HIST - 3389 - China Since 1600

3e. UH Core - Revising Existing Course to add to Core or Revise Existing Core Course and remain in Core (UGRD only)

1. Course Ownership/Implementation/Justification

<table>
<thead>
<tr>
<th>Department*</th>
<th>History</th>
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### Required Approval Steps*
- [ ] Undergraduate Studies Department Committee Review
- [ ] Undergraduate Studies Department Chair/Program Director
- [x] Undergraduate Studies College Curriculum Committee

<table>
<thead>
<tr>
<th>Will the course be cross-listed with another area?*</th>
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<tbody>
<tr>
<td>[ ] Yes</td>
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<tr>
<td>[x] No</td>
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<tr>
<th>If yes, has an agreement with department(s) been reached?</th>
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<tr>
<td>[ ] Yes</td>
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<tr>
<td>[x] No</td>
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<table>
<thead>
<tr>
<th>Department(s) and Course(s) that will be cross-listed with this course</th>
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<table>
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<tr>
<th>Catalog year of implementation*</th>
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<tbody>
<tr>
<td>[ ] 2016 - 2017</td>
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<tr>
<td>[x] 2017 - 2018</td>
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<thead>
<tr>
<th>Term(s) Course will be TYPICALLY Offered:*</th>
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<tbody>
<tr>
<td>[x] Fall (including all sessions within term)</td>
</tr>
<tr>
<td>[x] Spring (including Winter Mini all sessions within term)</td>
</tr>
<tr>
<td>[ ] Summer (including Summer Mini and all sessions within term)</td>
</tr>
<tr>
<td>[ ] Contact Your Academic Advisor</td>
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<table>
<thead>
<tr>
<th>Justification(s) for Adding/Revising Course for Core*</th>
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<td>1k. Other (use field below)</td>
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State the rationale
This is a course on the human condition that looks at the different ways that people have experienced the world. The study of China before 1600 will expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. The class will explore history from multiple perspectives, analyze historical evidence, craft historical argument. Students will learn to write clearly and concisely. These skills help us understand a complex world with a multitude of human experiences.

Course meets requirements for category IV. LANGUAGE, PHILOSOPHY & CULTURE.

2. Course Catalog Information

<table>
<thead>
<tr>
<th>Instructional Area/Course Prefix*</th>
<th>HIST</th>
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<tbody>
<tr>
<td>Course Number*</td>
<td>3389</td>
</tr>
<tr>
<td>Long Course Title*</td>
<td>China Since 1600</td>
</tr>
<tr>
<td>Short Course Title (30 character limit)*</td>
<td>China Since 1600</td>
</tr>
<tr>
<td>Instruction Type*</td>
<td>Lecture ONLY</td>
</tr>
<tr>
<td>Lecture*</td>
<td>3</td>
</tr>
<tr>
<td>Lab*</td>
<td>0</td>
</tr>
<tr>
<td>Course Credit Level*</td>
<td>Junior</td>
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<tr>
<td>Grade Option*</td>
<td>Letter (A, B, C......)</td>
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</table>
Can this course be repeated for credit?*  
Yes ☐ No ☐

If Yes, how often and/or under what conditions may the course be repeated?

Maximum number of credit hours required of this course in degree plan*  
3.0

Number of course completions (attempts) allowed*  
3

Are multiple enrollments allowed for course within a session or term?*  
Yes ☐ No ☐

CIP Code*  
54.0106.0001

Requisite Checks in PeopleSoft (functionality within PeopleSoft)*  
☐ Need to adjust requisite checks already in place - Begin enforcement Fall
☐ Need to adjust requisite checks already in place - Begin enforcement Spring
☐ Need to create requisite checks for course - Begin enforcement Fall
☐ Need to create requisite checks for course - Begin enforcement Spring
☐ No adjustment required - requisites not being changed
☐ No requisite check desired for course at this time

Prerequisite(s):*  
junior standing or consent of instructor.

Corequisite(s)
Course Description*: General history of modern China focusing on the major political, social, and cultural transformations of China from the 17th and 18th centuries through the internal and external crises of the 19th century, the rise of nationalism and communism in the 20th century and contemporary dilemmas of social and economic reform.

Course Notes

3. Authorized Degree Program(s)/Impact Study

Is this a required course for any program (degree, certificate, or minor)?*  
- [ ] Yes - enter additional information in field below  
- [x] No

If yes, for which program(s)?
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Does this change cause a change in any program?*</td>
<td></td>
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<tr>
<td>If yes, to which program(s)?</td>
<td></td>
<td></td>
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<tr>
<td>Does this change force changes in prerequisites for other courses?*</td>
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<tr>
<td>If yes, which course(s) and is a proposal being submitted to reflect the change?</td>
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<tr>
<td>Impact Report*</td>
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4. Core Curriculum Information

Learning Outcomes*

1. Students will understand Chinese history from about 1600 CE to the present. They will continue to look into the development of the civilization, evaluating the economic, cultural and social changes of imperial China.

