

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	The College of Liberal Arts and Sciences	Department/School	School of Historical, Philosophical and Religious Studies
Prefix:	HST	Number:	303
Title:	Studies in Asian History (Modern China -Violence)		Units: <u>3</u>

Course description: *See course syllabus*

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Global Awareness (G)

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ [Criteria checklist](#) for General Studies designation being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Marissa Timmerman E-mail Marissa.R.Timmerman@asu.edu Phone 480-727-4029

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Richard Amesbury Date: 10/21/2021

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU-[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
HST	303	Modern China: Violence	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (Contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	SAMPLE: The course gives an overview of China's modern history and how it shapes contemporary China as well as its relationship with the rest of the world today. Eschewing theories developed from Western contexts, we seek theoretical insights from China's historical and cultural grounds. This course helps students explore many elements of China's distinctive culture.	SAMPLE: This course has seven sections dealing with natural disasters, crimes, wars, terrorism, communism, revolutions, and epidemic. Such historical developments in China from the seventeenth century onward shape China today. All these topics are relevant and help students understand the contemporary world in China and Asia more broadly.
2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group.	The course examines the political cultural, social, and economic history of China from the seventeenth to the twentieth century.	The seven sections deal with specific historical developments in China. The weekly readings of primary and second sources around these topics help students engage China from a global and comparatively perspective. Students will read eight book-length works that provide in-depth examination of China.
2d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.	The global significance of this course is its focus on <i>violence</i> . Specifically, this course studies modern China with a focus on various elements of violence caused by nature, the political system, cultural practices, and economic infrastructure. All of these issues have implications for other cultures and societies in Asia and beyond. Many regions and world cultures have experienced and continue to experience similar developments as China, for example, natural disasters brought by climate change, violence caused by oppressive political systems, etc. This class invites students to not only think about the uniqueness of China's issues of violence but also contemplate on the effects of these specific issues in other parts of the world. The forms of violence explored in the intertwined histories of China in the age of semi-colonialism and global wars are not marginal to the political violence, but constitute critical dimensions of individual and societal experience, both firsthand and memorially.	In Section I, natural disasters such as drought and flood at the scale of millions of deaths are not Section II examines the justice system that has been completely different from the US. system. Section III touches upon wars at the scale of tens of millions of deaths. Section IV addresses terrorism under the Japanese occupation. Section V introduces violence during communist revolutions. Section VI delves deeper into economic, social, and cultural revolutions throughout China. Section VII discusses the AIDS epidemic in the 1990s in rural China.

Instructor: Professor Linh Vu
Time and place: MW 4:35 PM - 5:50 PM Tempe ED 216
Office: Coor Hall 4532
Email: linhvu@asu.edu
Office Hours: MW 2-3 PM or by appointment

HIST 303 Modern China – Violence

Course Description & Learning Outcomes:

This course introduces you to the history of China from the seventeenth century to twenty-first century with a thematic focus on “violence.” Rebellions, conflicts, and revolutions characterized these centuries. We will grapple with the question of what is violence. Eschewing theories developed from Western contexts, we seek theoretical insights from China’s historical and cultural grounds. Rather than focusing on episodes of overt brutality, we focus on particular imprints of violence in practices and memories. This course will help you understand how violence is related to the deprivation of cultural and social subjectivities in the environs of political conflicts, and how such subjectivities can be uncovered in a wide range of mediums – court records, government documents, memoirs, and photographs. The forms of violence explored in the intertwined histories of China in the age of semi-colonialism and global wars are not marginal to the political violence, but constitute critical dimensions of individual and societal experience, both firsthand and memorially.

Skills developed in this class include forming critical questions, conducting historical research, making public presentations, managing long-term projects, and writing analytical essays.

If you look for background reading on Chinese history, I recommend Jonathan Spence’s *The Search for Modern China*.

Class Format:

Classes will feature a combination of lecture and discussion. Come to class prepared to talk about the readings each time, and bring **hard copies** of that day’s readings with you. If you choose to buy electronic versions of the books, you will have to print them out and bring them to class.

