

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

Department*	History
Required Approval Steps*	<input type="checkbox"/> Undergraduate Studies Department Committee Review <input type="checkbox"/> Undergraduate Studies Department Chair/Program Director <input checked="" type="checkbox"/> Undergraduate Studies College Curriculum Committee
Will the course be cross-listed with another area?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, has an agreement with department(s) been reached?	<input type="radio"/> Yes <input type="radio"/> No
Department(s) and Course(s) that will be cross-listed with this course	
Catalog year of implementation*	<input checked="" type="radio"/> 2016 - 2017 <input type="radio"/> 2017 - 2018
Term(s) Course will be TYPICALLY Offered:*	<input checked="" type="checkbox"/> Fall (including all sessions within term) <input checked="" type="checkbox"/> Spring (including Winter Mini all sessions within term) <input type="checkbox"/> Summer (including Summer Mini and all sessions within term) <input type="checkbox"/> Contact Your Academic Advisor
Justification(s) for Adding/Revising Course for Core*	1k. Other (use field below)
State the rationale	

for creating this new Core course or revising the existing Core course:*

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.

Justification - if "other" selected above:

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

2. Course Catalog Information

Instructional Area/ Course Prefix* HIST

Course Number* 3389

Long Course Title* China Since 1600

Short Course Title (30 character limit)* China Since 1600

Instruction Type* Lecture ONLY

Lecture* 3

Lab* 0

Course Credit Level* Junior

Grade Option* Letter (A, B, C.....)

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 No

If yes, for which program(s)?

Does this change cause a change in any program?* Yes - attach copy of program plan
 No

If yes, to which program(s)?

Does this change force changes in prerequisites for other courses?* Yes - enter additional information in field below
 No

If yes, which course(s) and is a proposal being submitted to reflect the change?

Impact Report*

Regions

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 section 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)

**"Other"
documents:**

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

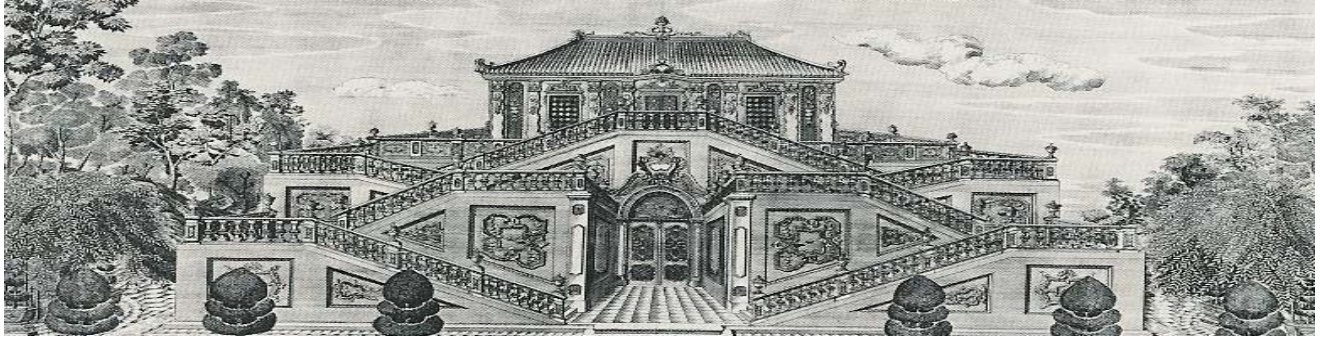
**(Administrative
Use Only)
Proposal ID#**

**Original Course
Prefix**

**Original Course
Code**

**Original Course
Title**

**Original Course
OID**



Department of History, UH
Spring 2015
Course no.: Hist3389
Classroom: **201AH**
Class meetings: **MW1-2:30 pm**

Instructor: Dr. Xiaoping Cong
Office: 562 Agnes Arnold Hall
Tel.: (713) 743-3096
Email: xcong@uh.edu
Office Hours: MW 2:30-3:30 or by appointment

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 the 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

1. R. Keith Schoppa, *Revolution and Its Past: Identities and Change in Modern Chinese History*, Prentice Hall, (third edition).
2. Jonathan Spence, *The Death of Woman Wang*. New York: Viking Press, 1978.
3. Pa, Chin (Ba, Jin), *The Family*, Prospect Heights, Ill.: Waveland Press, 1989, c1972.
4. Edgar Snow, *Red Star Over China*, NY: Grove Press, 1968.
5. Yue Daiyun and Carolyn Wakeman, *To the Storm: the Odyssey of a Revolutionary Chinese Woman*, Berkeley: University of California Press, 1985.
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

