

Term Information

Effective Term Spring 2014
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of diversity GE for Global Studies.

What is the rationale for the proposed change(s)?

The course will develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through primary and secondary sources, contemporary and historical debates, critical examination and analysis, and understanding the roots and structures of today's globalized world.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3405
Course Title	Contemporary China 1921-2000
Transcript Abbreviation	Hist Contemp China
Course Description	History of Contemporary China from 1921 to 2000; emphasis on Communist Party, state and society (politics, military affairs, economics, social structure, and culture).
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110.xx and any History 2000-level course, or permission of instructor

Previous Value

Prereq or concur: English 1110 or equiv, and course work in History at the 2000 level, or permission of instructor.

Exclusions

Not open to students with credit for 545.04

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Previous Value

Content Topic List

- Republic of China
- Establishment & evolution of the Communist Party
- 2nd Sino-Japanese War & Civil War
- 1949 triumph of Communists and establishment of PRC
- Leninism versus Maoism
- State- and economy-building in the 1950s
- Cultural Revolution
- Return of Deng Xiaoping
- Post-1978 reforms
- Modernization
- Marketization and their challenges

Attachments

- History 3405 - Contemporary China Syllabus for GE Global Studies credit.doc: History 3405 Syllabus
(Syllabus. Owner: Bowerman, Ashley E.)
- History Assessment Plan.doc: History GE Course Assessment Plan
(GEC Course Assessment Plan. Owner: Bowerman, Ashley E.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman, Ashley E.	06/13/2013 11:48 AM	Submitted for Approval
Approved	Baker, Paula M	06/13/2013 12:04 PM	Unit Approval
Approved	Heysel, Garrett Robert	06/16/2013 05:36 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	06/16/2013 05:36 PM	ASCCAO Approval

History 3405: History of Contemporary China, 1921-2000

Prof. Christopher A. Reed

**Spring 2013
TR 3:55-5:15 pm
Derby 0080**

Final Exam due Thursday, April 25 by 4 pm

Office: 161 Dulles Hall
Office Hrs. TR 1:30-2:30 and by appointment

Office tel. 292-0853
Email: reed.434@osu.edu

Course Description: This history course provides a general but analytical introduction to the development of contemporary China from 1921, when the Chinese Communist Party (CCP) was founded, to 1949 and the founding of the People's Republic of China (PRC), and on toward the present, concluding around the year 2000. We will review key historical phenomena that distinguish contemporary China, particularly Marxist and Stalinist theories and their use by the CCP in varying circumstances not only to pursue and carry out political revolution (1921-49) but also *political-economic* developments involving post-1949 PRC state formation via agricultural transformation, large-scale Soviet-style industrialization, its resulting bureaucratization (identified with "Rightists" Liu Shaoqi and Deng Xiaoping), the oppositional anti-bureaucratic thrust (identified with "Leftist" Mao Zedong), the rebuilding of the CCP & PRC after Mao's death in 1976, the "second Communist revolution" after 1978 associated with Deng Xiaoping, and the definitions and places of intellectuals (ie, educated persons) in all of this.

More specifically, we will discuss the significance of major historical figures such as Mao Zedong, Liu Shaoqi, Peng Dehuai, Lin Biao, the Gang of Four, Deng Xiaoping, etc., in the development of contemporary China. And we will consider key topics in contemporary Chinese history such as New Democracy (1939+), the establishment of New China (People's Republic of China) and the socialist economy/ies; the Cultural Revolution (1966-76); Deng-era (1978-97) economic and political developments, particularly in the socialist-market economy and the legal system; and Chinese women's liberation movements.

The guiding themes of the course include the efforts of the CCP to adapt Marxist theory to Chinese reality and the continual struggles of both Rightists and Leftists within the CCP to modernize China's agriculture, industry, science & technology, and national defense (after 1976 known formally as the "Four Modernizations"). The course materials cover both normative doctrines and glimpses of everyday life in various periods.

Course Objectives: This course is the fifth and final in a GE Chinese-*history* sequence that begins with Foundations of Chinese Civilization (3401) and Song and Yuan history (3402). Like those, it *is not* a political science class; likewise, and more specifically, it *is not* a class about foreign investment opportunities in the PRC. It *is* a liberal-arts course in

which students are expected to be actively involved in learning throughout the semester. The primary goal of History 3405 is to present students with enough general empirical information and interpretations about contemporary (that is, *20th-century*) China so that you will become capable of making your own informed judgments about the chief *historical* themes, trends, and causes of events that have produced China at the beginning of the *21st* century.

