

LSC Use Only Proposal No:

LSC Action-Date: AP-4/11/13

UWUCC Use Only Proposal No: 12-1126

UWUCC Action-Date: AP-4/16/13

Senate Action Date: App-4/30/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

|   |   |
|---|---|
| Contact Person(s)<br><b>Alan Baumler</b>    | Email Address<br><b>baumler@iup.edu</b> |
| Proposing Department/Unit<br><b>History</b> | Phone<br><b>4066</b>                    |

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 Prefix Change     
  Course Deletion  
 Course Revision     
  Course Number and/or Title Change     
  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)

Learning Skills   
  Knowledge Area   
  Global and Multicultural Awareness   
  Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

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                                     | Signature | Date    |
|--|-----------|---------|
| Department Curriculum Committee Chair(s)         |           | 1-31-13 |
| Department Chairperson(s)                        |           | 1-31-13 |
| College Curriculum Committee Chair               |           | 3-27-13 |
| College Dean                                     |           | 3/27/13 |
| Director of Liberal Studies (as needed)          |           | 4/15/13 |
| Director of Honors College (as needed)           |           |         |
| Provost (as needed)                              |           |         |
| Additional signature (with title) as appropriate |           |         |
| UWUCC Co-Chairs                                  |           | 4/17/13 |

Received

APR 17 2013

Liberal Studies

Received

APR 15 2013

Liberal Studies

Received

MAR 27 2013

Liberal Studies

## Part II.

### 1. New Syllabus of Record

#### Catalog Description

HIST 334 History of Modern China

3c-01-3cr

Prerequisites: Sophomore standing and 3 cr of college history

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

#### Ila. 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 20<sup>th</sup> 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 Sinification 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

-"[Bringing Guizhou into the Empire](#)" from Hostetler, Laura. *Qing Colonial Enterprise: Ethnography and Cartography in Early Modern China*. University Of Chicago Press, 2005.

-"[Moving through the land](#)" from Perdue, Peter C. *China Marches West: The Qing Conquest of Central Eurasia*. Harvard University Press, 2010.

-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

-"[Relations with Government and Community](#)" and "Personal Relations in the Marketplace" from Lufrano, Richard John. *Honorable Merchants: Commerce and Self-Cultivation in Late Imperial China*. University of Hawaii Press, 1997.

-Paulo Santangelo "[Urban Society in Late Imperial Suzhou](#)" in Johnson, Linda Cooke, ed. *Cities of Jiangnan in Late Imperial China*. State University of New York Press, 1993.

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

-Crossly 44-65

-"[Illicit Allies and the Magistrate's Men](#)" from Reed, Bradly. *Talons and Teeth: County Clerks and Runners in the Qing Dynasty*. Stanford University Press, 2000.

-Susan Naquin "[The Transmission of White Lotus Sectarianism in Late Imperial China](#)," pp. 255-291 in Johnson, David, and Andrew J. Nathan. *Popular Culture in Late Imperial China*. Univ of California Pr, 1987.

-"[Strategies of Survival](#)" Perry, Elizabeth J. *Rebels and Revolutionaries in North China, 1845-1945*. Stanford, 1983.

**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

-"[The Pursuit of Profit](#)" and "Toward Maximum Profit" from Hao Yan-p'ing *The Commercial Revolution in Nineteenth Century China: The Rise of Sino-Western Merchantile Capitalism* California, 1986.

-Barbera Mittler "[Domesticating an Alien Medium: Incorporating the Western-Style Newspaper into the Chinese Public Sphere](#)" From Rudolph G. Wagner ed. *Joining the Global Public: Word, Image and City in Early Chinese Newspapers 1870-1910* SUNY Press, 2007

-Bryna Goodman "[Improvisations on a Semicolonial Theme](#), or, How to Read a Celebration of Transnational Urban Community" *The Journal of Asian Studies*, Vol. 59, No. 4 (Nov., 2000)

"[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



- Liu, Kwang-ching. "[The Confucian as Patriot and Pragmatist](#): Li Hung-chang's Formative Years, 1823-1866." *Harvard Journal of Asiatic Studies* 30 (January 1, 1970): 5-45.
- 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
- "[The Thought of Wei Yuan](#)" and "Reform on Trial" from Philip Kuhn *Origins of the Modern Chinese State* Stanford U.P. 2002

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

Crossley, 133-162

*Opium* 6-9

- Vivian Shue "[The Quality of Mercy](#): Confucian Charity and the Mixed Metaphors of Modernity in Tianjin." *Modern China* 32, no. 4 (October 1, 2006): 411-452.
- Juan Wang "[Officialdom Unmasked](#): Shanghai Tabloid Press, 1897-1911" *Late Imperial China* 28.2 (2007)
- "[The Revolution](#)" from Esherick, Joseph W. *Reform and Revolution in China: The 1911 Revolution in Hunan and Hubei*. University of California Press, 1986.
- "[The winds of progress](#): The Late Qing urban reform agenda" from Stapleton, Kristin. *Civilizing Chengdu: Chinese Urban Reform, 1895-1937*. Harvard University Asia Center, 2000.

