



Arts & Social
Sciences

School of Humanities and Languages

ARTS3217, History of Modern China: Contested Visions Semester 2, 2014

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1. Course Staff and Contact Details			
Course Convenor			
Name	Professor Louise Edwards	Room	MB332
Phone	93851027	Email	Louise.edwards@unsw.edu.au
Consultation Time	Tuesday 15.00-17.00 and Thursday 14.30-15.30		
Lecturer			
Name	Professor Louise Edwards	Room	MB332
Tutors			
Name	Professor Louise Edwards	Room	MB332

2. Course Details	
Units of Credit (UoC)	6
Course Description	China is a global powerhouse of tremendous economic, political and military influence in the 21st century. Yet, at the start of the 20th century, the country faced domestic turmoil and external invasion. How did the once-prosperous Qing empire become weak and vulnerable? What were the competing Chinese plans to the rebuilding their fragmenting nation through the twentieth century? How have these contested designs for national reconstruction impacted the region and the world through to the present day? The course explores China's dramatic modern history from the mid 1800s onwards. It positions China's national history within an international framework of global contestation about ideals of government and examines the dramatic changes in the ways individual subjects and citizens interact with the state and their communities. The key historiographical theme is the contestation over the "ownership" of a "national" history.
Course Aims	<ol style="list-style-type: none"> 1. guide students to appreciate the core themes and debates in the progress of China's modern history 2. lead students to understand the significance of the key figures, events and controversies of modern China 3. bring coherence to student's understandings of China's modern history by grounding their knowledge in key political and philosophical debates 4. gain further practice in critical thinking and clear expression (oral and written) 5. inspire students to engage further with contemporary China informed by solid historical knowledge in their future lives
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Articulate a clear understanding of major themes and debates in modern Chinese history 2. Show a good comprehension of the contemporary ethical implications of the debates emerging from China's modern history 3. Identify and reflect on multiple forms of Chinese history in the context of historiographical practice. 4. Demonstrate a high level of research skills through advanced levels of academic writing, and effective oral presentation on findings. 5. Reflect on and integrate own experience as UNSW history students

Graduate Attributes	1.	The skills involved in scholarly enquiry
	2.	The ability to engage in independent and reflective learning
	3.	The capacity for enterprise, initiative and creativity
	4.	The skills of effective communication

3. Learning and Teaching Rationale

I am an enthusiastic and committed educator who works hard to produce informative and engaging lectures and tutorials. Students who prepare well, engage with background reading and think about the broader implications of the issues discussed in this course will find it a satisfying learning experience

4. Teaching Strategies

This course will be taught using lecture and tutorial format supplemented by textual, visual and audio materials for in-class, pre-class and post-class reading/viewing/listening.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay	2500-3000 words	50%	1,2,3,4,5	1,2,3,4,	21/10/2014
Oral Presentation	10 mins	20%	1,2,3,4,5	1,2,3,4,5	Sign on first week
Writing Exercise	1000 words	25%	1,2,3,4,5	1,2,3,4,5	23/9/2014
In-Class Quiz	20 Qns	5%	1	1,2,3,4	28/10/2014

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Formal Examination

This course has NO formal examination in the formal examination period.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule				
<i>To view course timetable, please visit: http://www.timetable.unsw.edu.au/</i>				
Week Starting:	Topic	Lecture Content	Tutorial/Lab Content	Readings
28 -7-2014	Week 1- Introduction and Overview	*key events *key figures *key themes	No tutes	
4-8-2014	Week 2- High Qing Glory	*Manchu Grandeur *Nomads to Sons of Heaven *Han-Manchu Relations	Emperor Kangxi Emperor Qianlong Emperor Shunzhi	Jonathan Spence, 'Chinese Society and the Reign of Qianlong,' in <i>The Search for Modern China</i> , chapter 5, pp. 90-116. Viewing: <i>The Summer Palace: Qianlong and the Splendours of the Middle Kingdom</i> . (52 mins) Available online via UNSW library. http://artfilms-digital.com/Detail.aspx?ItemID=4954&CategoryID=25&SubCategoryID=110 Optional viewing-David Hockney, <i>A day on the Grand Canal with the Emperor of China</i> . (48 mins)

