

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: Historical Awareness (H)

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
HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE: <ul style="list-style-type: none"> Courses that are merely organized chronologically. Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor. Courses whose subject areas merely occurred in the past. 	

Course Prefix	Number	Title	General Studies Designation
HST	303	Modern China: Violence	H

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)
1. History is a major focus of the course.	Students read scholarly works discussing China's various issues of violence from the seventeenth to the twentieth century. This course helps students understand how violence throughout history 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. These materials are pertinent to the study of history.	Sections I to VII examines various historical developments in China. The course allows students to examine how the Chinese people experienced violence in different eras. Each reading focuses on a different time period over the course of 400 years. Half of the readings are primary sources which help students understand how people in the past thought and behaved. The other half are analytical works by historians which introduce students to the study of history as a discipline. Discussion question postings, class discussions, midterm and the final paper require students to engage in historical analysis.
2. Explains human developments as a sequence of events influence by a variety of factors.	Students read books that were written from the seventeenth century to the twenty-first century. Each primary source book is interpreted according to the time frame in which it was made. Each analytical book examines the impact of violence on historical and contemporary Chinese society by various factors such as natural disasters, crime organizations, global wars, epidemics, etc.	The format of the course demonstrates a sequence of violence experienced by Chinese people throughout the modern era. The required readings include: 1. 17 th century: <i>The Death of Woman Wang</i> 2. 18 th century: <i>True Crimes in Eighteenth-Century China Twenty Case Histories</i> 3. Mid-19 th Century China: <i>What Remains: Coming to Terms with Civil War</i> 4. Early 20 th century: <i>Shanghai Badlands: Wartime Terrorism and Urban Crime, 1937-1941</i> 5. Mid-20 th century: <i>Naked Earth</i> 6. 1960s-1970s: <i>Little Red Book</i> 7. 1970s-1980s: <i>The Cowshed: Memories of the Chinese Cultural Revolution</i> 8. 1990s: <i>Dream of Ding Village</i>
3. Disciplined, systematic examination of human institutions as they change over time.	Students explore notions of violence, both systemic and situational, in Chinese history. We trace a change from the understanding of violence as the result of moral imbalance in the universe to violence as the result of men's greed. We also note changing gender roles and treatment of people of different socio-economical classes.	For specifics as to the themes noted to the left, see Section I & V where we discuss how the role of Chinese women changed from the seventeenth century to the twentieth century. In Sections II & VII, we discuss how the justice system of imperial era focused on restoring moral equilibrium while the justice system of communist China focused on eliminating class differences.
4. Relationship among events, ideas, and artifacts in broad social, political, and economic context	Each reading assignment analyzes how our understanding of Chinese history and its role in shaping the global politics and economy. The required readings place changing ideas of violence as well as events such as the Taiping Rebellion, World War II, the Great Leap Forward, and the AIDS epidemic in the context of social, economic, and political developments.	For specifics, see Section IV where we discuss impacts of World War II in China beginning with the Japanese invasion in 1937. In Section V, we discuss the role of communist ideology imported from Russia and became influential among Chinese leadership. In Section VII, we examine the AIDS epidemic in China and across the globe. In other sections, we also examine how other events and ideas in China are intertwined with broader social, political, economic, and cultural contexts: the Taiping Civil War-the American Civil War in the

		mid-nineteenth century, natural disasters-global market in the seventeenth century, etc.
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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

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