**Week 7 New Culture, new language, new family**

Crossley 162-179

*Opium*, 14

- "[The May 4th Movement](#)" and "Student Tactics" from Wasserstrom, Jeffrey. *Student Protests in Twentieth-Century China: The View from Shanghai*. Stanford University Press, 1997.
- Gina Russo "Kiss and Tell: Kissing and the creation of the modern woman in 1930's Shanghai" IUP History Department Honors Thesis, 2008
- "[Liu Lihua](#)" from Wang Zheng *Women in the Chinese Enlightenment: Oral and Textual Histories*. University of California Press, 1999.
- Yeh, Wen-Hsin. "[Corporate Space, Communal Time](#): Everyday Life in Shanghai's Bank of China." *The American Historical Review* 100, no. 1 (February 1, 1995)
- "[The Pedagogy of the City](#)" from Lanza, Fabio. *Behind the Gate: Inventing Students in Beijing*. Columbia University Press, 2010.

**Week 8 Warlords and Whampoa China in disintegration and the first revolutionary parties**

Crossley 180-206

*Opium* 10-13

- Arif Dirlik "[Vision and Revolution](#): Anarchism in Chinese Revolutionary Thought on the Eve of the 1911 Revolution" *Modern China* 12.2 (Apr. 1986)
- Peter Worthing "[Toward the Minjiu Incident](#): Militarist Conflict in Guizhou, 1911-1921" *Modern China*, Vol. 33, No. 2 (Apr., 2007)
- "[The Riddle of Mobilization](#)" from Tsin, Michael, *Nation, Governance, and Modernity in China*. Stanford University Press, 2003.
- "[One Party, One Voice](#)" from Fitzgerald, John. *Awakening China: Politics, Culture, and Class in the Nationalist Revolution*. New edition. Stanford University Press, 1998.

**Week 9 Nanjing Decade** Northern Expedition and China on the march. Developmental state and facsism

*Opium* 15-17

-["School"](#) and "War" from Bingying, Xie. *A Woman Soldier's Own Story*. Translated by Lily Chia Brissman and Barry Brissman. Columbia University Press, 2001.

-Frederic Wakeman ["A Revisionist View of the Nanjing Decade: Confucian Fascism"](#) *The China Quarterly* 150 (Jun, 1997) -["The Nationalization of Facts and the Affective State"](#) and "Time, Space and the State Effect" from Lam, Tong. *A Passion for Facts: Social Surveys and the Construction of the Chinese Nation-State, 1900-1949*. 1st ed. University of California Press, 2011.

-["Rickshaw-Pulling: An 'Unscientific' Occupation"](#) from Lipkin, Zwia. *Useless to the State: "Social Problems" and Social Engineering in Nationalist Nanjing, 1927-1937*. Harvard University Asia Center, 2006.

-["The Politics of Reconstruction: Song Ziwen and the National Economic Council"](#) from Zanasi, Margherita. *Saving the Nation: Economic Modernity in Republican China*. University Of Chicago Press, 2006.

**Week 10 Jiangxi to Yennan** Communists, Mao, and peasants. Strategies of revolution  
-["New Gentry, New Comrades"](#) from Galbiati, Fernando. *P'eng P'ai and the Hai-Lu-feng Soviet*. Stanford University Press, 1985.

-Mao Zedong ["Preliminary Conclusions of the Land Investigation Campaign"](#)

-["The Case of Han Guojun"](#) and "Small Unities" from Benton, Gregor. *New Fourth Army: Communist Resistance Along the Yangtze and the Huai, 1938-1941*. University of California Press, 1999.

-Teiwes and Sun ["From a Lenninist to Charismatic Party: The CCP's Changing Leadership, 1937-1945"](#) in Saich, Tony and Hans J. Van De Ven.eds.*New Perspectives on the Chinese Communist Revolution*. M E Sharpe Inc, 1997.

-Liu Shaoqi ["On Inner-Party Stuggle"](#) 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.)

-Pauline Keating ["Getting Peasants Organized : Village Organization and the Party-State in the Shaan Gan Ning Border Region, 1934-1945"](#) in Feng and Goodman eds. *North China At War: The Social Ecology of Revolution, 1937-1945* Rowman and Littlefield, 2000.