11-8-2014	Week 3- Incursion of the Europeans	<ul style="list-style-type: none"> *Failed trade missions *Opium Wars *Self-strengthening Movement *Taiping Rebellion 	<p>Lin Zexu</p> <p>Hong Xiuquan</p> <p>Prince Gong</p> <p>Zeng Guofan</p>	<p>Immanuel Hsu, 'The Opium War', in <i>The Rise of Modern China</i>, pp. 168-93.</p> <p>Peter Purdue, 'Rise and Fall of the Canton Trade, I, II, III. IV' and 'First Opium War'. Available online http://ocw.mit.edu/ans7870/21f/21f.027/home/vis_menu.html</p> <p>Watch the Video, 'The Summer Palace: Ci Xi and the decline of the Qing dynasty'. (52 mins) Available online via UNSW website http://artfilms-digital.com/Detail.aspx?CategoryID=25&SubCategoryID=110&ItemID=4953</p>
18-8-2014	Week 4- Collapse of the Qing	<ul style="list-style-type: none"> *First Sino-Japanese War *Boxer Rebellion *1911 Revolution and anti-Manchu movement *Formation of Asia's First Republic *Fledging Democracy 	<p>Empress Dowager Ci Xi</p> <p>Kang Youwei</p> <p>Tan Sitong</p> <p>Liang Qichao</p> <p>Sun Yatsen</p> <p>Yuan Shikai</p>	<p>Peter Zarrow, 'Ideas and Ideals in the fall of the Qing' in <i>China in War and Revolution 1895-1949</i>, pp. 53-74.</p> <p>P. Purdue & E. Sebring, 'Visualizing the Boxer Uprising I-III'. Online http://ocw.mit.edu/ans7870/21f/21f.027/home/vis_menu.html</p>

25-8-2014	Week 5- European and US Attitudes to China	<p>*From model empire to degraded failed state</p> <p>*Uses of China in the western imaginary</p> <p>*Chinoiserie to Mongolian Octopus</p>	<p>Arthur Smith</p> <p>John Barrow</p> <p>Peter Parker</p>	<p>Arthur Smith, <i>Chinese Characteristics</i> (on Moodle or free download on Project). Read 3-4 selections on topics that interest you.</p> <p>Watch Pt. 1 of the Video <i>China in Revolution, 1911-1949</i>. (approx. 120 mins). Available at UNSW Library.</p>
1-9-2014	Week 6- May Fourth New Culture Movement	<p>*Calls for radical social change</p> <p>*Mr Science and Mr Democracy</p> <p>*New Women and New Men forging new-style families</p> <p>*Emergence of the Chinese Communist Party</p>	<p>Hu Shi</p> <p>Chen Duxiu</p> <p>Ding Ling</p> <p>Tan Sheying</p> <p>Qu Qiubai</p> <p>Lu Xun</p>	<p>Chou Tse-tsung, <i>The May Fourth Movement</i>, pp. 1-15.</p>
8-9-2014	Week 7- Impact of Comintern Guidance	<p>*The First United Front</p> <p>*Fifth Column 'cooperation'</p> <p>*The Northern Expedition</p> <p>*White Terror and the Long March</p> <p>*Yan'an Base radicalism</p>	<p>Chiang Kai-shek</p> <p>Zhang Xueliang</p> <p>Soong May-ling</p> <p>He Xiangning</p> <p>Feng Yuxiang</p> <p>Wang Shiwei</p> <p>Xie Bingying</p>	<p>Jonathan Spence, 'The Clash', in <i>The Search for Modern China</i>, chapter 14, pp. 334-60.</p>

15-9-2014	Week 8- Japan Invades	<p>*War of Resistance Against Japan</p> <p>*Puppet State of Manchukuo</p> <p>*Second United Front</p>	<p>Wang Jingwei</p> <p>Song Qingling</p> <p>Dai Li</p> <p>Yoshiko Kawashima</p> <p>Du Yuesheng</p> <p>Emperor Puyi</p>	<p>Diana Lary, 'The Resistance War –warfare and chaos,' in <i>China's Republic</i>, pp. 112-50.</p> <p>Watch the video <i>Helen Foster Snow: Witness to Revolution</i> (40 mins). Available online at UNSW Library and at: http://search.alexanderstreet.com/view/work/1645967</p> <p>Watch the video <i>Nanjing Nightmares</i> (40 mins). Available online at UNSW Library and at http://search.alexanderstreet.com/view/work/1652553</p>
22-9-2014	Week 9- Writing Exercise	--	No tutes	<p>Watch the video <i>731: Two Versions of Hell</i> (30 mins). Available online at UNSW library and at http://search.alexanderstreet.com/view/work/1641343</p>
29-9-2014	Mid Semester Break	--	--	--