Assignments:

<i>Attendance & Participation:</i>	20% (No more than one unexcused absence is allowed. Each additional absence will result in a grade reduction of 1%. Active participation in class activities is required.)
<i>Sets of Questions:</i>	5% x 4 times = 20% (Each student will post 3-4 questions on blackboard 24 hours before class meetings. These questions will facilitate our class discussions. These questions must be thoughtful and able to induce debates.)
<i>Midterm:</i>	30% (Midterm will include identifications and a short essay.)
<i>Final:</i>	30% (Final will be in the essay format, including in-class and take-home portions. Questions are NOT posted in advance. Notes are permitted.)

Grades will be in the full range of pluses and minuses.

You will complete all reading assignments before class and will participate in all class sessions. Participation in class discussions is an essential part of our course. Discussion should be informed by your understanding of the historical events based on the textbook readings, the primary sources and research literature outlined in the syllabus (rather than solely your personal opinion or current events). The quality of your participation and their relevance to the course material are taken into consideration for your participation grade.

The exams will be based on readings, class discussions, and lectures. No make-up exams will be given except by order of the chair of the history department, after presentation and verification of documents detailing the emergency. It is important that you check Blackboard frequently for readings and assignments, and that you are able to receive class e-mails and announcements.

Academic Integrity: Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <https://provost.asu.edu/academicintegrity>.

Plagiarism: Plagiarism is stealing. Whenever you borrow a phrase, sentence, paragraph — even an idea stated in your own words — from any outside source (news writing, magazine, TV show, book) without giving credit to that source, you have plagiarized. Plagiarism is cheating yourself and someone else. The consequences are severe including failure for the assignment, probable failure for the course, disciplinary referral to the dean and possible expulsion from the

university. Academic integrity is expected of every individual: <https://provost.asu.edu/academicintegrity>

How do I know if it is plagiarized or not?

- If it is exactly like the source I am using is it cited and in quotation marks? If not, then it is plagiarized.
- If I paraphrased it did I change more than a word or two and completely re-write the structure of the sentence? If not, then it is plagiarized.
- Did I follow the reasoning of a larger work in the same sequence as the original? If so it could be plagiarized.
- If something is not common knowledge and I learned it from a source did I cite it? If not, then it could be plagiarized.
- Did I find the answer on the Internet but not cite it or cite it as the reading? If so, then it is plagiarized.

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Academic Calendar: <https://students.asu.edu/academic-calendar>

Writing Center: <https://tutoring.asu.edu/writing-centers>

Classroom Policies: Arrive on time. Do not leave early. Do not disrupt class in any way. You can use computers to take notes. Please do not use your cellphone in class out of respect for yourself, your peers, and your professors.

Books to Acquire:

1. Jonathan Spence, *The Death of Woman Wang* (Penguin Books, 1978, reprint 1998)

2. Robert Hegel, *True Crimes in Eighteenth-Century China Twenty Case Histories* (University of Washington Press, 2009)
3. Tobie Meyer-Fong, *What Remains: Coming to Terms with Civil War in 19th Century China* (Stanford University Press, 2013)
4. Frederic Wakeman, *Shanghai Badlands: Wartime Terrorism and Urban Crime, 1937-1941* (Cambridge University Press, 1996)
5. Eileen Chang, *Naked Earth* (Review Books, 1956, 2015)
6. Mao Zedong, *Little Red Book* (available on Canvas)
7. Ji Xianlin, *The Cowshed: Memories of the Chinese Cultural Revolution* (Review Books, 2016)
8. Yan Lianke, *Dream of Ding Village* (Grove, 2011)

Schedule:

M (1/7): Introduction

I. Disaster

Reading: *Death of Woman Wang*

W (1/9): Life of the Peasantry

Read: pp. 1-76

M (1/14): Traditional Widowhood

Read: pp. 77-139

II. Crime

Reading: *True Crimes in Eighteenth-Century China*

W (1/16): Justice System

Read: Introduction, Part I

M (1/21): Martin Luther King Day

W (1/23): Guilty until Proven Innocent

Read: Parts II, III

M (1/28): (Failure of) Confucian Values

Read: Parts IV, V

W (1/30): Marginalization of Social Groups

Read: Parts VI, VII

III. WarReading: *What Remains***M (2/4): Civil War**

Read: Chapters 1-2

W (2/6): Localization of War

Read: Chapters 3-4

M (2/11): Individual Losses

Read: Chapters 5-7

IV. TerrorismReading: *Shanghai Badlands***W (2/13): Occupied Shanghai**

Read: Prologue, Chapters 1-3

M (2/18): Terrorism and Urban Crime

Read: Chapters 4-7

W (2/20): Collaboration

Read: Chapters 8-11

Midterm**M (2/25): Midterm Review****W (2/27): Midterm****Spring Break****V. Communism**Reading: *Naked Earth*

M (3/11): Literature & Propaganda

Read: Sections 1-11

W (3/13): Land Reform

Read: Sections 12-22

M (3/18): Freedom

Read: Sections 23-32

Reading: Mao's *Little Red Book*

W (3/20): What is Maoism?

