rel Studies Social Sciences
 Humanities: Literature Non-Western Cultures
 Natural Sci: Laboratory Health & Wellness
 Natural Sci: Non-laboratory Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim Sec Incid N/A

A. Intellectual Skills and Modes of Thinking:

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
2. Literacy--writing, reading, speaking, listening.
3. Understanding numerical data.
4. Historical consciousness.
5. Scientific Inquiry.
6. Values (Ethical mode of thinking or application of ethical perception).
7. Aesthetic mode of thinking.

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

C. Understanding the Physical Nature of Human Beings

D. Collateral Skills:

1. Use of the library.
2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

CHECK LIST -- NON-WESTERN CULTURES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture,...
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies—anthropological, geographical, historical, sociological, and so forth—may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.