6-10-2014	Week 10- Descent into Civil War	<p>*Ideological and strategic divides</p> <p>*Competing for legitimacy</p> <p>*Victory for the Communists</p>	<p>Mao Zedong</p> <p>Zhou Enlai</p> <p>Zhu De</p> <p>Peng Dehuai</p> <p>Deng Yingchao</p>	<p>Diana Lary, 'The Civil War—the most viscous conflict' in <i>China's Republic</i>, pp. 151-77.</p>
13-10-2014	Week 11- Divided China	<p>*Formation of the People's Republic</p> <p>*Building a story of New China in monuments, art and historical narrative</p>	<p>Chiang Ching-kuo</p> <p>Liu Hulan</p> <p>Huang Jiguang</p> <p>Dong Cunrui</p>	<p>Jonathan Spence, 'The Birth of the People's Republic,' in <i>The Search for Modern China</i>, chapter 19, pp. 514-41.</p> <p>Visit Stefan Landsberger's website of Chinese Propaganda Posters. Available online at: http://chinese posters.net</p>
20-10-2014	Week 12- Radical Social Experiments	<p>*Great Leap Forward</p> <p>*Great Famine</p> <p>*Great Proletarian Cultural Revolution</p>	<p>Lin Biao</p> <p>Liu Shaoqi</p> <p>Jiang Qing</p>	<p>Jonathan Spence, 'Deepening the Revolution,' in <i>The Search for Modern China</i>, chp 21, pp. 574-618.</p> <p>Watch the video <i>Morning Sun</i> (117 mins) on the Cultural Revolution. Available at UNSW Library Level 2 Help Zone (SVID 951.056/43).</p>

27-10-2014	Week 13- Opening Up and Reform Era	<p>*From Mao Zedong to Deng Xiaoping</p> <p>*Socialism with Chinese (capitalist) characteristics</p> <p>*In-class Quiz</p>	<p>Hua Guofeng</p> <p>Deng Xiaoping</p> <p>Hu Yaobang</p>	<p>Rana Mitter, 'Ugly Chinamen and Dead Rivers', in <i>A Bitter Revolution</i>, chapter 7, pp. 244-85.</p> <p>Watch the Video <i>The Gate of Heavenly Peace</i> (188 mins) on the 1989 Tiananmen Square massacre. Available at UNSW Library Level 2 Help Zone (SVID 951.058/50 /(1))</p>
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9. Course Resources

Textbook Details

These books are all in the 'High Use Collection' of UNSW Library unless otherwise stated.

Cheek, Timothy. *Mao Zedong and China's Revolutions: A Brief History with Documents*. Boston: Bedford/St Martins, 2002.

Chou, Tse-tsung. *The May Fourth Movement*. Cambridge: Harvard University Press, 1960.

Hsu, Immanuel. *The Rise of Modern China*. Oxford: Oxford University Press, 2000.

Lary, Diana. *China's Republic*. New York: Cambridge University Press, 2007.

Mitter, Rana. *A Bitter Revolution: China's Struggle with the Modern World*. Oxford: Oxford University Press, 2004.

Smith, Arthur. *Chinese Characteristics*. Shanghai: North China Herald, 1890. On Moodle.

Spence, Jonathan. *The Search for Modern China*. New York: WW Norton, 1990.

Spence, Jonathan et al. *The Search for Modern China: A Documentary Collection*. New York: WW Norton, 1999.

Zarrow, Peter. *China in War and Revolution 1895-1949*. London: Routledge, 2005.

Journals

China Quarterly, Modern China, Twentieth-century China

Video

Dun Tan et al, *China a Century of Revolution*. Ambrica Productions, 2001. [Level 2 Help Zone (SDVD 951.05/414)]

Hockney, David. *A day on the Grand Canal with the Emperor of China*. Milestone Film and Video. [Level 2 Help Zone (759.951/106 A)]

Gordon, Richard, et al *Morning Sun*, Longbow group. 2003. Level 2 Help Zone (SVID 951.056/43)]

Gordon, Richard, et al. *The Gate of Heavenly Peace*. Longbow Group. 1995. Level 2 Help Zone (SVID 951.058/50 /(1))]

Helen Foster Snow: Witness to Revolution. Combat Films, 2001. Online via UNSW library.

Websites

Project Gutenberg; MIT Visualizing Cultures; Text Archives

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.