

## Term Information

Effective Term Spring 2023  
*Previous Value* Autumn 2022

## Course Change Information

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

100% DL approval

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

Faculty would like to offer this as an 100% online course.

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)?

N/A

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 3404  
Course Title Modern China 1750-1949  
Transcript Abbreviation Hist Modern China  
Course Description History of Modern China, circa 1750 to 1949; emphasis on state and society (politics, military affairs, economics, social structure, and culture).  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week

Flexibly Scheduled Course Never

Does any section of this course have a distance education component? Yes

Is any section of the course offered  
100% at a distance  
Greater or equal to 50% at a distance  
Less than 50% at a distance

*Previous Value* No, 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

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites** Prereq: English 1110.xx, or permission of instructor.  
**Exclusions**  
**Electronically Enforced** No

## **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); Historical and Cultural Studies

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.

**Content Topic List**

- Late imperial Chinese state & society
- Chinese gentry
- Impact of internal changes and foreign aggression (imperialism)
- Decline of dynastic system
- Popular anti-gentry
- Anti-dynastic and anti-foreign insurrections
- 1911 Revolution
- Republican state and society
- Establishment of Communist and Nationalist parties
- Emphasis on Nationalists and Northern Expedition
- Nanjing Decade
- 2nd Sino-Japanese War
- Yanan Communism

**Sought Concurrence** No

**COURSE CHANGE REQUEST**  
3404 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/08/2022

**Attachments**

- 3404 DL Syllabus Reed 2023 (final).docx: DL Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*
- History 3404 - Modern China Syllabus for GE Global Studies credit.doc: In-Person Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*
- History 3404 distance-approval-cover-sheet.pdf: DL Cover Sheet  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	07/26/2022 11:11 AM	Submitted for Approval
Approved	Soland, Birgitte	07/26/2022 12:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2022 10:47 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/08/2022 10:47 AM	ASCCAO Approval



# SYLLABUS

## HIS/3404

Modern China, 1750-1949

Spring 2023 (full term)

3 credit hours

Distance Learning via Zoom TR 2:20-3:40 (synchronous)

## COURSE OVERVIEW

### Instructor

Instructor: Dr. Christopher A. Reed

Email address: (preferred contact method) reed.434@osu.edu

Phone number: 614-292-0853

Office hours: Online, TR 4-5

### Prerequisites

None

### Course description

This course provides a general but analytical survey of Chinese history from approximately 1750 to 1949 with emphasis on the second half of the Qing (pronounced “Cheeng”) dynasty (1644-1912) and the two successive Republic(s) of China (1912-28, 1928-49). After a brief introductory phase, we will discuss key historical phenomena that have distinguished China’s evolution in this “late modern period.” The course is organized around the paired themes of (1) non-Han Chinese attempts to revive (Manchus), challenge (Western imperialist powers), or destroy (Japan) China’s sovereignty along with (2) Chinese (ethnic Han, Manchus’, and others’) responses to those efforts. After 1895, Manchus and ethnic Han along with others in China began to seek “wealth, power, and international respect” for their modernizing, revolutionary country, a process that deeply influenced 20<sup>th</sup>-century China down through 1949, the moment at which this course ends. For these reasons, emphasis in this course is placed on political, sociological, and military developments, although some attention is also given to economic, cultural, and intellectual ones. We will not cover the Communist movement in detail; neither will we cover the People’s Republic of China (including Hongkong, Tibet, or Xinjiang) or contemporary Taiwan at all.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- Evaluate critically, skeptically, but insightfully, claims about China's late imperial and Republican pasts, along with the possible impact of those phases on more recent periods.
- Think critically about political and social phenomena in China during the 18<sup>th</sup>, 19<sup>th</sup>, and early 20<sup>th</sup> centuries as defined by historians.
- Think critically but also appreciatively about 18<sup>th</sup>, 19<sup>th</sup>, and early 20<sup>th</sup> century Chinese cultural phenomena
- Identify political, social, economic, and military changes associated with China's Qing, Beiyang Republican, and National Party Republican periods along with the possible impact of those periods on more recent ones (of the People's Republic of China)
- Produce nuanced, evidence-based writing about the evolution of social hierarchies and relationships in Chinese society
- Analyze and interpret the sources, texts, and other historical materials used by historians to access the past

## General education goals and expected learning outcomes

History 3404 satisfies the Legacy GE category of **Historical Studies** or the current GE category of **Historical and Cultural Studies**.

### Legacy GE: Historical Studies

#### **Goal:**

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

#### **Expected Learning Outcomes (ELOs):**

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.

### GE Foundations: Historical and Cultural Studies

Successful students will meet the goals for either Historical Studies or Cultural Studies course.