For most of the semester, the course is organized both chronologically and thematically and seeks a balance between detailed examination of particular defining moments and discussion of broad patterns of continuity and change across historical periods. When appropriate, comparative historical perspectives will be suggested.

History 3405 and Historical Study and Global Studies GE Requirements

Historical Study (General Education Goals & Outcomes)

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies. **Theories of History:** The course is grounded in the contrasting theories of Hsiao-tung Fei on the late Chinese gentry/peasant economy & society as well as of the Marxian understanding of capitalism, imperialism, and revolutionary party-building as the final stage(s) of history prior to a proletarian revolution. **Historical methods:** The course combines a focus on state & society with selected empirical cases that reveal the importance of understanding cultural, political, economic, and military

history in the period from 1921 to 2000 as a means of testing theories of history and normative pronouncements by major political figures.

2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical debates:** The course will study debates over the causes for the successes and failures of the Chinese Nationalist Party (KMT) before 1949 and the causes for the successes and failures of the Chinese Communist Party (CCP) from 1921 to the 1990s. **Contemporary debates:** The course asks students to discuss in class and eventually write essays that engage conflicting accounts of the KMT, CCP, causes of revolution, and the impacts of ideology, patriotism, state-building, and economic revolution & reform.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio- cultural context. The course presents students with a variety of sources, including memoirs, journalistic accounts, and films as well as analytical writing, and asks them to analyze how the sources of different types illustrate the themes of the course. The course has been organized to present a holistic approach that includes political ideology, culture, politics, economics, and national security.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. Both of the written take-home examinations (each with multiple options from which students may choose) address these points explicitly.

Diversity / Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:

Goals of the course that fulfill the GE Learning Outcomes in Global Studies:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World. With the course's clear focus on a comprehensive approach to Chinese history from 1921 to 2000, in which ideological, cultural, political, economic, and social features changed in astonishingly fundamental ways, students critically examine primary and secondary sources through class discussion to understand the diverse origins of the modern World.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The themes of the course, including the replacement of the KMT's quasi-liberal Republican state with the CCP's quasi-Marxist "people's republic" with more than 50 officially recognized ethnicities, cohere around the differences and similarities between cultures and peoples over time and space
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. Starting with a China-centered justification for a Marxist revolution and moving on to the theory of history found in Marx & Engels' *Communist Manifesto* (1848) and its impact on the Chinese Communist Party, the materials in the course illustrate this theme.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today. In their writing assignments and take-home examinations, students analyze specific moments or issues in terms of both their local and global significance.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments. From Marxian understandings of international economic development to international and national Communist parties, students will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world. No country, and no national economy, looms more important for the 21st century's globalized world than the People's Republic of China, on which this history course focuses and provides essential insight into the roots and structures of today's globalized world.

The course is organized:

1. through the books and lectures to convey factual knowledge and interpretive understanding of China's historical experience in the contemporary period (20th century). Students will be provided opportunities to read for information, for narrative, and for argument.

2. through the classes, particularly the student-led discussions (SLD), to reinforce study skills for organizing and understanding the information and interpretations about Chinese history gained from the readings and lectures. In preparing for SLD, students will learn how to organize and prioritize information in order to formulate informed, contextualized questions; they will also practice responding to and discussing such questions.

3. through the readings, discussions, and writing assignments (exams and papers) to provide students with opportunities to develop critical and comparative thinking along with communications skills (oral and written). Students will practice writing and speaking in ways that communicate evidence in the service of their arguments (theses) and/or points of view.

By the end of the course, if you have mastered the curriculum, you will have developed the ability to think critically about historical phenomena in contemporary China. Further, you will have acquired a basic understanding of the chronology and major issues influencing China's 20th century as defined by historians. Accomplishing these objectives will prepare you to make your own judgments about the chief historical themes, trends, and causes of events leading to China today as well as to appreciate the value of understanding China's past for its own sake.

Course Requirements and Evaluations of Students: The work of historians is still done largely through reading, writing, and discussion. This course will provide opportunities to develop these skills. Since history is an empirical subject, the most successful students will master not only factual information, but will also be able to use it in analytical and comparative ways.

There are no prerequisites for this course. Under the semester system, however, students in all 3000-level courses are expected to have had some previous training in college-level history and/or literature beyond the 1000 level. Students who are familiar with the range of topics covered in History 2401/141 and 2402/142 "Comparative Asian Civilizations I & II," History 3401/342 "Foundations of East Asian Civilization," and/or History 3404/545.03 "Modern China, 1750-1949" will find that knowledge beneficial in a general way. Experience with the topics covered in History 2800/398 "Introduction of Historical Thinking" can also be helpful.