Read: Chapters II and IV

M (3/25): Class Struggle

Read: Chapters V and VI

W (3/27): Sacrifice

Read: Chapters VII and VIII

VI. Revolution

Reading: *Cowshed*

M (4/1): Re-education

Read: Preface, pp. 1-50

W (4/3): Labor

Read: pp. 51-109

M (4/8): Imprisonment

Read: pp. 110-184

VII. Epidemic

Reading: *Dream of Ding Village*

W (4/10): Blood

Read: pp. 1-124

M (4/15): Fever

Read: pp. 125-234

W (4/17): Death

Read: pp. 235-341

Final

M (4/22): Review

W (4/24): In-class portion of the Final (15%): Minimum 5 pages of the blue/green book

W (5/1): at 5PM: Take-home portion of the Final (15%): 5 typed pages, double-spaced, one-inch margin, Times Roman 12-point font, proper citations.

1. Death of Woman Wang

Contents



Acknowledgments ix

Preface xi

One THE OBSERVERS 1

Two THE LAND 33

Three THE WIDOW 59

Four THE FEUD 77

Five THE WOMAN WHO RAN AWAY 99

Epilogue: The Trial 133

Notes 141

Bibliography 163

General map of T'an-ch'eng County, from the
1673 edition of *Local History of T'an-ch'eng* vi-vii

Layout of the magistrate's yamen in T'an-ch'eng City, from
the 1673 edition of *Local History of T'an-ch'eng* xviii-xix

Reconstructed map of T'an-ch'eng County,
Shantung Province, in 1670 10-11

2. *True Crimes in Eighteenth-Century China Twenty Case Histories*

Contents

Preface and Acknowledgments ix

Translator's Notes xiii

Introduction 3

***Part I Judicial Procedures* 29**

CASE 1 Xu Si: A Scuffle over a Debt (Jiangsu, 1702) 30

CASE 2 Li Huaiyu: The Missing Brother (Hunan, 1736) 37

CASE 3 Ms. Guo: Accidental Homicide Concealed (Zhili, 1794) 52

CASE 4 Li Cang: Blackmail and Arsenic (Shanxi, 1803) 59

CASE 5 Cao Ligong: Attempted Rape That Led to Murder
(Zhili, 1803) 64

***Part II Interrogation Techniques* 79**

CASE 6 Du Huailiang: Adultery That Brought Disaster
(Shandong, 1696) 79

CASE 7 Rui Meisheng: Manslaughter over an Outhouse
(Anhui, 1722) 90

CASE 8 Jia Mingyuan: Accidental Homicide (Fengtian, 1796) 96

***Part III Intent and Premeditated Violence* 103**

CASE 9 Luo Zhongyi: Kidnapping (Guangdong, 1728) 103

CASE 10 Wang Azhen: Murder for Extortion (Guangdong, 1779) 116

Part IV	<i>The Failure of “Confucian” Family Values</i>	122
CASE 11	Li Er and Li San: Two Pecks of Beans (Fengtian, 1738)	123
CASE 12	The Hong Brothers: A Quarrel over Manure (Hunan, 1738)	128
CASE 13	Ms. Wang: Incest and Violent Homicide (Jilin, 1738)	133
CASE 14	Ms. Ma: Disguised Poisoning (Shandong, 1795)	142
Part V	<i>Control of Politically Marginal Groups and Individuals</i>	147
CASE 15	A Village Vendetta and Han Intercession (Guangxi, 1728)	148
CASE 16	Rebellious Religious Sectarians (North China, 1791–1814)	175
CASE 17	Ji Yanghua: Secret Society Member (Shanxi, 1814)	201
Part VI	<i>Social Mobility and Crime</i>	205
CASE 18	Jin San: A Spurned Lover (Sichuan, 1728)	205
CASE 19	Luo Fenpeng: A Phony Scholar-Official (Jiangxi, 1763)	218
Part VII	<i>Imperial Intervention</i>	226
CASE 20	Li Yuchang: A Magistrate Murdered for His Integrity (Jiangsu, 1809)	226
 <i>Appendix 1. Banners and Other Social Organizations</i> 245		
<i>Appendix 2. Popular Religious Movements</i> 247		
<i>Appendix 3. Cases Listed by Social Conflict</i> 252		
<i>Chinese Character Glossary</i> 255		
<i>Bibliography of Studies in English</i> 271		
<i>Index</i> 279		