#### **Historical Studies Goal:**

Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

#### **Historical Studies Expected Learning Outcomes (ELOs):**

Successful students are able to ...

1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.
4. Evaluate social and ethical implications in historical studies.

*History 3404 will fulfill the HCS Goal and ELOs of the new GE in Historical Studies in the following ways:*

1. Through readings in **primary and secondary sources** and in-depth class discussions, students will critically examine social, political, economic, military, gender, and ethnic/racial/national **events, movements, periods, or ideas** in a broad socio-cultural context.
2. The course is grounded in (a) **Weberian** understandings of the late Qing and Republican Chinese bureaucratic state-apparatus and empire, (b) **scholarly theories** about the roles of the Chinese gentry both in supporting and ultimately in dismantling the late imperial state, and (c) **scholarly interpretations about** the impact of Western imperialism and ideas of revolution on early 20<sup>th</sup>-century Chinese society, all of which have contributed to **Chinese nationalism in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries**.
3. The course combines a focus on issues of state & society **from the mid-Qing (1750) to the late Republican eras (1949)** with selected empirical cases that illustrate the value of **an integrated perspective that includes political, socio-economic, military, and cultural history**.
4. The course examines debates over the causes for the successes and failures of the late imperial Qing state and its successor Republican states while it engages themes of demographic expansion, imperialism & war, revolution, cultural transformation, state-building, and economic modernization, all the while **evaluating the social and ethical implications embedded in historical studies**.

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online via synchronous online delivery via Zoom with Zoom invitations posted in advance to Carmen “Announcements.” We will meet for two weekly Zoom sessions during our scheduled class meeting times.

**Pace of online activities:** This course is divided into **weekly modules**. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** You are expected to complete all readings and assignments on time. Active, thoughtful, and respectful participation in class discussions and activities is required. Because this is an online course, your attendance is based on your online activity and

participation. If you have an emergency or crisis that prevents you from completing work on time, please contact me as soon as possible so we can make a plan together to get you back on track.

The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST TWICE PER WEEK (MINIMUM)** You are expected to log in to the course in Carmen for every scheduled class period. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. Your attendance and participation grades depend on your logging in twice a week, completing all assigned work satisfactorily and on time, and demonstrating engagement with the course materials and themes through both written and online discussion.
- **Office hours and live sessions: REQUIRED AND OPTIONAL**  
All live, scheduled class meetings are required. Office hours are optional.
- **Participating in discussion forums: 1 TIME PER WEEK**  
As part of your participation grade, most weeks you can expect to post at least once as preparation for our Formal Class Discussion (FCD) on the week's topics.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### Required

- Lucien Bianco, *Origins of the Chinese Revolution* (1967 & 1971) [print, secondary source]
- Ida Pruitt, *A Daughter of Han* (1945 & 1967) [print, primary source]
- Frederic Wakeman, Jr., *The Fall of Imperial China* (1975 & 1977) [print, secondary source]
- Theod. White and Annalee Jacoby, *Thunder Out of China* (1946, 1961, 1974, & 1980) [print, primary source]

#### Recommended/optional

- For those who feel the need for a conventional introductory textbook, please see relevant sections of Ebrey/Walthall, *Modern East Asia from 1600: A Cultural, Social, and Political History*, which I use in History 2402, "Survey of East Asian History, 1600-present."

# Course technology

## Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

## Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:



- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](http://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance	10
Participation, incl. 8 synchronous online Formal Class Discussions (FCDs)	16
Readings Quizzes	10
Plagiarism Module and Quiz	09
Midterm Essay Exam	25
Final Essay Exam	30
<b>Total</b>	<b>100</b>

*See course schedule below for due dates.*

### Descriptions of major course assignments

#### Attendance

**Description:** Attendance is worth 10 points. Daily attendance is counted as 1, non-attendance as 0. Two no-fault, no-questions-asked absences are automatically forgiven; if you use one on a quiz day or a Formal Class Discussion (FCD) day, you will lose the point for those assignments. Any combination of

two tardy arrivals (10 minutes or more after class begins), early departures (leaving early 10 minutes or more), or any combination thereof will equal one absence. At the end of the semester, your attendance points will be totaled and converted to a 10-point scale.

## Participation

**Description:** Includes contributing actively to 8 Formal Class Discussions (FCD's), which will occur via breakout sessions on Zoom. FCD readings & discussion questions (DQ) will be posted on Carmen by Saturday, 8 pm for Tuesday FCD's; and by Monday, 8 pm for Thursday FCD's. Students must submit written responses on the DQ to the appropriate submission portal with Carmen TurnItIn activated no later than 9 am on the day of the FCD and will be awarded 1 point for completion. Active, self-initiated participation in the day's FCD will be counted as 1, non-participation as 0.

