

This syllabus is for information purposes only.

The syllabus-of-record will be distributed to registered students in class and via eLearning.

HIST 3315.001 Modern China

Spring 2016 | MW 11:30–12:45

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Office Hours: Monday 1:00–2:00 PM or by appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions:

There are no pre-requisites or other restrictions for this course.

Knowledge of Chinese language is not required.

Course Description:

From its beginnings as an imperial state, China was at the forefront of world civilizations, developing sophisticated political, social, and religious traditions, and participating actively in a world exchange network over the Silk Roads and Indian Ocean. Contrary to popular belief, China was not “introverted” or “xenophobic,” but rather engaged with both its neighbors and distant societies in complex manners. Traditional Chinese civilization reached its zenith during the mid-eighth century of the common era, then began its descent into the early modern world. This course will examine the history of Chinese civilization from the end of the tenth-century down to the end of the twentieth-century, focusing on political, social, economic, intellectual, and cultural developments. In particular, we will focus on China’s decline from its traditional glory, its encounters with the rising imperialist and colonialist powers of the West, and its efforts to regain its former position as a world leader.

Student Learning Objectives/Outcomes:

The primary objective of this course is to increase your understanding of the history of modern China. Additionally, the course will provide opportunity for students to develop communication skills key to the practice of the discipline of history. Both of these SLOs (knowledge base and communication skills) will be regularly assessed through ongoing writing and discussion assignments, including in-class Write to Learn exercises, class participation, research and formal argumentative writing, and quizzes featuring both objective and essay components. Brief descriptions of these assessment assignments are outlined below, and detailed guidelines will be provided to students in class and via eLearning.

History, Writing, and this Class:

Most of you are enrolled in this class because at some level you have developed an interest in history. To this point your interests have likely been passive; that is to say, you have enjoyed reading books or watching documentaries about historical topics. In this course you will shift from being consumers of history to producers of history. You will learn how to “do history.”

“Doing history” might be summed up by three interrelated acts: reading, thinking, and articulating your ideas about the past. The written word lies at the heart of the historical enterprise. Many of the surviving artifacts from the past are written documents, and most of the scholarship that attempts to make sense of these artifacts is also in written form. As such, you will be regularly engaged with writing. You will read the documents from the past. You will read ancient and modern historians’ attempts to organize the artifacts into meaningful representations of different times and places. You will think about both the primary and secondary documents at your disposal and offer your own representation of the past. You will do this through a variety of written assignments; that is how the professional historian works.

Although the creation of original ideas (or critical examinations of old ones) is the most significant act that the historian performs, for ideas to be tested and accepted they must first be shared. These ideas are shared in the form of books, articles, and short essays presented orally at conferences. Audiences will vary. At times historians write for each other. Other times they write for non-specialist or lay readers. And at other times they write for students. Depending on the audience, historians adopt a variety of voices; some formal, others informal. It is important to know how to present your ideas to each specific audience.

The format of historical writing is not simply to satisfy the whims of senior historians (or history professors). Rather, proper presentation of your ideas in writing adds credibility to your argument. Correct style, tone, format, documentation of evidence, etc. tell the reader that you have “sweated the small stuff,” and therefore your big ideas can be taken seriously. Conversely, failure to follow the conventions of the discipline signals to your reader that you have not mastered the simple matters of style, causing them to possibly doubt your ability to handle the more complex issues of content. While the viewpoint expressed above (“bad writing = unintelligence”) is most likely unfair and untrue, the perception remains. Thus it is your responsibility to demonstrate a competency in the craft of historical writing if you want your ideas to be taken seriously.

In this course you will have ample opportunity to examine primary and secondary documents, formulate your own ideas about them, and express those ideas in clear and concise essays. You will not only learn the “facts” about the history of modern China, you will “do history.”

Required Textbooks and Materials:

Ebrey, Patricia. *Cambridge Illustrated History of China*. Cambridge: Cambridge University Press, 1997. [ISBN: 052166991X].

Ebrey, Patricia. *Chinese Civilization: A Sourcebook*. 2nd ed. New York: Free Press, 1993. [ISBN: 002908752X].

Additional required reading materials will be distributed via eLearning in pdf file format.

Assignments & Academic Calendar:**Map assignment [10%]:**

You will be asked to identify a set of locations on the Rand McNally outline map of China and Japan [available from professor]. Grade will be based on completeness and accuracy.