Contents

<i>List of Figures</i>	ix
<i>Acknowledgments</i>	xi
<i>Author's Note</i>	xiii
1. War	I
2. Words	21
3. Marked Bodies	65
4. Bones and Flesh	99
5. Wood and Ink	135
6. Loss	175
7. Endings	203
<i>Notes</i>	209
<i>Glossary</i>	271
<i>Bibliography</i>	275
<i>Index</i>	305

Contents

<i>Acknowledgments</i>	<i>page</i> vii
<i>Glossary</i>	ix
Prologue: Consequences	1
1 Island Shanghai	6
2 Blue Shirts	17
3 National salvation	27
4 Retaliation: Pro-Japanese terrorism	43
5 Provocation: The Chen Lu assassination	53
6 Capitulation: The Xi Shitai assassination	65
7 The puppet police and 76 Jessfield Road	80
8 Terrorism and crime	93
9 Rackets	104
10 Terrorist wars	115
11 Dimout	128
Epilogue: Outcomes	136
<i>Abbreviations</i>	138
<i>Notes</i>	140
<i>Bibliography</i>	196
<i>Index</i>	209

CONTENTS

Biographical Notes

Title Page

Copyright and More Information

Introduction

Author's Note

6. *Little Red Book*

1. The Communist Party (1)
2. Classes and Class Struggle (5)
3. Socialism and Communism (13)
4. The Correct Handling of Contradictions among the People (25)
5. War and Peace (33)
6. Imperialism and All Reactionaries are Paper Tigers (41)
7. Dare to Struggle and Dare to Win (46)
8. People's War (49)
9. The People's Army (55)
10. Leadership and Party Committees (57)
11. The Mass Line (64)
12. Political Work (72)
13. Relations between Officers and Men (79)
14. Relations between the Army and the People (82)
15. Democracy and the Three Main Fields (84)
16. Education and the Training of Troops (88)
17. Serving the People (90)
18. Patriotism and Internationalism (93)
19. Revolutionary Heroism (96)
20. Building Our Country through Diligence and Frugality (99)
21. Self-reliance and Arduous Struggle (103)
22. Methods of Thinking and Methods of Work (107)
23. Investigation and Study (121)
24. Correcting Mistaken Ideas (125)
25. Unity (132)
26. Discipline (133)
27. Criticism and Self-Criticism (136)
28. Communists (141)
29. Cadres (145)
30. Youth (151)
31. Women (154)
32. Culture and Art (157)
33. Study (160)

Contents

[Title Page](#)
[Copyright and More Information](#)
[Introduction by Zha Jianying](#)
[Translator's Note](#)
[Author's Preface](#)

[Introduction](#)
[The Socialist Education Movement](#)
[June Fourth, 1966](#)
[Choosing a Label That Fit](#)
[A Half-Year Respite](#)
[Joining the Fray](#)
[A House Raid](#)
[On the Brink of Suicide](#)
[At the Eleventh Hour](#)
[Reform Through Labor Begins](#)
[The Great Struggle Session](#)
[Taiping Village](#)
[Building Our Own Prison](#)
[In the Cowshed \(1\)](#)
[In the Cowshed \(2\)](#)
[In the Cowshed \(3\)](#)
[Relocating the Cowshed](#)
[Half Liberated](#)
[Fully Liberated](#)
[Further Reflections](#)

[Author's Afterword](#)
[Appendix: My Heart Is a Mirror](#)
[Notes](#)
[Biographical Notes](#)

8. *Dream of Ding Village*

Content:

Volume 1

The Cupbearer's Dream

The Baker's Dream

The Pharaoh's Dream

Volume 2

Chapter 1

Chapter 2