**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"](#)

-Joshua Howard ["Chongqing's Most Wanted: Worker Mobility and Resistance in China's Nationalist Arsenels 1937-1945"](#) *Modern China* 37.4 (Oct. 2003)

**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](#)

-Jeremy Brown "[From Resisting Communists to Resisting America](#): Civil War and Korean War in Southwest China, 1950-51" from Brown and Pickowicz *Dilemmas of Victory: The early years of the People's Republic of China* Harvard, 2008

-"[Silent Revolution, Sound of Terror](#)" from Friedman, Edward, Paul G. Pickowicz, Mark Selden, and Kay Ann Johnson. *Chinese Village, Socialist State*. Yale University Press, 1993.

**Week 13 Cultural Revolution** Political, economic and social impact of the Great Proletarian Cultural Revolution

Crossley 237-245

*Spider Eaters*, entire

-"[Rebels](#)" from Perry, Elizabeth, and Li Xun. *Proletarian Power: Shanghai In The Cultural Revolution*. Westview Press, 1997.

-Dahpon David Ho "[To Protect and Persevere](#): Resisting the Destroy the Four Olds Campaign" in Esherick, Joseph W., Paul G. Pickowicz, and Andrew G. Walder, eds. *The Chinese Cultural Revolution as History*. Stanford University Press, 2006.

-<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

-Yao Yusheng "[The Elite Class Background of Wang Shuo and His Hooligan Characters](#)" *Modern China* 30.2 (Oct. 2004)

-Guo Yingjie and He Baogang "[Reimagining the Chinese Nation](#): The 'Zeng Guofan Phenomenon'" *Modern China* 25.2 (Apr. 1999)

-Tiantian Zheng "[Commodifying](#) Romance and Searching for Love: Rural Migrant Bar Hostesses' Moral Vision in Post-Mao Dalian" *Modern China* 34.4 (Oct., 2008)

**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 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**

-Crossley, Pamela *The Wobbling Pivot: China Since 1800* Wiley-Blackwell, 2010

#### **Non-textbook reading**

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

-Brook, Timothy. *The Confusions of Pleasure: Commerce and Culture in Ming China*. University of California Press, 1999.

-Lary, Diana. *The Chinese People at War: Human Suffering and Social Transformation, 1937-1945*. Cambridge University Press, 2010.

-Yang, Rae. *Spider Eaters: A Memoir*. 1st ed. University of California Press, 1998.

### **VIII. Special Resource Requirements**

None

### **IX. Bibliography**

Benedict, Carol. *Golden-Silk Smoke: A History of Tobacco in China, 1550-2010*. 1st ed. University of California Press, 2011.



- Chang, Leslie T. *Factory Girls: From Village to City in a Changing China*. Reprint. Spiegel & Grau, 2009.
- Guy, R. Kent. *Qing Governors and Their Provinces: The Evolution of Territorial Administration in China, 1644-1796*. University of Washington Press, 2010.
- Hershatter, Gail. *The Gender of Memory: Rural Women and China's Collective Past*. 1st ed. University of California Press, 2011.
- Hill, Emily M. *Smokeless Sugar: The Death of a Provincial Bureaucrat and the Construction of China's National Economy*. UBC Press, 2011.
- Lam, Tong. *A Passion for Facts: Social Surveys and the Construction of the Chinese Nation-State, 1900-1949*. 1st ed. University of California Press, 2011.
- Lean, Eugenia. *Public Passions: The Trial of Shi Jianqiao and the Rise of Popular Sympathy in Republican China*. 1st ed. University of California Press, 2007.
- Mullaney, Thomas. *Coming to Terms with the Nation: Ethnic Classification in Modern China*. Reprint. University of California Press, 2011.
- Zarrow, Peter. *After Empire: The Conceptual Transformation of the Chinese State, 1885-1924*. Stanford University Press, 2012.

**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
  - Brook, Timothy. *The Confusions of Pleasure: Commerce and Culture in Ming China*. University of California Press, 1999.
  - Lary, Diana. *The Chinese People at War: Human Suffering and Social Transformation, 1937-1945*. Cambridge University Press, 2010.
  - Yang, Rae. *Spider Eaters: A Memoir*. 1st ed. University of California Press, 1998.
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 it 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.  Review the [Criteria for a Liberal Studies Elective](#) – note how the competencies are to be handled.
2.  Follow the [2012 Undergraduate Curriculum Handbook](#) for new (p. 20-27) or revised courses (p. 15-19).
3.  Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4.  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.  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.  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.  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.  Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
9.  Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).  
If this is a course revision (p. 18 UWUCC Handbook)
10.  Summary of the proposed revisions.
11.  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.  The old syllabus of record.
13.  Review Liberal Studies course approval checklist (p. 90 UWUCC Handbook).



## Checklist for Global and Multicultural Awareness Course Proposals

1.  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.  Follow the [2012 Undergraduate Curriculum Handbook](#) for new (p. 20-27) or revised courses (p. 15-19).
  3.  Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document – available at <http://www.iup.edu/senate/uwucc/default.aspx>).
  4.  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.  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.  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.  Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
  8.  Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).
- If this is a course revision** (p. 18 UWUCC Handbook)
9.  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.  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.  The old syllabus of record.
  12.  Review the Liberal Studies course approval checklist (p. 90 UWUCC Handbook).