Write to Learn [30%]:

Over the course of the semester you will be required to write several short essays, typically in class. These short essays may ask you to summarize or analyze a primary document, or write a micro-theme on an assigned topic related to course work. Most of these “crash essays” will be graded only for completion. Selected Write to Learn essays will be revised and graded as a component of the two quizzes. No make-up assignments will be given.

Mid-Term Quizzes [30%]:

Two in-class mid-term quizzes consisting of objective-type questions based on assigned readings and lecture material. Quizzes will also include take-home component.

Paper/Project [30%]:

You may choose between either option.

Failure to complete this assignment will result in an automatic grade of F for the class.

Option 1: Research Paper

Conduct research and write a paper of approximately five to seven (5–7) pages in length arguing a position from a specific perspective based on primary source evidence. Guidelines for the paper will be distributed in class.

Option 2: Creative Project

Prepare a creative project (fiction, poetry, film, animation, illustration/painting, music, dance, etc.) related to the theme of the course. Guidelines for the project will be distributed in class.

NOTE: There is a substantially weighted written component to the Creative Project option.

Tentative Schedule:

I will make every reasonable effort to follow this reading and discussion schedule, but sometimes changes must be made. Modification to this outline will be announced in class. It is your responsibility to be aware of the schedule and prepare the assigned materials.

KEY:

Readings from Ebrey, *Cambridge Illustrated History of China (CIHC)* are listed by chapter number. Readings from Ebrey, *Chinese Civilization: A Sourcebook (Sourcebook)* are listed by document number.

Items prefaced by a plus sign (+) are available via eLearning.

* = Due Date for Assignment

WK	Date	Modern China
1	1/11	Welcome
	1/13	Orientations + Periodization
2	1/18	MLK Day: No Class
	1/20	Traditional Foundations <i>CIHC</i> , Ch. 1–5 * Map Due
3	1/25	Early Modern China: Chronological Overview
	1/27	Transitional Period: Polity <i>CIHC</i> , Ch. 6–7 <i>Sourcebook</i> , 35, 44
4	2/1	Transitional Period: Economy & Society <i>Sourcebook</i> , 36, 38, 41
	2/3	Transitional Period: Thought & Culture <i>Sourcebook</i> , 39, 40, 45, 46 + “Records on Metal and Stone”
5	2/8	Transitional Period: The Mongol Yuan <i>Sourcebook</i> , 44 + <i>Secret History of the Mongols</i> , Report of a European Visitor

	2/10	Transitional Period: The Early Ming <i>Sourcebook</i> , 47 + Zheng He (biography and inscriptions)
6	2/15	Late Imperial Period: Overview <i>CIHC</i> , Ch. 8–9
	2/17	Late Imperial Period: Polity & Economy <i>Sourcebook</i> , 49, 50, 51, 52
7	2/22	Late Imperial Period: Society <i>Sourcebook</i> , 54, 55, 56
	2/24	Late Imperial Period: Thought & Culture <i>Sourcebook</i> , 48, 57, 60
8	2/29	* Quiz 1
	3/2	Western Encounters <i>Sourcebook</i> , 12, 31, 68
9	3/7	Opium Wars and the Treaty System + Lin Zexu, Two Letters
	3/9	Rebellions, Wars, and Reforms <i>Sourcebook</i> , 69, 70, 71, 74
10	3/14	Spring Break: No Class
	3/16	Spring Break: No Class
11	3/21	The 1911 Revolution <i>CIHC</i> , Ch. 10 <i>Sourcebook</i> , 75 Sun Yat-sen, Three Principles of the People < http://chnm.gmu.edu/revolution/d/582/ >
	3/23	The May Fourth Movement <i>Sourcebook</i> , 76, 77
12	3/28	Civil War/War of Resistance/Civil War <i>Sourcebook</i> , 78, 80, 84
	3/30	The New Regime <i>CIHC</i> , Ch. 11 <i>Sourcebook</i> , 85, 89, 90

13	4/4	Economic and Social Transformations <i>Sourcebook</i> , 86, 87
	4/6	Marxism & Maoism Quotations from Chairman Mao Tse-tung [All Chapters] < http://art-bin.com/art/omaotoc.html >
14	4/11	1956–1963 <i>Sourcebook</i> , 88, 89
	4/13	The Cultural Revolution, 1966–1976 <i>Sourcebook</i> , 91, 93, 94
15	4/18	Deng's China <i>Sourcebook</i> , 95, 96, 98 * Paper/Project Due
	4/20	Beyond the Mainland: Taiwan & Hong Kong + Readings TBA
16	4/25	Tiananmen, 1989 <i>Sourcebook</i> , 99, 100 + <i>Deathsong of the River</i> , parts 1 and 6
	4/27	* Quiz 2

Legal & Administrative

Course & Instructor Policies:

Grading Policy:

Percentages for the course assignments have been noted above. The following gradescale will be used: 0–59 [F]; 60–62 [D-]; 63–66 [D]; 67–69 [D+]; 70–72 [C-]; 73–76 [C]; 77–79 [C+]; 80–82 [B-]; 83–86 [B]; 87–89 [B+]; 90–92 [A-]; 93–100 [A]. In narrative form, [F]=failing; [D]=below average; [C]=average; [B]=above average; [A]=exceptional.