2. Students will explore themes that cover the aspects of the religious, moral and social beliefs of early China, the assessment of the significance of the institutions of state and family that have left an imprint on the whole of Chinese history.

3. Students will write interpretive papers based on course readings.

Foundational Component Area for which the course is being proposed (select one)*

Language, Philosophy, & Culture

Component Area Option (optional)

None Selected

UH Core: Single or Double Category Listing

- List course in BOTH the Foundational Component Area and the Component Area Option categories
- List course in ONLY the Component Area Option category

Core Objectives addressed by the course*

Communication Skills

Critical Thinking

Personal Responsibility

Social Responsibility

Critical Thinking, if applicable
Students will demonstrate critical thinking skills through a paper (5-7 pages), to be written based on an analytical and interpretative reading of Yue Daiyun and Carolyn Wakeman, *To the Storm: the Odyssey of a Revolutionary Chinese Woman*, or Edgar Snow, *Red Star Over China*. The paper will be argumentative rather than descriptive, and engage the ideas presented in one or more of the readings.

**Communication Skills, if applicable**

The same assignment will demonstrate communication skills by requiring students to organize and present the information in a persuasive manner.

**Empirical & Quantitative Skills, if applicable**

**Teamwork, if applicable**

**Social**
Responsibility, if applicable

The same assignment will demonstrate social responsibility by requiring students to engage gender and social interactions in their analysis.

Personal Responsibility, if applicable

The same assignment will demonstrate personal responsibility by requiring students to engage gender and social interactions in their analysis.

Will the syllabus vary across multiple sections of the course?*

Yes
No

If yes, list the assignments that will be constant across sections

5. Supporting Documentation

Type of Attachments*

- Course Syllabus
- Degree Plan
- Memo
- Other Document(s)
6. Additional Information Regarding This Proposal

Contact person for questions about proposal: *Ramos, Raul - raramos@uh.edu*

Comments: see master memo for History department.

Administrative Use Only

(Administrative Use Only)
Proposal ID#

Original Course Prefix

Original Course Code

Original Course Title

Original Course OID
China Since 1600

Course Description and Requirements
This is one section of a survey course on the general history of modern East Asia and Chinese history. The course mainly covers China from about 1600 CE to the present. It introduces the early modern times of the country with an emphasis on the major political, social, and economic transformations of the time. It also reviews the cultural changes in an age when China faced the challenge of the West. The course will be a combination of lectures, readings, discussions, presentations, picture showing, and films. Students are responsible for each week’s reading and attendance of lectures and discussion sections, as well as required assignments. The class requires the student write one report (3-4 pages) and one paper (5-7 pages in length) based on the reading of the course and take two exams.

Required Textbooks
6. Course Reader online. (All texts with “**” mark are available on Blackboard Learning)
7. Documentary Film: Tea Thief (reserved in Language Lab, 3r floor, AAH)

Recommended Books

10. Documentary Film: “Rape of Nanking” (available in Language Lab, 217 AAH. You may also watch it on internet: [http://www.rapeofnanking.info/](http://www.rapeofnanking.info/))

**Grading Rate:**
1. Participation (Quizzes/attendance/presentation) 15%
2. Review report 15%
3. Midterm 20%
4. Paper 30%
5. Final 20%

**Class Schedule (subject to change)**

**WEEK 1.**
1/21 Introduction to the course

**WEEK 2.**
1/26 Lecture: Chinese society before 1600
1/28 Lecture: China under the rule of Manchu

**Required Readings:**

**WEEK 3.**

**Required Readings:**

2/2 Discussion (covers the readings from the previous week)
2/4 Lecture: Chinese Society in Transformation

**WEEK 4.**

**Required Reading:**

2/9 Discussion: Faces of imperial society
2/11 Lecture: From Reform to Revolution

**WEEK 5.**

**Required Reading:**
4. **“The Heavenly Kingdom of the Taipings,” in Sources**, pp. 213-226

2/16 Discussion: China facing crisis
2/18 Lecture: From Reform to Revolution
WEEK 6. (Paper Topics is Online) (Review on Tea Thief due on 2/23)

Required Reading:
1. Keith Schoppa, Revolution and Its Past, pp. 86-142

2/23 Discussion: Reform or Revolution?
2/25 Lecture: The 1911 Revolution and the Early Republic

WEEK 7.

Required Reading:
1. Keith Schoppa, Revolution and Its Past, pp. 143-161
2. “21 demands” (1915)
3. “Dog-meat general”

3/2 Discussion: Revolution and the aftermath
3/4 Lecture: The May Fourth and New Cultural Movements

WEEK 8.

Required Reading:
1. Keith Schoppa, Revolution and Its Past, pp. 162-180
2. Ba Jin, Family.

3/9 Discussion: An Anti-Tradition movement
3/11 Midterm

WEEK 9. (Spring break, 3/16—3/21)

WEEK 10.