**Academic integrity and collaboration:** Although you are welcome to work with other students in preparing answers to the DQ, all DQ submitted must be your own work in your own words and contain citations when necessary. Do not copy other people's work, even course/textbooks, without giving them credit via citations. Err on the side of caution. For further information about plagiarism, see the plagiarism module.

## Plagiarism Module and Quiz

**Description:** After reading the accompanying manual on the Carmen module, complete the quiz with a perfect score. Each student will initially be given 3 tries to complete the quiz with a perfect score. If, after 3 tries, you have not achieved a perfect score, you must email the instructor and ask me to reopen the module for you.

**Academic integrity and collaboration:** This requirement involves an open-book but untimed quiz. You will need to read the accompanying module in advance. You may not talk to your classmates or receive outside help from another person while you take the quiz. Talking to your classmates or receiving outside help during the exam period is cheating and a violation of the Academic Integrity policy. You may contact me directly outside the quiz period with any questions.

## Readings Quizzes

**Description:** Low-stakes, open-book, ten-minute timed short quizzes to be taken on Carmen at the end of class once (sometimes twice) a week will involve an assortment of true/false, multiple choice, fill in the blank, etc. Correct answers will be revealed afterward.

**Academic integrity and collaboration:** These are open-book but timed quizzes, which means that you will need to have done the reading in advance to quickly identify chief sites of information and to be clear on key concepts. Quizzes are valuable self-checks with minimal points attached and are to be completed on your own. You may not talk to your classmates or receive outside help from another person during the quiz period. Talking to your classmates or receiving outside help during the exam period is cheating and a violation of the Academic Integrity policy. You may contact me directly during the quiz period with any questions.

## Midterm Essay Exam

**Description:** Choose one of three prompts and write a 4-page essay on it (around 1100 words; do not exceed 1200 words). Address each part of each question. The most successful essays will display a mastery of factual information drawn from the readings, lectures, film, and/or Formal Class Discussions through the development of persuasive analytical viewpoints. They will also have a convincing, unifying thesis, and each paragraph will have an effective topic sentence that helps the essay build toward a conclusion.

**Academic integrity and collaboration:** Although you are welcome to work with other students, all exams submitted must be your own work in your own words and contain citations. Do not copy other people's work, even course/textbooks, without giving them credit via citations. Err on the side of caution. Graders must be able to find the borrowed term, phrase, sentence, or passage to which you are referring. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, has been activated for this exam and will evaluate your paper when you turn it in. All university rules regarding plagiarism are in effect. For further information about plagiarism, see the plagiarism module.

## Final Essay Exam

**Description:** As you did for the midterm, choose one of three prompts and write a 4-page essay on it (around 1100 words; do not exceed 1200 words). Address each part of each question. The most successful essays will display a mastery of factual information drawn from the readings, lectures, film, and/or Formal Class Discussions through the development of persuasive analytical viewpoints. They will also have a convincing, unifying thesis, and each paragraph will have an effective topic sentence that helps the essay build toward a conclusion.

**Academic integrity and collaboration:** Although you are welcome to work with other students, all exams submitted must be your own work in your own words and contain citations. Do not copy other people's work, even course/textbooks, without giving them credit via citations. Err on the side of caution. Graders must be able to find the borrowed term, phrase, sentence, or passage to which you are referring. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, has been activated for this exam and will evaluate your paper when you turn it in. All university rules regarding plagiarism are in effect. For further information about plagiarism, see the plagiarism module.

## Late assignments

Please refer to Carmen for due dates. Written work/assignments must be submitted on time. Please do not request special treatment unless you have verifiable proof attesting to extraordinary medical or legal circumstances; the university expects faculty to treat all students equally. There will be no make-up quizzes or map assignment. A written assignment submitted after the Carmen submission deadline passes is deemed to be late (by one day). No late assignments or unexcused absences from exams/assignments will be accepted without the prior agreement of the instructor and submission of a valid written explanation from a medical doctor.