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University-Wide Undergraduate Curriculum Committee

CONTACT

Contact Person \_\_\_\_\_ Phone 7-2573

Department H is to \_\_\_\_\_

PROPOSAL TYPE (Check All Appropriate Lines)

- COURSE Modem China  
Suggested 20-character title
- New Course\* HIST 334 History of Modem China  
Course Number and Full Title
- Course Revision \_\_\_\_\_  
Course Number and Full Title
- Liberal Studies Approval+ HIST 334 History of Modem China  
for new or existing course  
Course Number and Full Title
- Course Deletion \_\_\_\_\_  
Course Number and Full Title

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LIBERAL STUDIES  
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Number and/or Title Change \_\_\_\_\_  
Old Number and/or Full Old Title

Course or Catalog Description Change \_\_\_\_\_  
New Number and/or Full New Title  
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)

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Department Curriculum Committee

[Signature] 9/28/01  
Department Chair

[Signature] 10-17-01

College Curriculum Committee

[Signature] 10/17/2001  
College Dean

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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 Taiping 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

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

China's crisis. The world of the new youth. Bai hua, science, and democracy. Confucius and Communism. Women and revolution.

- 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 Yunnan 3 hours

Jiangxi Soviet, land reform and divorce. Long March, the Yunnan 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 lose 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

J.A.G. Roberts. *A Concise History of China* Cambridge: Harvard University Press U.P., 1999.

Paul Cohen. *History in Three Keys: The Boxers as Event, Experience, and Myth* New York: New York: Columbia University Press University Press 1998.

Wang Zheng. *Women in the Chinese Enlightenment: Oral and Textual Histories*. Berkeley: University of California Press U.P. 1999.

Alan Baumler. *Opium and Modern China: A Reader*. Michigan U.P. 2001

Rae Yang. *Spider Eaters: A Memoir*. Berkeley: University of California Press U.P., 1998

VI.Specialresource requirements

none



## VII. Bibliography

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- Cohen, Paul. *Discovering History in China: American Historical Writing on the Recent Chinese Past*. New York: Columbia University Press, 1984.
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### Late Imperial China

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- Johnson, David, Andrew Nathan and Evelyn Rawski. *Popular Culture in Late Imperial China*. Berkeley: University of California Press, 1985.
- Ko, Dorothy. *Teachers of the Inner Chambers: Women and Culture in Seventeenth-Century China*. Stanford: Stanford University Press, 1994.
- Menzies, Nicholas K. *Forest and Land Management in Imperial China*. New York: St. Martins, 1994.
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### Qing Society and Economy

- Eastman, Lloyd. *Family, Fields, and Ancestors: Constancy and Change in China's Social and Economic History, 1550-1949*. Oxford: Oxford University Press, 1988.
- Rowe, William. *Hankow: Commerce and Society in a Chinese City, 1796-1889*. Stanford: Stanford University Press, 1984.
- Rowe, William. *Hankow: Conflict and Community in a Chinese City, 1796-1895*. Stanford: Stanford University Press, 1989.
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- Naquin, Susan and Evelyn Rawski. *Chinese Society in the Eighteenth Century*. New Haven: Yale University Press, 1987.

### Qing Government

- Bartlett, Beatrice. *Monarchs and Ministers: The Grand Council in Mid-Ch'ing China, 1723-1820*. Berkeley: University of California Press, 1991.
- Kuhn, Phillip. *Sou/stealers: The Chinese Sorcery Scare of 1768*. Cambridge: Harvard University Press, 1990.
- Reed, Bradly. *Talons and Teeth: County Clerks and Runners in the Qing Dynasty*. Stanford: Stanford University Press, 2000.
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- - *Emperor of China: Self-Portrait of K'ang-hsi*. New York: Knopf, 1974.
- Spence, Jonathan and John Wills, eds. *From Ming to Ch'ing: Conquest, Region, and Continuity*

- in Seventeenth-Century China*. New Haven: Yale University Press, 1979.
- Will, Pierre-Etienne. *Bureaucracy and Famine in Eighteenth-Century China*. trans. Elborg Forster. Stanford: Stanford University Press, 1990.
- Wakeman, Frederic. *The Great Enterprise*, 2 volumes. Berkeley: University of California Press, 1985.

