

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

**School of Historical,
Philosophical and Religious
Studies**

College/School The College of Liberal Arts and Sciences

Department/School

Prefix: **HST** Number: **303** Title: Studies in Asian History (Modern China -Violence) Units: 3

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: Social-Behavioral Sciences (SB)

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.

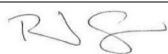
Contact information:

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
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <div> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </div> <div>History, economics, anthropology</div>	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 	

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

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 Course is designed to advance basic understanding and knowledge about human interaction.	Students explore the victims and perpetrators of violence of various forms. The course advances the understanding how law and morality govern human behaviors and interactions.	Knowledge of human interaction is evident throughout the course. Especially in Section II: Crime, the traditional Chinese legal system is explored. In this section, students will also learn about Confucian values and their failures to ensure social harmony. In Section V: Communism, students will learn how under this political system, customary practices were abolished, and new social practices were created by the state.
2. Course content emphasizes the study of social behavior	The readings address the formation of allegiances and customs in imperial, Republican, socialist and postsocialist China.	The study of social behavior is evident throughout the course but most prominently in the following sections. Section III: War explores the people's experience during and after the Taiping Civil War in the mid-nineteenth century. We study how many poor peasants cut off their queues to join the Taipings to fight the Qing imperial government. This section examines allegiances through adhering to certain social practices such as keeping long hair, tattooing, and clothing. The study of social behaviors continues in Section V, under communism, we discuss how people modified their familial relationship, the way they dressed to reflect their class consciousness, and the language they used to show loyalty to their leader. In Section VII, we examine how people in post-Cultural Revolution era engaged in profit-seeking behavior and abandoned traditional ties to their village and relatives.
3b. The distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Students use historical methods of analysis throughout the course, and ethnographic methods in specific weeks.	Throughout the seven sections of the course, students read primary sources documents and engaged with methods of historical inquiry. They are asked to put themselves in the position of these historical actors in order to understand their dilemma, decision, and action. Students also read works of historical studies that allow them to develop understanding of how historians develop and employ social science methods.
4. Course illustrates use of social and behavioral science perspectives and data.	Students work with data from the seventeenth century to the twentieth century. Students are also introduced to how these data were obtained, estimated, and calibrated.	These data are covered in the class lectures. We examine the growth in Chinese population, in particular the rural-to-urban migration in the seventeenth century due to commercialization in both China and global context (Section I). The migration trend was reversed in the 1960s and 1970s where young students in the city were sent to the countryside (Section V). We also analyze the scale of damages caused by natural disasters (Section I), numbers of victims (casualties & refugees) of civil wars (Sections II & IV), and numbers of AIDS victims due to blood transfusion (Section VII).

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