1. Richard Smith, *China's Cultural Heritage: The Ch'ing Dynasty, 1644-1912*, Westview, 1983.
2. Iris Chang, *The Rape of Nanking: The Forgotten Holocaust of World War II*, Penguin Books, 1997.
5. Zhong and Wang, *Some of Us: Chinese Women Growing up in the Mao Era*, Rutgers University Press, 2001.
6. Jianying Zha, *China Pop: How Soap Operas, Tabloids, and Bestsellers are Transforming a Culture*, The New Press of New York, 1995.
7. Gao, Mobo, *Gao Village: Rural Life in Modern China*, University of Hawaii Press, 2007.
8. Movie: "The Soong sisters" (English subtitles, available in Language Lab)

9. Documentary Film: *China: A Century of Revolution* (Volume I, *China in Revolution* available in Language lab)
10. Documentary Film: “Rape of Nanking” (available in Language Lab, 217 AAH. You may also watch it on internet: <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:

1. Keith Schoppa, *Revolution and Its Past*, pp. 1-24.
2. Spence, *The Death of Woman Wang*, pp. 1-58.

WEEK 3.

Required Readings:

1. Keith Schoppa, *Revolution and Its Past*, pp. 25-37.
 2. Spence, *The Death of Woman Wang*, pp. 59-139.
- 2/2 Discussion (covers the readings from the previous week)
- 2/4 Lecture: Chinese Society in Transformation

WEEK 4.

Required Reading:

1. Keith Schoppa, *Revolution and Its Past*, pp. 37-45.
 2. *Andre Frank, *ReOrient: Global Economy in the Asian Age*, pp. 108-117
 3. *Rich Smith, *China’s Cultural Heritage*, pp. 31-79, 108-21
 4. *Susan Mann, *Precious Records*, pp. 45-75.
- 2/9 Discussion: Faces of imperial society
- 2/11 Lecture: China’s internal and external crises in the 19th century

WEEK 5.

Required Reading:

1. Keith Schoppa, *Revolution and Its Past*, pp. 46-79
 2. *John Fairbank, “The Paradox of Growth without Development” in *China: A New History*, pp. 167-186.
 3. *“The Lesson of Lin Zexu” & Lin Zexu (1785-1850), “Letter to the English Ruler” in *Sources of Chinese Tradition*, pp. 201-205
 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. *"Moderate Reform and the Self-Strengthening Movement" in *Sources*, pp. 233-238, 240-241.
3. *"Kang Yu-wei and the Reform Movement" in *Sources*, pp. 260-267, 269-270.
4. *"Liang Qichao" in *Sources*, pp. 287-291, 295-298.
5. *"Zhang Binglin's Revolutionary Nationalism" in *Sources*, pp. 308-313.

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"
4. *Sun Yatsen (1866-1925), "The Three People's Principles" & "Three Stages of Revolution" in *Sources*, pp. 320-330
5. *"Democracy and Absolutism: the Debate over Political Tutelage" in *Sources*, pp. 330-37

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. *Lu Xun (1881-1936), "A Madman's Diary" in *Selected Stories of Lu Hsun*

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
2. Edgar Snow, *Red Star Over China*, pp. 35-39, 63-232.

Recommended Reading (on political ideas of the GMD and CCP):

- * 1. Mao Zedong, "Report on an Investigation of the Hunan Peasant Movement" in *Sources*, pp. 406-11
- * 2. Chiang Kai-shek (Jiang Jieshi): "Nationalism and Traditionalism" in *Sources*, pp. 337-347
- * 3. Mao Zedong, "On New Democracy" in *Sources*, pp. 418-423

WEEK 11.

3/30 Lecture: Chinese Revolution and Anti-Japanese War

4/1 Film: "In the Name of Emperor: Rape of Nanking"

Required Reading:

1. Keith Schoppa, *Revolution and Its Past*, pp. 201-220.
2. Edgar Snow, *Red Star Over China*, pp. 241-360, 373-409

Recommended reading: (On land reform)

- * 1. Mao Zedong, "The Question of Land Redistribution" in *Sources*, pp. 411-12
- * 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:

1. Keith Schoppa, *Revolution and Its Past*, pp. 305-319.
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
2. *Gao Mobo, *Gao Village: Rural Life in Modern China* (University of Hawaii Press, 1999): 92-121.

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)
3. *William Greider, "Global Agenda: After the WTO Protest in Seattle" *The Nation* (Jan. 31, 2000), see website: <http://www.thenation.com/doc.mhtml?i=20000131&s=greider>

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 required to 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 later 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 receive 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 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		