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
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
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

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

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:
8. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week Starting:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 28-7-2014     | Week 1- Introduction and Overview | *key events  
*key figures  
| 4-8-2014      | Week 2- High Qing Glory | *Manchu Grandeur  
*Nomads to Sons of Heaven  
*Han-Manchu Relations | Emperor Kangxi  
Emperor Qianlong  
Optional viewing: David Hockney, *A day on the Grand Canal with the Emperor of China*. (48 mins) |
| 11-8-2014 | Week 3 - Incursion of the Europeans | *Failed trade missions  
*Opium Wars  
*Self-strengthening Movement  
*Taiping Rebellion | Lin Zexu  
Hong Xiuquan  
Prince Gong  
| 18-8-2014 | Week 4 - Collapse of the Qing | *First Sino-Japanese War  
*Boxer Rebellion  
*1911 Revolution and anti-Manchu movement  
*Formation of Asia’s First Republic  
*Fledging Democracy | Empress Dowager Ci Xi  
Kang Youwei  
Tan Sitong  
Liang Qichao  
Sun Yatsen  
Yuan Shikai | Peter Zarrow, ‘Ideas and Ideals in the fall of the Qing’ in *China in War and Revolution 1895-1949*, pp. 53-74.  
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Authors</th>
<th>Reading and Activities</th>
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</thead>
<tbody>
<tr>
<td>25-8-2014</td>
<td>Week 5</td>
<td>European and US Attitudes to China</td>
<td>Arthur Smith</td>
<td>* From model empire to degraded failed state</td>
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<td></td>
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<td>John Barrow</td>
<td>* Uses of China in the western imaginary</td>
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<td>Peter Parker</td>
<td>* Chinoiserie to Mongolian Octopus</td>
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<td><strong>Arthur Smith, <em>Chinese Characteristics</em> (on Moodle or free download on Project). Read 3-4 selections on topics that interest you.</strong> Watch Pt. 1 of the Video <em>China in Revolution, 1911-1949</em>. (approx. 120 mins). Available at UNSW Library.</td>
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<tr>
<td>1-9-2014</td>
<td>Week 6</td>
<td>May Fourth New Culture Movement</td>
<td>Hu Shi</td>
<td>* Calls for radical social change</td>
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<td>Chen Duxiu</td>
<td>* Mr Science and Mr Democracy</td>
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<td>Ding Ling</td>
<td>* New Women and New Men forging new-style families</td>
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<td>Tan Sheying</td>
<td>* Emergence of the Chinese Communist Party</td>
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<td>Qu Qiubai</td>
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<td>Lu Xun</td>
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<td><strong>Chou Tse-tsung, <em>The May Fourth Movement</em>, pp. 1-15.</strong></td>
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<tr>
<td>8-9-2014</td>
<td>Week 7</td>
<td>Impact of Comintern Guidance</td>
<td>Chiang Kai-shek</td>
<td>* The First United Front</td>
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<td>Zhang Xueliang</td>
<td>* Fifth Column ‘cooperation’</td>
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<td>Soong May-ling</td>
<td>* The Northern Expedition</td>
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<td>He Xiangning</td>
<td>* White Terror and the Long March</td>
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<td>Feng Yuxiang</td>
<td>* Yan’an Base radicalism</td>
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<td>Wang Shiwei</td>
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<td>Xie Bingying</td>
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<td><strong>Jonathan Spence, ‘The Clash’, in <em>The Search for Modern China</em>, chapter 14, pp. 334-60.</strong></td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Topic 1</td>
<td>Topic 2</td>
<td>References</td>
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<td>29-9-2014</td>
<td>Mid Semester Break</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
<td>Key Figures</td>
<td>References</td>
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| 27-10-2014 | Week 13- Opening Up and Reform Era | *From Mao Zedong to Deng Xiaoping  
*Socialism with Chinese (capitalist) characteristics  
*In-class Quiz | Hua Guofeng  
Deng Xiaoping  
Watch the Video *The Gate of Heavenly Peace* (188 mins) on the 1989 Tiananmen Square massacre. Available at UNSW Library Level 2 Help Zone (SVID 951.058/50 /1) |
9. Course Resources

Textbook Details

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


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 (SBVD 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)]


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.