3/23 Lecture: The GMD and CCP: the Battle for China
3/25 Discussion: The GMD and the CCP

Required Reading
1. Keith Schoppa, Revolution and Its Past, pp. 181-200

Recommended Reading (on political ideas of the GMD and CCP):
* 2. Chiang Kai-shek (Jiang Jieshi): “Nationalism and Traditionalism” in Sources, pp. 337-347

WEEK 11.

3/30 Lecture: Chinese Revolution and Anti-Japanese War
4/1 Film: “In the Name of Emperor: Rape of Nanking”

Required Reading
2. Edgar Snow, Red Star Over China, pp. 241-360, 373-409

Recommended reading: (On land reform)
* 2. Ting, Ling, “Land Reform”
WEEK 12.
4/6 Discussion: The Communist Revolution
4/8 Lecture: Building a socialist society: the Early People’s Republic of China

Required Reading:
2. Yue Daiyun, To the Storm, pp. 1-150

WEEK 13.
4/13 Discussion: Chinese Intellectuals in the early Communist Regime
4/15 Lecture: The Chinese Cultural Revolution

Required Reading:
1. Yue Daiyun, To the Storm, pp. 151-348

WEEK 14. Paper: due on April 4/20 before the class
4/20 Discussion: Educational Revolution in the 1970s
4/22 Lecture: China in Reform Era: the State and Society

Required Reading:
1. Keith Schoppa, Revolution and Its Past, pp. 365-389
2. *Yunxiang Yan, “McDonal’s in Beijing” (in Golden Arches East: McDonald's in East Asia /edited by James L. Watson)

WEEK 15.
4/27 Film: “Small Happiness”
4/29 Discussion: China at the time of globalization

WEEK Make-up
5/4 Lecture: China Facing the 21st-Century
5/6 Final Examination

Review Paper:
A 3-4 page review paper on the documentary films is required. You are requires watch Tea Thief (reserved in Language Lab, 217AH). Any late report will be penalized as a late paper (see lateness policy).
- Report of Tea Thief due on 2/23

Term Paper:
A paper (5-7 pages) is due on April 20. It should be written based on your analytical and interpretative reading of the texts read in class. The paper should be argumentative rather than descriptive, and engage the ideas presented in one or more of the readings. The main sources of your paper should come from the class reading materials (including recommended readings). The paper topics will be available on Blackboard no late than the 6th week. You must submit your paper on April 20 before class via email (please send to: xcong@uh.edu). The paper must be in the Microsoft word readable form and must be confirmed by professor’s reply message (if you do not received the confirmation by the day after you turn in, you need to contact me via email). You will get your graded paper (with my comment) back on the final examination day. Otherwise, see lateness policy.

Lateness Policy
All papers and reports should be submitted on the due day before the class. A late paper will be penalized one-half of a grade down (e.g. from A to A-) if it submitted within three days after the due day. Any paper
submitted after three days of the due day will be penalized a half grade down each day. No paper will be accepted the day before the final examination day. Under special circumstances (see below), student must provide valid proof (doctor’s notes, police report, funeral announcement, etc.) in order to request an extension.

Quizzes and Absence
There will be quiz each week and the quizzes will be given at the beginning of the class. There is NO make-up quiz. I will check attendance at the beginning of each class. On the day of quiz, the quiz paper is your evidence of attendance. It is your responsibility to let the professor know that you have attended class if you were late for the attendance check or quiz.

Each absence will affect your participation one grade down (e. g. from A to B). If you are absent due to a special circumstance (see above), you must provide valid proof (see below) to avoid the grade penalty. Missing more classes will definitely affect your final grade!

Definition of Special Circumstance:
Special circumstances are the situation of which a student has a serious illness, gets injury in an accident, hospitalized, or having a death in the immediate family member (immediate family member means your parents, your spouse, and your children). In a special circumstance, a student can request for an extension of his/her paper if the student is able to provide a valid proof (doctor’s notes, police report, funeral announcement, etc.).

Discussion Section and Class Participation:
There will be discussion section almost for each week. Students are required to finish the reading of the week before attending to that week’s discussion section. The study questions for that week’s reading are available on Blackboard Learning. The study questions will be used as a guideline for reading and for discussion. Discussion section is very important for students to understand the reading and will help students grasp the key points of the reading. Many study questions may appear in examinations.

Students should bring textbooks or/and reading materials of the week to their class discussion. It is important to talk (!) in class and exchange opinions with your fellow students. I encourage everyone to put forth questions related to the lectures and readings. No activity in classroom discussion will receive a low participation grade regardless of the student’s attendance record. On the other hand, the active performance in class discussion will receive award for his/her participation at the end of semester.

Policy on cell-phone, etc.
Please turn off cellular phones and any other equipment that might disturb lecture or class discussion. Computers and ipads are allowed in classroom but it must be used for learning purpose. If someone’s cell phone or other equipment disturbs the class, she/he may be asked to leave the classroom. His/her leave is counted as one absence.

University of Houston Grading Scale

A  94-100  B+  87-89  C+  77-79  D  60-69
A-  90-93  B  84-86  C  74-76  F  59-
B-  80-83  C-  70-73