## Grading scale

- : A 93 to 100
- : A- 90 to <93
- : B+ 87 to <90
- : B 83 to <87
- : B- 80 to <83
- : C+ 77 to <80
- : C 73 to <77
- : C- 70 to <73
- : D+ 67 to <70
- : D 60 to <67
- : E 0 to <60

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** I will grade regular assignments within an average of 7 days. Larger assignments usually require extra time to give you the detailed feedback you deserve.
- **Email:** I will reply to emails within **1-2 business days during the semester.**
- **Discussion board:** I will monitor your submissions to Formal Class Discussion questions weekly, during the class discussions on Zoom, and sometimes during lecture.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Our interactions in this class will occur through Zoom video conferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [go.osu.edu/it](http://go.osu.edu/it)([link is external](#)) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting [virtual background](#)([link is external](#)). Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

## Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

**Quizzes:** You must complete all quizzes yourself without consulting other people.

**Map Assignment, Formal Class Discussion questions:** You may work with others but your submission must be your own work.

**Plagiarism Quiz:** You must complete this quiz on your own after reading the accompanying manual.

**Midterm and Final Essay Exams:** You may work with others but your submissions must be your own original work. No outside sources are permitted. If you use someone else's words or ideas from our course materials (including lectures, books, films, FCD's, etc.), cite them. The exam instructions will tell you how to cite your sources. I will use TurnItIn to check the exam submissions for plagiarism. If you take wording from online or other sources without properly quoting and citing them, the software will catch you. You are encouraged to ask a trusted person to proofread your exams before you turn them in—but they should not revise or rewrite your work.

**Reusing Past Work:** In general, you are prohibited in university courses from turning in work from a past course to a current course, even if you modify it.

**Collaboration and Informal Peer Review:** The course includes non-obligatory opportunities for collaboration with your classmates. While study groups and peer review of major written projects is encouraged, remembering that comparing answers on a quiz is not permitted. If you're unsure about a specific situation, please feel free to ask me ahead of time.

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292- 5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1- 800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools



## Course schedule

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/10, 1/12	<p>T: Intro &amp; syllabus; attendance policies, course description, comments on course books and themes</p> <p>R: Continue with syllabus; view selections from documentary <i>The Story of China: The Last Empire [Qing]</i> (2016) in class, followed by general discussion</p> <p>Reading: Wakeman, <i>Fall of Imperial China</i>, map of Early Qing China, TOC, Intro, Ch. 1 "Peasants"; White &amp; Jacoby, <i>Thunder Out of China</i>, Ch. 2 "The Peasant" (optional now, required later)</p>
2	1/17, 1/19	<p>Reading: Review Wakeman Ch. 1, read Ch. 2, 3</p> <p>T: View selections from feature film <i>The Good Earth</i> (1937) in class, followed by general discussion; <b>Quiz 1, on syllabus</b></p> <p>R: <b>Student responses to Discussion Questions due online by 9 am;</b> FCD 1, on Wakeman, Ch. 1, Ch. 2 (Gentry); Ch. 3 (Merchants); <b>Quiz 2, on Wakeman, Ch. 1-3</b></p>
3	1/24, 1/26	<p>Reading: Wakeman, Ch. 4, 5</p> <p>T: Lect: Rise of the Manchus</p> <p>R: Lect: Rise of the Manchus, con't.; <b>Quiz 3, on Wakeman, Ch. 4, 5</b></p>
4	1/31, 2/2	<p>Reading: Wakeman, Ch. 6, 7, 8 (up to p. 142, then 156-59)</p> <p>T: Lect: Gov't. Admin. By Qing Emperors and Ministries</p> <p>R: Lect: Chinese World Order &amp; British East India Company Intrusion; <b>Quiz 4 on Wakeman, Ch. 6, 7, 8 (up to p. 142, then 156-59)</b></p>
5	2/7, 2/9	<p>Reading: Wakeman, Ch. 8 (143-56), Ch. 9; Bianco, Foreword, Author's Preface, Ch. 1; Pruitt, pp. 1-73 (review White &amp; Jacoby, Ch. 2 on peasants)</p> <p>T: Lect: Chinese World Order &amp; British East India Company Intrusion, con't.; <b>Required plagiarism quiz must be completed on Carmen by 9 am today</b></p> <p>R: Lect: Western Imperialism (including America's "Old China Trade") and Its Impacts on China, 1800-1900; <b>Quiz 6 on Bianco, Foreword, Author's Preface, Ch. 1</b></p>
6	2/14, 2/16	<p>Reading: review Ch. 2, read Ch. 10, 11; Pruitt, pp. 74-175</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>T: Lect: Late 18<sup>th</sup>, 19<sup>th</sup> Century Popular Movements; <b>Quiz 7 on Wakeman, Ch. 10, 11</b></p> <p>R: Lect: Late 18<sup>th</sup>, 19<sup>th</sup> Century Popular Movements, con't.; <b>Required at-home midterm exam prompts to be posted to Carmen</b></p>
7	2/21, 2/23	<p>Reading: Bianco, Ch. 2-4; Pruitt, 175-249 (end)</p> <p>Sat, 2/18, 8 pm, <b>FCD Discussion Questions (DQ) on Pruitt, pp. 1-141 to be posted to Carmen; students must complete reading &amp; submit typed responses to Carmen TurnItIn by 9 am on Tues, 2/21</b></p> <p>Mon, 2/20, 8 pm, <b>FCD DQ on Pruitt, pp. 142-249 to be posted to Carmen; students must complete reading and submit typed responses to Carmen TurnItIn by 9 am on Thurs, 2/23</b></p> <p><b>Hereafter, posting and submission of FCD DQs will follow this pattern</b></p> <p>T: FCD 2, on Pruitt, pp. 1-141; Quiz 8 on Bianco, Ch. 2-4</p> <p>R: FCD 3, on Pruitt, pp. 142-249</p>
8	2/28, 3/2	<p>Reading: Bianco, review Ch. 1, 2; read 5, 6</p> <p>T: View selections from Bertolucci's <i>The Last Emperor</i> (1987) in class, followed by general discussion; <b>Required at-home midterm is due on Carmen TurnItIn by 12 noon</b></p> <p>R: Lect: Double Ten (10/10/1911) Republican Revolution (Ends 2000 Years of Imperial Bureaucratic Gov't., 500 Years of Civil Service Exams &amp; Admin, and 268 Years of Qing Dynasty [to produce one of only four republics on Eurasian continent]); <b>Quiz 9 on Bianco, 5 &amp; 6</b></p>
9	3/7, 3/9	<p>Reading: Bianco, Ch. 7 &amp; Conclusion; Pruitt 240-49</p> <p>T: Lect: New Culture/May 4<sup>th</sup> Movement</p> <p>R: Lect: Chinese Nationalist Party (KMT/GMD) &amp; 2<sup>nd</sup> Republic of China; <b>Quiz 10 on Bianco, 7 &amp; Conclusion</b></p>
10	3/21, 3/23	<p>Reading: Summary of documentary film, <i>China in Revolution, 1911-36</i></p> <p>T: Nanjing Decade (1927-37) &amp; Failure of Elite Politics</p> <p>R: View documentary film, <i>China in Revolution, 1911-36</i>, in class, followed by general discussion</p>
11	3/28, 3/30	<p>Reading: White &amp; Jacoby (WJ), Foreword, Note to the Reader, Intro, and Ch. 1-9</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>T: FCD 4, on WJ, Foreword, Intro, Ch. 1-3 (compare Ch. 2 “The Peasant” with Wakeman Ch. 1 “Peasants” &amp; film <i>The Good Earth</i>)</p> <p>R: FCD 5, WJ, Ch. 4-9</p>
12	4/4, 4/6	<p>Reading: WJ, Ch. 10, 14, 16; review Pruitt, 240-49</p> <p>T: FCD 6, on WJ Ch. 10, 14, 16; Pruitt 240-49</p> <p>R: Lect: Chinese Communist Party in Opposition to KMT &amp; Republic of China (1921-45)</p>
13	4/11, 4/13	<p>Reading: WJ 11, 12, 13, 15 &amp; Summary of documentary film <i>China in Revolution, 1936-49</i></p> <p>T: FCD 7: on WJ 11, 12, 13, 15; <b>Required at-home final exam prompts to be posted to Carmen</b></p> <p>R: View documentary film, <i>China in Revolution, 1936-49</i>, in class, followed by discussion</p>
14	4/18, 4/20	<p>Reading: WJ, review Foreword, Intro; read 17-21; read <i>Vinegar Joe [Stilwell]</i> documentary film summary; review WJ chapters on Stilwell (10, 14, 16)</p> <p>T: FCD 8 on WJ, Foreword, Intro and 17-21</p> <p>R: Review of major course themes via documentary <i>Vinegar Joe</i>, viewed in class, followed by general discussion of America’s 1944-45 “China crisis” as reflected in the “Stilwell Crisis” (WJ 10, 14, 16)</p> <p><b>Final Exam due during regular exam period: Wednesday, April 26, 4 pm on Carmen TurnItIn.</b></p>

## **History 3404: History of Modern China, 1750 to 1949**

Prof. Christopher A. Reed

Fall 2012  
TR 2:20-3:40 pm  
Bolz Hall 314

**Final Examination: Monday, Dec 10, 2012**

Prof. Christopher A. Reed  
Office Hrs. TR 11 am-12 pm  
and by appointment

Office: Dulles Hall 161  
Office tel. 292-0853  
email: reed.434@osu.edu

Course Description: This course provides a general but analytical survey of the history of China from approximately 1750 to 1949 with emphasis on the late Qing and Republic of China. After a brief introduction to China's geography, languages, and cultural background, we will discuss key historical phenomena that have distinguished China's evolution in the modern period. The course is organized around the paired themes of non-Chinese attempts to challenge or undermine China's sovereignty and Chinese responses to those efforts, partly and especially since 1895 to achieve "wealth and power" for their nation. For this reason, emphasis is placed on political, military, and social developments, although some attention is also given to economic, cultural, and intellectual ones.