Students seeking a course on Chinese literature, culture, or politics should note that **this is a History course**; of course non-History majors are welcome to take it. However, DEALL offers three courses focusing on Chinese culture and many others that focus solely on Chinese literature. International Studies provides another general introduction to China. Other courses in Anthropology, History of Art, and Political Science focus on specialized periods since 1949. **Students whose main interests in China are non-historical or even anti-historical will find their interests better addressed in those courses than in History 3405.**

Course materials include printed, visual, and oral sources, each of which may be classified as primary or secondary. Students are expected to learn to distinguish between the two.

Knowledge of this distinction is vital to successful completion of the written assignments.
History 3405 will not use the Carmen class site.

Final grades for undergraduates and non-History graduate students will be based on the following formula (students must complete all requirements to earn a final grade in the course):

1. **attendance (two absences are automatically forgiven) and participation (35%), including possible in-class quizzes based on readings and lectures; each student is required to join a formal discussion-leading group, which will formulate discussion questions (DQ) in advance and circulate them to the rest of the class the night before the group leads its discussion (SLD)**
2. **take-home map exercise (10%)**
3. **1-page/300-word *précis* (summary) of Marx & Engels, *The Communist Manifesto* (1848) (20%), including the principal Marxian vocabulary, arguments, and ideas**
4. **4 pp. (1200 words) required take-home midterm essay drawn from the assigned reading, lectures, discussions, and films (35%)**
5. **4 pp. (1200 words) optional take-home final examination essay drawn from the assigned reading, lectures, discussions, and films (35%)**

History graduate students are requested please to confer with the instructor before the end of the first week concerning their enrollment.

Students are responsible for all materials, lectures, discussions, films, readings, and assignments. This syllabus and any study aids supplied to the students in History 3405 are subject to change at the discretion of the instructor. Any further instructions regarding course requirements given verbally by the instructor are as binding as written instructions.

Unless instructed otherwise, all written assignments must be typed or computer-printed, double-spaced, and have one inch (1") margins. Please make sure the print-out is legible and sufficiently dark; do not use bold. Use only 10- or 12-point standard fonts such as Times or Times New Roman and cite all sources using the Turabian (ie, Chicago) format. All assignments must be submitted on paper (not email). You must give all essays a title and you must correctly cite all sources, including course books, unless otherwise instructed. In evaluating written assignments, the instructor will pay close attention to spelling, grammar, and style. Failure to follow these instructions, or submission of carelessly or sloppily written papers, will yield a penalty of half a letter grade per day, weekends included, and such papers will be returned for revision.

Email protocol: All students must have active email accounts. If your account is not activated, please activate it today. As in class itself, when using email, basic courtesy is expected. "Be friendly but not familiar" (source: Woody Allen, "Broadway Danny Rose"). Please note that I will not respond to email that has no salutation (eg, "Dear ..."), that opens with "Hey, prof" "Professor [without my surname]" or anything similar, or that omits courtesy words such as "please" and "thank you."

Tape recording or photographs of lectures or discussions is not permitted except in the case of a documented learning disability. Students with such a disability are encouraged to make their condition known to the instructor early in the semester.

Lateness and Makeups: No late assignments or absences from exams/assignments will be accepted without the prior agreement of the instructor and submission of a doctor's note. The "Explanatory Statement for Absence from Class" that can be found on the Wilce Health Center website does NOT constitute an official doctor's note. Course overloads and work duties are not acceptable excuses for late assignments, missed examinations, or for failure to participate fully in other class activities. There will be no make-up exams or map assignments; if you know that you will miss a class when an exam is due, eg, you must make prior arrangements with the instructor. Late papers and exams, even with a legitimate excuse, will be marked down a half a letter grade per day for each day they are late, weekends included. **After the first day of class, three late arrivals (and/or early departures) to class will be penalized at the rate of one day's absence.**

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Assigned Readings* (available at SBX): The following books are required for this course and may be obtained from the Student Book Exchange (SBX) on High Street and other area bookstores. In addition, all books are on 2-hr reserve in Thompson Library; use these in a pinch, but do not count on their being available. If you do not yet own a good English dictionary, I strongly encourage you to purchase one now. In addition, you should familiarize yourself now with a good historical dictionary like Michael Dillon's China: A Cultural & Historical Dictionary (1998) and with Herrmann's Historical Atlas of China (1966), both of which are in the library.