#### Chinese Elites

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- Elliot, Mark. *The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China*. Stanford: Stanford University Press, 2001.
- Esherick, Joseph and Mary Backus Rankin, eds. *Chinese Local Elites and Patterns of Dominance*. Berkeley: University of California Press, 1990.
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#### Qing Intellectual History

- Chang, Hao. *Chinese Intellectuals in Crisis: Search for Order and Meaning (1890-1911)*. Berkeley: University of California Press, 1987.
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- Rowe, William. *Saving the World: Chen Hongmou and Elite Consciousness in Eighteenth Century China*. Stanford: Stanford University Press, 2001.
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#### Rural Society

- Bernhardt, Kathryn. *Rents, Taxes, and Peasant Resistance: The Lower Yangzi Region, 1840-1950*. Stanford: Stanford University Press, 1992.
- Huang, Philip. *The Peasant Family and Rural Development in the Yangzi Delta, 1350-1988*. Stanford: Stanford University Press, 1990.
- Perdue, Peter. *Exhausting the Earth: State and Peasant in Hunan, 1500-1850*. Cambridge: University Press; Cambridge: Harvard University Press, 1987.
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#### Peasant Rebellion

- Kuhn, Philip. *Rebellion and Its Enemies in Late Imperial China: Militarization and Social Structure, 1796-1864*. Cambridge: Harvard University Press, 1970.
- Michael, Franz. *The Taiping Rebellion: History and Documents*. 3 vols. Seattle: University of Washington Press, 1966-1971.
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#### China's Response to the West

- Bays, Daniel, ed. *Christianity in China: From the Eighteenth Century to the Present*. Stanford: Stanford University Press, 1996.
- Fairbank, John K. *Trade and Diplomacy on the China Coast: The Opening of the Treaty Ports, 1842-1851*. Cambridge: Harvard University Press, 1953.
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- Cohen, Paul. *Between Tradition and Modernity: Wang Tao and Reform in Late Ch'ing China*. Cambridge: Harvard University Press, 1974.
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#### China and Imperialism

- Ching, Leo T.S. *Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation*. Berkeley: University of California Press, 2001.
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- Duus, Peter, Ramon Meyers, and Mark Peattie, eds. *The Japanese Informal Empire in China, 1895-1937*. Princeton: Princeton University Press, 1989.
- Hunter, Jane. *The Gospel of Gentility: American Missionary Women in Turn-of-the-Century China*. New Haven: Yale University Press, 1984.
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#### Late Qing Reform

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#### 1911 Revolution

- Esherick, Joseph. *Reform and Revolution in China: the 1911 Revolution in Hunan and Hubei*. Berkeley: University of California Press, 1976.
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#### Nanjing Decade

- Coble, Parks. *The Shanghai Capitalists and the Nationalist Government, 1927-1937*. Cambridge: Harvard University Press, 1986.
- Coble, Parks. *Facing Japan: Chinese Politics and Japanese Imperialism, 1931-1937*. Cambridge: Harvard University Press, 1991.
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#### War of Resistance and Civil War

- Eastman, Lloyd. *Seeds of Destruction: Nationalist China in War and Revolution, 1937-1945*. Stanford: Stanford University Press, 1984.
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#### The Chinese Communist Revolution

- Klein, Donald W. and Anne B. Clark. *Biographical Dictionary of Chinese Communism, 1921-1965*. Cambridge: Harvard University Press, 1971.

#### Marxism in China

- Dirlik, Arif. *The Origins of Chinese Communism*. Oxford: Oxford University Press, 1989.
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- Benton, Gregor. *New Fourth Army: Communist Resistance Along the Yangtze and the Huai, 1938-1941*. London: Curzon 1999
- Chen Yung-fa. *Making Revolution: The Communist Movement in Eastern and Central China, 1937-1945*. Stanford: Stanford University Press, 1986.
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#### PRC

##### General Works

- Meisner, Maurice. *Mao's China and After*. New York: Free Press, 1986.
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California Press, 1966.

-Shue, Vivienne. *The Reach of the State: Sketches of the Chinese Body Politic*. Stanford: Stanford University Press, 1988.

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#### Great Leap Forward

-Bachman, David. *Bureaucracy, Economy, and Leadership in China: The Institutional Origins of the Great Leap Forward*. New York: Cambridge University Press, 1991.

-MacFarquhar, Roderick. *The Origins of the Cultural Revolution, vol. 2: The Great Leap Forward, 1958-1960*. New York: Columbia University Press, 1983.

#### The Cultural Revolution

-Gao Yuan, *Born Red: A Chronicle of the Cultural Revolution*. Stanford: Stanford University Press, 1987.

-White, Lynn T. *Policies of Chaos: The Organizational Causes of Violence in China's Cultural Revolution*. Princeton: Princeton University Press, 1989.

#### Rural Society

-Chan, Anita, Richard Madsen, and Jonathan Unger. *Chen Village Under Mao and Deng*. Berkeley: University of California Press, 1992.

-Madsen, Richard. *Morality and Power in a Chinese Village*. Berkeley: University of California Press, 1984.