Course Objectives: The primary goal of History 3404 is to present you with enough chronology, definitions, information, and interpretations about China up through the late 1940s so that you will become able to evaluate China's late imperial and republican pasts, along with the possible impact of those periods on more recent events, critically and skeptically. In addition, by the end of the course, if you have mastered the curriculum, you should also have acquired some understanding of the value of studying the past for its own sake.

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

### **HISTORY 3404 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 Weberian understandings of the late Qing and Republican Chinese bureaucratic state-apparatus and empire, in scholarly theories about the role of the Chinese gentry both in supporting and ultimately in dismantling the late imperial state, and in the impact of Western imperialism and ideas of revolution on early 20<sup>th</sup>-century Chinese society. **Historical methods:** The course combines a focus on issues of state & society with selected empirical cases that illustrate the importance of understanding cultural, political, economic, and military history.
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 late imperial Qing state and its successor states while it engages themes of demographic expansion, imperialism & war, revolution, cultural transformation, state-building, and economic modernization. **Contemporary debates:** The course asks students to write essays on conflicting accounts of the Chinese gentry, causes of revolution, impact of imperialism, and military modernization.
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 takes a holistic approach, including culture, politics, economics, and military history.
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 that 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 1750 to 1949, in which cultural, political, economic, and social features changed in astonishingly fundamental ways, some in good ways and others not, students critically examine "industry-standard" 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 Manchus' Confucian Qing dynasty in 1912 by a Han Chinese, Western-derived Republic, 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. From the Manchu mastery of Confucian Han China's administrative and ideological apparatus to the development (and failure, partly for cultural reasons) of a Western-style Republic after 1912, the materials in the course illustrate these themes.
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 Weberian understandings of the bureaucratic state to international revolutionary terrorists, 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. In the 18<sup>th</sup> century, when the course begins, China had the world's largest economy; in the 21<sup>st</sup> century, it will again have the world's largest economy. In the period covered by this course (1750-1949), China's economy collapsed, partly due to globalism, and laid the foundation for its current prosperity, which is also partly due to globalism. In this sense, the globalized world is the underlying theme of the course.

The course is organized:

1. through the books and lectures to convey factual knowledge and interpretive understanding of China's historical experience in the late imperial and Republican periods. Further, students will be provided opportunities to read for information, for narrative, and for argument.
2. through the classes, particularly the discussions, to reinforce study skills for organizing and understanding the information and interpretations about Chinese history gained from the books and lectures. In preparing for student-led discussions, students will learn how 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 Chinese historical phenomena between 1750 and 1949. Further, you will have acquired a basic understanding of the chronology and major issues

influencing the first half of China's 20<sup>th</sup> century, including its Communist revolution, 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 the world of today as well as to shine light on the value of understanding the 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.

Under the semester system, students in all 3000-level classes are expected to have had some previous training in college-level History. Students who are familiar with the range of topics covered in History 2401/141 and 2402/142 "Comparative Asian Civilizations I & II" OR History 3401/342 "Foundations of East Asian Civilization" OR History 3405/545.04 "Contemporary China" will find that knowledge beneficial in a general way. Experience with the topics covered in History 2800/398 can also be helpful.

History 3404 is not open to students with credit for History 545.03.

Course materials include printed, visual, and oral sources, each of which may be classified as primary or secondary; knowing the difference will pay off in this course as well as in other history courses. Knowledge of this distinction is vital to successful completion of the written assignments. History 3404 will not use the Carmen class site.

Final grades for undergraduates and non-History graduate students will be based on the following formula:

- 1) attendance (with two absences automatically forgiven) and participation 25%**  
**each student is required to join a formal discussion-leading group, which will formulate discussion questions in advance and circulate them to the rest of the class the night before the group leads the chosen discussion**
- 2) two take-home map exercises 5% each (for a total of 10%)**
- 3) comparison of the gentry as presented in Wakeman and Bianco 30%**
- 4) required take-home midterm 35%**
- 5) optional take-home final examination 35%**

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

Unless instructed otherwise, all written assignments must have be typed or computer-printed on paper (no email transmissions will be accepted), double-spaced, have one inch (1") margins, and be submitted on time. 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 Time New Roman. 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.