1. *People's China* (latest edition), by Dietrich
2. *China's Gentry*, by Fei
3. *The Communist Manifesto*, by Marx & Engels
4. *Son of the Revolution*, by Liang & Shapiro
5. a short "Course Reader" for sale only at SBX or via www.zippublishing.com
6. one reading on the internet that you must download and print for yourself.

*Note: Not all readings will be discussed in detail in class but you are still responsible for demonstrating familiarity with them (via the examinations, eg).

Please bring all books listed for a reading in a specific week to class each day.

Recommended Optional Readings: *Biographical Dictionary of Chinese Communism 1921-1965*, Klein & Clark; *China, A Travel Survival Kit*, Samagalski et al.; *Far Eastern Economic Review* (weekly serial) and *Far Eastern Economic Review Yearbooks* (serial); *The New York Times*; *Wall Street Journal*; *The Economist*; *South China Morning Post* (Hong Kong SAR); *China Daily* or *People's Daily* (Beijing); *Taipei Times* or *China Post*; Edgar Snow's *Red China Today* (NY: Random House, 1971)

Also, along with many websites you will find on your own, the following English-language websites may prove useful or interesting:

<http://nytimes.com/>

<http://news.bbc.co.uk/2/hi/asia-pacific/default.stm>

<http://usa.chinadaily.com.cn/>

<http://app1.chinadaily.com.cn/star/index.html> (*Shanghai Star*)

<http://english.people.com.cn/> (*People's Daily*)

<http://www.taipeitimes.com/News>

<http://www.chinapost.com.tw>

Class Topics, Readings, Lectures, Films, Student-Led Discussions, and Assignment Deadlines (28 meetings)

Readings, lectures, films, and student-led discussions (SLD) complement each other. Generally, lectures will not duplicate the monographs and both lectures and reading material will be included on the examinations. Students must integrate course materials themselves. Anyone having difficulty doing so should see the instructor. Finally, you will note that weekly reading assignments are listed at the beginning of each week; students will get more out of each week's lectures and discussions if the reading is completed before class begins on Tuesday afternoon.

Week 1

Reading: Course Reader: Fishman, *China, Inc.* Intro & Chapter 1 (2005)

Be sure to highlight your texts and take notes on the general ideas of each section; people's names are important--learn them steadily as you go along and don't try cramming.

January 8; Introduction, syllabus; comments on texts and their themes; brief introduction to romanization systems; pass out summary of Thurs film; student bios

January 10: Map assignment and guidelines for SLD to be handed out; Background to the PRC (Video: "China in Revolution, Part I, 1911-36") and general discussion

Week 2

Reading: Dietrich, "Table of Contents," "Note on Romanization," "Map of the PRC," "Introduction," Chapt. 1; Hsiao-tung Fei, *China's Gentry* "Introduction" and Ch. 1, 3, 4

January 15: Sign-Up in class for SLD; Bkground to PRC continues with video "China in Revolution, Part II, 1937-49" and general discussion; romanizations

Map assignment due in class

1/17; Professor-led Discussion of Fei "Intro," 1, 3, 4

Week 3

Reading: Fei, Ch. 5 (p. 91, paragr. 1 only; p. 93 bottom [from “Chinese farmers live in isolation...”07] to p. 107), Ch. 6, Ch. 7 (132-42 only); Marx & Engels, *The Communist Manifesto* (the entire manifesto, pagination may differ; Intro and Prefaces are optional but recommended; take notes on the general argument and key words/concepts)

1/22; SLD of Fei, 5 (91, paragr. 1 only; 93 bottom [from “Chinese farmers live in isolation...”07] to 107), 6, 7 (132-42)

1/24; Professor-led Discussion of *Communist Manifesto* (precedes your submission of the précis on Tuesday, Jan 29)

Week 4

Reader: Mao, “A Report on the Peasant Movement in Hunan” (1926/27)

1/29; The Chinese Communist Party (CCP) from 1921-1949; Mao Zedong as Romantic Revolutionary & Yanan Spirit

precis of *Communist Manifesto* due in class

February 1; SLD of Mao, “Report on the Peasant Movement in Hunan”

Week 5

Reading: Reader: [Stalin], *History of the CPSU* (1939); Liu Shaoqi, “How to Be a Good Communist” (1939); Mao Zedong, “On New Democracy” (1940)

Midterm essay topics to be distributed in class this week

2/5; SLD of [Stalin], *History of the CPSU* & Mao, “On New Democracy”

2/7; SLD of Liu Shaoqi, “How to Be a Good Communist” (1939)