-Parish, William and Martin K. Whyte. *Village and Family in Contemporary China*. Chicago, 1978.

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-Siu, Helen. *Agents and Victims in South China*. New Haven: Yale University Press, 1989.

-Yang, Dali L. *Calamity and Reform in China: State, Rural Society, and Institutional Change Since the Great Leap Famine*. Stanford: Stanford University Press, 1996.

#### Popular Culture

-Kraus, Richard. *Pianos and Politics in China: Class, Nationalism and the Controversy over Western Music*. Oxford: Oxford University Press, 1989.

-Zha Jianying. *China Pop: How Soap Operas, Tabloids, and Bestsellers Are Transforming a Culture*. New York: New Press, 1995.

#### Gender

-Johnson, Kay Ann. *Women, the Family and Peasant Revolution in China*. Chicago: University of Chicago Press, 1983.

-Stacey, Judith. *Patriarchy and Socialist Revolution in China*. Berkeley: University of California Press, 1983.

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#### Economic History

-Ikels, Charlotte. *The Return of the God of Wealth*. Stanford: Stanford University Press, 1996.

-Solinger, Dorothy. *Chinese Business Under Socialism: The Politics of Domestic Commerce, 1949-1980*. Berkeley: University of California Press, 1984.

#### Contemporary China

-Baum, Richard. *Burying Mao*. Princeton: Princeton University Press, 2000.

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-Van Sun. *The Chinese Reassessment of Socialism 1972-1992*. Princeton: Princeton University Press, 1996.

-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

AS 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

81 This course will be taught by one instructor

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

83 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

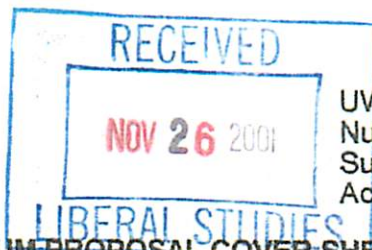


**Liberal Studies IV**

- 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.

LSC Use Only  
Number: \_\_\_\_\_  
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App UWUCC 9/10/02  
Senate App 11/5/02

**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)**

**COURSE** Modern China  
Suggested 20 character title

**New Course\*** HIST 334 History of Modern China  
Course Number and Full Title

**Course Revision** \_\_\_\_\_  
Course Number and Full Title

**Liberal Studies Approval+ for new or existing course** 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 date)**

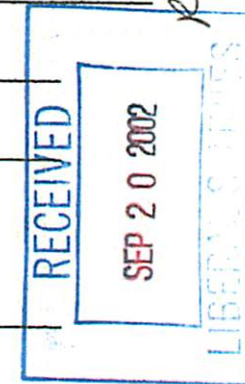
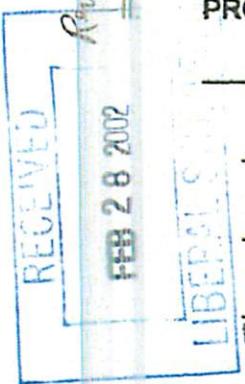
[Signature] 9/27/01  
Department Curriculum Committee

[Signature] 9/28/01  
Department Chair

[Signature] 10-17-01  
College Curriculum Committee

[Signature] 10/18/2001  
College Dean

[Signature] 3-20-02  
Director Liberal Studies



## 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 19<sup>th</sup> 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 Taiping 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**

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**

China's crisis. The world of the new youth. Bai hua, science, and democracy. Confucius and Communism. Women and revolution.

- 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 Yennan 3 hours**

Jiangxi Soviet, land reform and divorce. Long March, the Yennan 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 lose 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**

J.A.G. Roberts. *A Concise History of China* Cambridge: Harvard University Press U.P., 1999.

Paul Cohen. *History in Three Keys: The Boxers as Event, Experience, and Myth* New York: New York: Columbia University Press University Press 1998.

Wang Zheng. *Women in the Chinese Enlightenment: Oral and Textual Histories*. Berkeley: University of California Press U.P. 1999.

Alan Baumler. *Opium and Modern China: A Reader*. Michigan U.P. 2001

Rae Yang. *Spider Eaters: A Memoir*. Berkeley: University of California Press U.P., 1998

**VI. Special resource requirements**

none

## VII. Bibliography

### Late Imperial period (1368-1644)

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- Cohen, Paul. *Discovering History in China: American Historical Writing on the Recent Chinese Past*. New York: Columbia University Press, 1984.
- Hayford, Charles, comp.,. *China: New Edition* Clio Press World Bibliographical Series, 1997
- Hummel, Arthur W. *Eminent Chinese of the Ch'ing Period*, 2 vols. Seattle: University of Washington Press: G.P.O, 1943-1944.
- Schoppa, Keith. *The New York: Columbia University Press Guide to Modern Chinese History*. New York: New York: Columbia University Press University Press 2000.
- Wilkinson, Endymion. *Chinese History A Manual (Revised and Enlarged)* Cambridge: Harvard University Press U.P. 2000.