Students are responsible for all materials, lectures, discussions, films, and readings. This syllabus and any study aids supplied to the students in History 3404 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.

All students must have active email accounts. If your account is not activated, please activate it today. Tape recording of lectures 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 will be accepted without the prior agreement of the instructor and submission of an official 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 exams, or for failure to participate fully in other class activities. There will be no makeup map assignments. Although each student is permitted two unexcused absences, if you know that you will miss a class on a day when an assignment is due, you must make prior arrangements with the instructor. Late papers and exams, even with a legitimate excuse, will be marked down half a letter grade per day for each day they are late, weekends included.

**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 History Department Chair after that date. Enrolling fully, officially, and on time is the responsibility of each student.

Assigned Readings: 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.

Lucien Bianco, Origins of the Chinese Revolution (1967 & 1971) [secondary source]  
Ida Pruitt, A Daughter of Han (1945 & 1967) [primary source]  
Frederic Wakeman, Jr., The Fall of Imperial China (1975 & 1977) [secondary source]  
Theod. White and Annalee Jacoby, Thunder Out of China (1946, 1961, 1974, & 1980) [primary source]

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

Readings, Lectures, Discussions, Deadlines, and Examinations

Readings, lectures, films, and discussions 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 (29 meetings): Reading: Wakeman, Map, TOC, Intro & Ch. 1**

August 23: Introductions and course description, purpose, and requirements; Comments on course books and their themes (China-centered history, social sciences and their influence on history, comparative history); Romanization systems

**Week 2: Reading: Wakeman, Ch. 2, 3**

August 28: Chinese civilization & culture vis-a-vis Chinese imperial-meritocratic & dynastic government; The Chinese people (Han ethnicity and minorities); Chinese languages, Romanization systems

August 30: China in maps: the importance of geography to history and politics

Second take-home map test ("China") instructions to be distributed

**FIRST TAKE-HOME MAP TEST ("ASIA") DUE IN CLASS**

**Week 3: Reading: Wakeman, Ch. 4, 5**

Sept 4: The Manchu Conquest of China

Sept 6: The Qing World Order (Official/Confucian and Unofficial/Popular)

**SECOND TAKE-HOME MAP TEST ("CHINA") DUE IN CLASS**

**Week 4: Reading: Wakeman, Ch. 6, 7, 8 (up to p. 142, then 156-59)**

Sept 11: Imperial-Meritocratic China: **Student-led Discussions of Wakeman, Ch. 1 (Peasants); 2 (Gentry)**

Sept 13: Imperial-Meritocratic China con't: **Student-led Discussion of Ch. 3 (Merchants)**

**Week 5: Reading: Wakeman, Ch. 8 (143-56), & Ch. 9; Bianco, "Foreword," "Preface," and Ch. 1; Pruitt, pp. 1-73**

Sept 18: The Western Intrusion & America's Old China Trade

Sept 20: Foreign Drug Lords: The Opium Wars (1839-42, 1856-60) and the Western Threat to Qing State & Society  
Take-home midterm examination questions to be distributed

**Week 6: Reading: Wakeman, Ch. 10, 11; Pruitt, pp. 74-175**

Sept 25: Taiping Rebellion (1851-64) and the Peasant-led Religious Threat to Qing State & Society

Sept 27: Self-Strengthening Movement (1860s-1894), 1<sup>st</sup> Sino-Japanese War (1894-95), and the Official-led Threat to Qing State and Society; Boxer Rebellion (1899-1901)—Financial Ruin of Qing

**Week 7: Reading: Bianco, Ch. 2-4; Pruitt, 175-249 (end)**

Oct 2: Double Ten Revolution of 1911: Ending Both 2,000 Years of Imperial Bureaucratic Government and the Qing Dynasty

Oct 4: **Student-led Discussion of Pruitt, pp. 1-141**

**Week 8 Reading: Bianco, Review Ch. 2 and read 5, 6; White & Jacoby (WJ), Ch. 2, 3, 8**

Oct 9: **Student-led Discussion of Pruitt, pp. 142-249**

Oct 11: The May Fourth/New Culture Movement (1915-1922; decline of Confucian Paradigm, End of the Civil Service, Rise of Western Political Influences)

**REQUIRED TAKE-HOME MIDTERM DUE IN CLASS**

**Week 9 Reading: WJ, "Foreword," "Introduction," and Ch. 1-3, 7, 8**

Oct 16: Rise & Decline of Nationalist China: Shanghai 1927, Nanjing Decade (1928-37), and the Failure of Elite Politics

Oct 18: Film: "China in Revolution, 1911-36" (available on YouTube); general discussion