Week 6

Reading: Dietrich, Ch. 2; Reader; Mao Zedong, “On People’s Democratic Dictatorship” (1949) & Liu Shaoqi, “Why Should Agrarian Reform be Carried Out?” (1950)

2/12; SLD of Mao, “On People’s Democratic Dictatorship” (1949) & Liu Shaoqi, “Why Should Agrarian Reform be Carried Out?” (1950)

2/14; Socializing the Economy: The First Five-Year Plan (1953-57) and the Eighth Party Congress (1956); End of Collective Leadership, Liu/Deng vs. Mao & The Great Leap Forward

Midterm essays due today in class

Week 7

Reading: Dietrich, Ch. 3, 4 ; Reader: “The Marriage Law of the PRC” (1950); “The Premier & I Cheat Death” from Ji, *The Man on Mao’s Right* (2008)

Start reading *Son of the Revolution* (you have three weeks to read it, but you must complete it by Week 10, Monday, March 18, so pace yourself; this week, be sure to read at least the “Foreword” and compare the maps with our map exercise)

2/19; Patriarchy and Socialist Revolution in China: SLD of “The Marriage Law of the PRC” (1950)

2/21; Video: “The Mao Years, 1949-60” & general discussion

Week 8

Reader: Snow, Ch. 6, 21, 23, 24, 29, 34 (all from 1961 with notes from 1971); keep reading *Son of the Revolution*

2/26; SLD of Snow, Chapt 6, 21, 23 (all 1961 with notes from 1971)

2/28; SLD of Snow, Chapt 24, 29, 34

Week 9

Reading: Dietrich, Ch. 5, 6 ; Snow, Ch. 35, 36, 38 (all 1961 with notes from 1971); keep reading *Son of the Revolution*

March 5; SLD of Snow, Chapt 35, 36, 38

3/7; The Cultural Revolution—Background and High Tide, 1960-69 & Results of the Cultural Revolution and its Aftermath, 1969-76

Spring Break: Monday, March 11 to Friday, March 15

Week 10

Reading: Dietrich, Ch. 7; finish *Son of the Revolution*

3/19; SLD of *Son of the Revolution*, Foreword and pp. 1-147

3/21; SLD of *Son of the Revolution*, pp. 148-292

Week 11

Reading: Dietrich, Ch. 8; Andreas, *Triumph of the Red Engineers*, “Triumph of the Red Engineers” (2009); review Fishman, *China, Inc.*, Intro, Ch. 1

3/26; Video: “The Mao Years, 1960-76”; general discussion

3/28; The Four Modernizations & China’s “Second” Communist Revolution—The Return of Deng Xiaoping & the Liu-ists along with the “Red Engineers”

Week 12

Reading: 1982 “Constitution of the People’s Republic of China” (Preamble, Ch. 1, 2, and 3:7 only); download it from URL and bring your copy to class after reading and annotating: <http://english.people.com.cn/constitution/constitution.html>

April 2; The PRC’s Third Plenum (1978) and Socialist Modernization, including legal modernization

4/4; SLD of 1982 PRC Constitution (Preamble, Ch. 1, 2, and 3:7 only)

Week 13

Reading: Dietrich, Ch. 9

4/9; China’s Early 1990s Legal System (for final two weeks): A National Geographic Local Study—“Beyond the Clouds; Lijiang, Yunnan Province” (1991-92) in four parts: Video, Part One: “A Small Town in China”; general discussion

4/11; Video, Part Two: “A Sense of Family”; general discussion

Week 14

Reading: Dietrich, Ch. 10

Final exam questions to be distributed in class this week

4/16; Video, Part Three: “For the Sake of Our Children”; general discussion

4/18; Video, Part Four: “To Be Remembered...”; general discussion

Final exam due Thursday, April 25, 2013 by 4 pm

Grading Scale:

A+	97-100	B+	87-89	C+	77-79	D+	67-69	E	59
A	94-96	B	84-86	C	74-76	D			64-66
A	90-93	B-	80-83	C-	70-73	D-			60-63

A = superior

B = very good

C = average

D = average with a few significant misunderstandings

E = poor (or failure to focus on assignment)

My policy is to give a 0 (not an E which is equivalent to 59%) for missed discussions and all work which is not turned in. Therefore, it is necessary to turn in all papers and take all the exams in order to pass this course.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

What is plagiarism?

See http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, www.ods.ohio-state.edu

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

FROM: Randolph Roth, Chair, Undergraduate Teaching Committee, Department of History

RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social Diversity in the U.S., and Diversity: International Issues

Assessment Goals and Objectives

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Goals of the courses that fulfill the GE Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.