#### Late Imperial China

- Bernhardt, Kathryn. *Women and Property in China, 960-1949*. Stanford: Stanford University Press, 1999.
- Johnson, David, Andrew Nathan and Evelyn Rawski. *Popular Culture in Late Imperial China*. Berkeley: University of California Press, 1985.
- Ko, Dorothy. *Teachers of the Inner Chambers: Women and Culture in Seventeenth-Century China*. Stanford: Stanford University Press, 1994.
- Menzies, Nicholas K. *Forest and Land Management in Imperial China*. New York: St. Martins, 1994.
- Rawski, Evelyn. *Education and Popular Literacy in Ch'ing China*. Michigan, 1979.
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#### Qing Society and Economy

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- Rowe, William. *Hankow: Commerce and Society in a Chinese City, 1796-1889*. Stanford: Stanford University Press, 1984.
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- Mann, Susan. *Local Merchants and the Chinese Bureaucracy, 1750-1900*. Stanford: Stanford University Press, 1987.
- Naquin, Susan and Evelyn Rawski. *Chinese Society in the Eighteenth Century*. New Haven: Yale University Press, 1987.

#### Qing Government

- Bartlett, Beatrice. *Monarchs and Ministers: The Grand Council in Mid-Ch'ing China, 1723-1820*. Berkeley: University of California Press, 1991.
- Kuhn, Phillip. *Soulstealers: The Chinese Sorcery Scare of 1768*. Cambridge: Harvard University Press, 1990.
- Reed, Bradly. *Talons and Teeth: County Clerks and Runners in the Qing Dynasty*. Stanford: Stanford University Press, 2000.
- Spence, Jonathan. *Ts'ao Yin and the K'ang-hsi Emperor*. New Haven: Yale University Press,, 1966.
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- Spence, Jonathan and John Wills, eds. *From Ming to Ch'ing: Conquest, Region, and Continuity*

- in Seventeenth-Century China*. New Haven: Yale University Press, 1979.
- Will, Pierre-Etienne. *Bureaucracy and Famine in Eighteenth-Century China*. trans. Elborg Forster. Stanford: Stanford University Press, 1990.
- Wakeman, Frederic. *The Great Enterprise*, 2 volumes. Berkeley: University of California Press, 1985.

#### **Chinese Elites**

- Beattie, Hilary. *Land and Lineage in China: A Study of Tung-ch'eng County, Anhwei, in the Ming and Ch'ing Dynasties*. Cambridge: University Press, 1979.
- Elliot, Mark. *The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China*. Stanford: Stanford University Press, 2001.
- Esherick, Joseph and Mary Backus Rankin, eds. *Chinese Local Elites and Patterns of Dominance*. Berkeley: University of California Press, 1990.
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#### **Qing Intellectual History**

- Chang, Hao. *Chinese Intellectuals in Crisis: Search for Order and Meaning (1890-1911)*. Berkeley: University of California Press, 1987.
- Elman, Benjamin. *From Philosophy to Philology Intellectual and Social Aspects of Change in Late Imperial China*. Berkeley: University of California Press, 1984.
- Levenson, Joseph R. *Confucian China and Its Modern Fate: A Trilogy*. Berkeley: University of California Press, 1968.
- Rowe, William. *Saving the World: Chen Hongmou and Elite Consciousness in Eighteenth Century China*. Stanford: Stanford University Press, 2001.
- Schwartz, Benjamin. *In Search of Wealth and Power: Yen Fu and the West*. Cambridge: Harvard University Press, 1964.

#### **Rural Society**

- Bernhardt, Kathryn. *Rents, Taxes, and Peasant Resistance: The Lower Yangzi Region, 1840-1950*. Stanford: Stanford University Press, 1992.
- Huang, Philip. *The Peasant Family and Rural Development in the Yangzi Delta, 1350-1988*. Stanford: Stanford University Press, 1990.
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#### **Peasant Rebellion**

- Kuhn, Philip. *Rebellion and Its Enemies in Late Imperial China: Militarization and Social Structure, 1796-1864*. Cambridge: Harvard University Press, 1970.
- Michael, Franz. *The Taiping Rebellion: History and Documents*. 3 vols. Seattle: University of Washington Press, 1966-1971.
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- Owenby, David. *Brotherhoods and Secret Societies in Early and Mid-Qing China*. Stanford: Stanford University Press, 1996.

#### **China's Response to the West**

- Bays, Daniel, ed. *Christianity in China: From the Eighteenth Century to the Present*. Stanford: Stanford University Press, 1996.
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- Polachek, James. *The Inner Opium War*. Cambridge: Harvard University Press, 1992.