**Week 10 Reading: Bianco, Ch. 7, Conclusion; Pruitt, 240-49**

Oct 23: The Chinese Communist Party (est. 1921), Its Search for a Non-Confucian Paradigm, and the Anti-Japanese War (1937-1945)

Oct 25: Japan's Effort to Colonize China (1931-45) and the Second Anti-Japanese War

(1937-45)

**COMPARISON OF THE GENTRY AS PRESENTED IN WAKEMAN & BIANCO  
DUE IN CLASS**

**Week 11 Reading: WJ, Ch. 4-6, 9, 14, 16**

Oct 30: Student-led Discussion of WJ, Foreword, Intro, 1, 2, 3

Nov 1: Student-led Discussion of WJ, 4-9

**Week 12 Reading: WJ, Ch. 11, 12, 13, 15**

Nov 6: Student-led Discussion of WJ: 10, 14, 16, 17

Nov 8: Film: "Vinegar Joe Stillwell" (not on YouTube in Fall 2013) & general discussion

**Week 13 Reading: WJ, Ch. 17-21**

Nov 13: Student-led Discussion of WJ, 11, 12, 13, 15

Nov 15: Student-led Discussion of WJ: review Foreword, Intro, 18, 19, 20, 21

**Week 14 No new reading; review Wakeman & Bianco**

Nov 20: To be decided

Nov 22: No class, Thanksgiving

**Week 15: No new reading; review Wakeman & Bianco**

Nov 27: Film: "China in Revolution, 1936-49" (available on YouTube)

Nov 29: The Civil War (1946-49), and the Rise of the Peasant/Worker/Soldier Paradigm in Communist China

Final Examination questions to be distributed in class this week

**Week 16: No new reading; review Pruitt and WJ**

Dec 4: Last class: General discussion and summing up

**Final Examination: <sup>[L]</sup><sub>[SEP]</sub> Due Monday, Dec 10, 2012, 4 pm**

Terminology

If you are not already familiar with the following common historical terms and the historical context from which they emerged, please be sure that you have a working historical definition of them by the end of the third week of class. You may find it easiest

to split the list with one or two classmates and then to exchange definitions.

- |                                  |  |
|----------------------------------|--|
| 1. Confucianism/Neo-Confucianism | 21. bourgeoisie                          |
| 2. Daoism/Taoism                 | 22. petty bourgeoisie                    |
| 3. Legalism                      | 23. peasants                             |
| 4. lineage                       | 24. <i>The Communist Manifesto</i>       |
| 5. empire                        | 25. Meiji Restoration                    |
| 6. imperial                      | 26. feudalism                            |
| 7. imperialism                   | 27. party politics                       |
| 8. dyarchy                       | 28. bureaucracy                          |
| 9. physiocracy                   | 29. dynasty                              |
| 10. republicanism                | 30. Russian/Bolshevik/October Revolution |
| 11. constitutional monarchy      | 31. Stalinism                            |
| 12. anarchism                    | 32. Comintern                            |
| 13. liberalism                   | 33. nationalism                          |
| 14. Marxism                      | 34. gentry                               |
| 15. revolution                   |  |
| 16. revolutionary socialism      |  |
| 17. parliamentary socialism      |  |
| 18. communism                    |  |
| 19. French Revolution            |  |
| 20. Leninism                     |  |

First Map Exercise: Asia (Due Thurs., August 30, 2012 in class)

Please locate the following geographic sites on the outline map distributed in class, placing the number of each item in its appropriate spot (e.g., put a “2” on the location of Calcutta; regarding rivers such as “1,” draw in the river and put a “1” along its full length).

- |                               |                     |
|-------------------------------|---------------------|
| 1. Brahmaputra River          | 11. Mekong River    |
| 2. Calcutta                   | 12. Xian/Xi’an/Sian |
| 3. Singapore                  | 13. Tokyo           |
| 4. Philippines                | 14. Pusan/Busan     |
| 5. Indus River                | 15. Kabul           |
| 6. Bengal (NOT Bay of Bengal) | 16. Taiwan/Formosa  |
| 7. Baghdad                    | 17. Hong Kong SAR   |
| 8. Inchon                     | 18. Himalayas       |
| 9. Yellow River/Huanghe       | 19. Manchuria       |
| 10. Tibet                     | 20. Vietnam         |

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/csc/>.

What is plagiarism?

See [http://cstw.osu.edu/writing\\_center/handouts/research\\_plagiarism.htm](http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm)

**Disability Statement: Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).**

# Distance Approval Cover Sheet

## For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

### Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

### Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

### Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

## **Delivery Well-Suited to DL/DH Environment**

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):



## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.