



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Effective Date: **SEPTEMBER 2004**

B: Department / **HISTORY** Revision New Course
 Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) **C, H**
 Revised:
 Date of Previous Revision: **MAY 2003**
 Date of Current Revision: **APRIL 2004**

C: HIST 2250 D: MODERN CHINA: AN INTRODUCTION E: 3

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This course examines the development of modern China from the mid-nineteenth century to the present. The major themes are Chinese-Western relations, economic transformation under imperial, republican, communist regimes, and modernization of Chinese society. Topics include the Opium Wars, emigration to North America, the Guomindang (Nationalist) ascendancy, the anti-Japanese and civil wars, the Great Leap Forward, the Cultural Revolution, and the 1989 events at Tiananmen Square.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: ONE 1100-LEVEL HISTORY COURSE
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture and Seminar	I: Course Corequisites: NONE
	Number of Contact Hours: (per week /semester for each descriptor) Lecture: 2 hrs. per week / semester Seminar: 2 hrs. per week / semester	J: Course for which this Course is a Prerequisite NONE
	Number of Weeks per Semester: 15	K: Maximum Class Size: 35
L: PLEASE INDICATE:		
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes:

At the conclusion of the course the successful student will be able to:

1. The critical examination of historical sources (reading history). These sources include not only survey texts and articles but also short monographs and extended primary sources.
2. The creation and communication of personal interpretations of historical problems (writing history). Forms for communication of personal interpretations include annotated bibliographies, medium-length essays (1500-3000 words), comparative book reviews, and three-hour final examinations.
3. The independent analysis of the ideas of other students and the instructor in class in both tutorials and seminars (discussing history).

N: Course Content:

Note: Content may vary according to the instructor's selection of topics.

Introduction

1. Review of Historical Terms and Methods
2. Research Strategies for a Major Paper
3. Historiography

Chinese Civilization: An Overview

4. Language, Writing, and Examination System
5. Traditions: Confucianism, Legalism, Daoism, Buddhism
6. "Swaying the Wide World": China as the Great Power in the eighteenth century.

Modernization under Western Pressure

7. Western Intrusion - Opium Wars
8. Taiping Rebellion
9. Subjection of Women before 1949
10. Collapse and Interregnum: Self Strengthening, Hundred Days, Boxers,
11. Guomindang (Nationalist) Ascendancy.
12. New Culture and Literature
13. Mid-term Examination

Modernization under Mao

14. Mao Zedong and Maoism
15. Communist Victory in the Japanese and Civil Wars
16. Government, Land Reform, and Terror
17. Second Liberation?: Roles(s) of Women
18. Art and Literature before and after the Revolution
19. Great Leap Forward
20. Cultural Revolution
21. Sino-Soviet Split

Modernization after Mao

22. Succession and the Return of Deng Xiaoping
23. Red or Expert: Education Dilemma
24. The Four Modernizations + 1?
25. Rapprochement with the West
26. "To Get Rich is Glorious": China in the 1980s
27. Toward Tiananmen Square

O: Methods of Instruction:

An examination of a series of problems in the history of Modern China will give the student ample opportunity to practice and improve these skills. (See objectives.)

Class sessions will be divided between lectures and discussions. The discussion sessions will serve as forum for the exchange of student reactions and criticisms and as a testing ground for student hypotheses. By acting as referee and devil’s advocate, the instructor will encourage the student to elaborate, refine, and revise his/her ideas. Participation in class discussions is therefore essential.

P: Textbooks and Materials to be Purchased by Students:

Texts will be chosen from the following list:

Chen, P. K., and M. Lestz, eds. The Search for Modern China: A Documentary Collection.
New York: W.W. Norton, 1999.

Ebrey, P., ed. Chinese Civilization: A Sourcebook. 2nd ed.
New York: Free Press, 1993.

Fairbank, J.K., and M. Goldman, China: A New History. Rev. ed.
Cambridge, Mass.: Harvard University Press, 1998.

Mann, S., et al. , eds. Under Confucian Eyes: Writings on Gender in Chinese History.
Berkeley: University of California Press, 2001.

Selden, M., ed. The People’s Republic of China: A Documentary History.
New York: Monthly Review, 1979.

Spence, J. The Search for Modern China. 2nd ed. New York: Norton, 1999.

Q: Means of Assessment:

The evaluation of this course follows Douglas College policies as outlined in the current calendar. During the first week of classes the instructor will provide students with a typed course outline handout setting out the evaluation scheme of the course. A copy of this handout will be filed with the History discipline Chair. A sample evaluation scheme follows.

SAMPLE EVALUATION

Written/Oral Analysis of Article	10%
Bibliography - Review Analysis	10%
Mid-term Examination	10%
Research Essay	30%
Final Examination	25%
Class/Seminar Participation	<u>15%</u>
 TOTAL	 <u>100%</u>

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s): F. Leonard

Education Council / Curriculum Committee Representative

Dean / Director

Registrar