- Cohen, Paul. *Between Tradition and Modernity: Wang T'ao and Reform in Late Ch'ing China*. Cambridge: Harvard University Press, 1974.
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- Wright, Mary Clabaugh. *The Last Stand of Chinese Conservatism: The T'ung-chih Restoration, 1862-1874*. Stanford: Stanford University Press, 1966.

#### **China and Imperialism**

- Ching, Leo T.S. *Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation*. Berkeley: University of California Press, 2001.
- Cohen, Paul. *History in Three Keys: The Boxers as Event, Experience, and Myth*. New York: Columbia University Press, 1997.
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- Hunter, Jane. *The Gospel of Gentility: American Missionary Women in Turn-of-the-Century China*. New Haven: Yale University Press, 1984.
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#### **Late Qing Reform**

- Hsiao, Kung-ch'uan. *A Modern China and a New World: K'ang Yu-wei, Reformer and Utopian, 1858-1927*. Seattle: University of Washington Press, 1975.
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#### **1911 Revolution**

- Esherick, Joseph. *Reform and Revolution in China: the 1911 Revolution in Hunan and Hubei*. Berkeley: University of California Press, 1976.
- Rankin, Mary Backus. *Early Chinese Revolutionaries: Radical Intellectuals in Shanghai and Chekiang, 1902-1911*. Cambridge: Harvard University Press, 1971.

#### **Republic**

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- Gillin, Donald. *Warlord: Yen Hsi-shan in Shansi Province, 1911-1949*. Princeton: Princeton University Press, 1967.
- Lary, Diana. *Warlord Soldiers: Chinese Common Soldiers, 1911-1937*. Cambridge: University Press, 1985.
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- Sheridan, James. *Chinese Warlord: The Career of Feng Yu-hsiang*. Stanford: Stanford University Press, 1966.

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- Cochran, Sherman. *Big Business in China: Sino-Foreign Rivalry in the Cigarette Industry, 1890-1937*. Cambridge: Harvard University Press, 1980.
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- Wasserstrom, Jeffrey N. *Student Protests in Twentieth-Century China: The View From Shanghai*. Berkeley: University of California Press, 1991.
- Yeh Wen-hsin *The Alienated Academy :Culture and Politics in Republican China, 1919-1937*. Cambridge: Harvard University Press, 1990

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- Coble, Parks. *The Shanghai Capitalists and the Nationalist Government, 1927-1937*. Cambridge: Harvard University Press, 1986.
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#### **The Chinese Communist Revolution**

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-Bachman, David. *Bureaucracy, Economy, and Leadership in China: The Institutional Origins of the Great Leap Forward*. New York: Cambridge: University Press, University Press, 1991.

-MacFarquhar, Roderick. *The Origins of the Cultural Revolution, vol. 2: The Great Leap Forward, 1958-1960*. New York: Columbia University Press, 1983.

#### **The Cultural Revolution**

-Gao Yuan, *Born Red: A Chronicle of the Cultural Revolution*. Stanford: Stanford University Press, 1987.

-White, Lynn T. *Policies of Chaos: The Organizational Causes of Violence in China's Cultural Revolution*. Princeton: Princeton University Press, 1989.

#### **Rural Society**

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-Yang, Dali L. *Calamity and Reform in China: State, Rural Society, and Institutional Change Since the Great Leap Famine*. Stanford: Stanford University Press, 1996.

#### **Popular Culture**

-Kraus, Richard. *Pianos and Politics in China: Class, Nationalism and the Controversy over Western Music*. Oxford: Oxford University Press, 1989.

-Zha Jianying. *China Pop: How Soap Operas, Tabloids, and Bestsellers Are Transforming a Culture*. New York: New Press, 1995.

#### **Gender**

-Johnson, Kay Ann. *Women, the Family and Peasant Revolution in China*. Chicago: University of Chicago Press, 1983.

-Stacey, Judith. *Patriarchy and Socialist Revolution in China*. Berkeley: University of California Press, 1983

-Wolf, Margery. *Revolution Postponed: Women in Revolutionary China*. Stanford: Stanford University Press, 1985.

#### **Economic History**

-Ikels, Charlotte. *The Return of the God of Wealth*. Stanford: Stanford University Press, 1996.

-Solinger, Dorothy. *Chinese Business Under Socialism: The Politics of Domestic Commerce, 1949-1980*. Berkeley: University of California Press, 1984.

#### **Contemporary China**

-Baum, *Richard Burying Mao*. Princeton: Princeton University Press, 2000

-Brownell, Susan. *Training the Body for China: Sports and the Moral Order in the People's Republic*. Chicago U.P. 1999

-Yan Sun. *The Chinese Reassessment of Socialism 1972-1992*. Princeton: Princeton University Press, 1996

-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**

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**

**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 20<sup>th</sup>-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.**