The professor reserves the right to curve, round, or otherwise adjust grades at his sole discretion.

Attendance, Participation, and Discussion:

Attendance is mandatory! Please consult the university calendar before scheduling vacations, weddings, or other extra-curricular events that may keep you from your responsibilities in this class. You are responsible for the material and any assignments regardless of whether you were in a given class meeting or not. Any extended absence (two or more consecutive sessions) should be reported to me via email as soon as possible. Every student is expected to actively participate in the discussion of the assigned readings. While there may be no set percentage of the course grade dedicated to this requirement category, students who do not regularly attend and actively participate in class will not fare well in the course.

Late work:

Assignments are due at the beginning of class on the assigned date. Late work will not be accepted. For all work not completed by the due date, the student will receive a grade of 0 (zero) for the assignment. Exceptional circumstances may be taken into account. If you feel your circumstances merit special consideration, please notify me via email or in person as soon as possible.

Written Assignments:

All out-of-class written assignments must be typed, double-spaced, in a 10–12 point serif typeface (Times, Palatino, Garamond, Gentium, etc.). Pages must have one-inch margins and contain your name and page number in the upper right-hand corner of each page. Assignments must be printed on white paper in black ink. Multi-page documents must be stapled. Cover sheets are not necessary unless the specific assignment guidelines call for one. Do not submit work in a folder or other type of binder unless the specific assignment guidelines call for it.

Assignments not meeting these basic technical specifications will not be accepted.

Submissions via email or other electronic means will not be accepted.

Personal Electronics:

In general, the use of laptop computers, tablet computers, mp3 players, cell phones, and all other personal electronics is prohibited in this course unless a student has documentation from The Office of Student AccessAbility. Students granted exemptions from the personal electronics policy will be seated in the front row of the classroom. Any non-class related use of personal electronics in the classroom will result in a revocation of exemption, and the immediate confiscation of the device. Confiscated devices will be returned at the end of the class period. Repeat offenses will result in a failing grade in the course.

In this course, some of the required readings are available as pdf files on eLearning. When we are discussing the documents in class, you will be allowed to access them electronically via your personal laptop, pad, phone, or other device. Electronic devices must be put away at all other times.

Audio and Video Recording/Intellectual Property:

Audio or video recording of class lectures and other activities without the express written permission of the professor is strictly prohibited. Students with documented accommodations from The Office of Student AccessAbility also require written permission from the professor. Additionally, while you are encouraged to take hand-written notes during class, these notes reflect the intellectual work and property of the professor and may only be used for the notetaker's personal academic use. Notes may be shared with enrolled members of the class, but may not be distributed outside of the classroom community without the professor's express written permission. Notes (and/or approved or illicit audio and/or video recordings) may not be posted online or distributed to free or for-profit entities outside of the classroom community. Violation of this policy may result in a failing grade in the class and expose the student to potential legal action.

University of Texas at Dallas Policies:

In an effort go green (by cutting back on photocopying) University Policies can now be viewed at the following URL:

<http://go.utdallas.edu/syllabus-policies>

Course and Instructor Amendments to the University Policies:

Email Use:

Email is the preferred method of communication for this course. I generally reply to messages that require a response (and not all messages require or merit a response from the professor!) within two business days. Messages left on my office voicemail will be retrieved the next time I am on campus, which depending on when the message was left, could be several business days. For queries necessitating a response, email is the best and fastest method of communication.

Your Responsibility:

Students are responsible for all information contained in this syllabus and schedule, as well as any amendments or changes announced by the professor or Teaching Assistant(s) in class. Changes to the course schedule or syllabus will also be announced in class and/or by email. It is your responsibility to regularly check your UTD email account.

Failure to abide by the policies contained in the syllabus and any amendments or changes announced by the professor may result in a failing grade in the course.

These descriptions and timelines are subject to change at the discretion of the Professor.

[revised 7 January 2016]