

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: History, Philosophy, and Political Science

Date: March 14, 2018

Title Of Course Or Degree: HIS 3200: Modern China

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| | <input checked="" type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input checked="" type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |

Other (please describe): _____

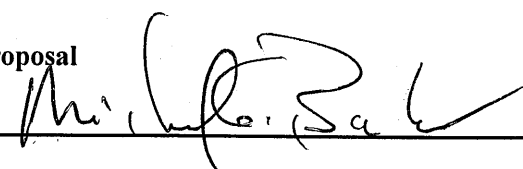
PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: 3/14/2018 Signature, Committee Chairperson: 

I have reviewed the attached material/proposal

Signature, Department Chairperson: 

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

College	Kingsborough Community College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	HIS 3200
Course Title	Modern China
Department(s)	History, Philosophy, and Political Science
Discipline	History
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	The reshaping of China and its revolutionary role in the modern world
Special Features (e.g., linked courses)	
Sample Syllabus	<p>KINGSBOROUGH COMMUNITY COLLEGE of The City University of New York</p> <p>HISTORY 3200: Modern China (3 hours, 3 credits)</p> <p>Professor: Office: Office Hours: Contact Information:</p> <p>Introduction and Course Description</p> <p>Welcome to HIS 3200. This course will explore the major political, social, economic and cultural developments in modern China. Focus will be placed on China's relationship with Western countries and its Asian neighbors; as well as, the evolution of China in response to foreign challenges.</p> <p>Student Learning Outcomes</p> <p>HIS 3200 course falls under "World Cultures and Global Issues" in the CUNY Pathways requirements. It addresses the following objectives and helps students enhance their:</p> <ol style="list-style-type: none"> 1. <u>Global and Diverse Perspectives</u>: students will be better able to interpret historical events in modern China from Western and Asian perspectives; provide a multiple point of view from various class, gender, ethnic, philosophical, and cultural backgrounds. 2. <u>Global Thinking</u>: students will be better able to analyze Chinese modern history and its geographical region in a context of historical trends, as well as global systems, institutions, and ideas.

3. Historical Knowledge: students will become better acquainted with events, trends, ideas, and changes in China and the surrounding region.
4. Critical Thinking: using primary and secondary source information, students will gain a sharper ability to analyze and synthesize ideas and issues.
5. Communication Skills: students will improve on their grammar, vocabulary, sentence structure, as well as clarity of expression through various assignments.

Required Texts (available at Kingsborough Community College bookstore)

Author: Jonathan D. Spence
 Title: The Search for Modern China 3rd Edition
 Publisher: W.W. Norton & Company
 Year: 2012
 ISBN #: 9780393934519

Grading:

- | | |
|--------------------------------------|-----|
| 1. Attendance / Class Participation: | 15% |
| 2. Midterm Examination: | 20% |
| 3. Final Examination: | 20% |
| 4. Homework: | 20% |
| 5. Research Paper: | 25% |

- Assignments that are late will NOT receive full credit

Explanation of the Grade Components:

1. Since this course is lecture oriented class, attendance and participation is a key component in receiving the full benefit of taking a course like this, therefore 15% of the grade is based on this active engagement.

2 & 3. There will be two examinations during the semester: midterm and a final. The exams will be composed of a combination of multiple choice questions and short essays. Final exam is not cumulative from the whole semester, only tests students on the information taught since the midterm exam.

4. There will be a total of 4-5 homework assignments (depending on the allowance of time in the semester). Homework assignments will consist of a combination of videos to watch – for example from www.learner.org and reading assignments. The focus, however, will be placed on primary source readings as to actively promote student's interpretations and analysis of events.

5. Students will have the whole semester to complete a short research paper in the course. The paper will consist of 5-8 pages of research and at least 5 sources. There will be an option for a student to extend the paper to 10-12 pages and use it to satisfy the Honors Enrichments Component criteria if they desire. The paper will be guided by the instructor in stages. First the topic will be established, then the bibliography will be collected, followed by a draft, and finally the final paper for grading. Submitting the topic, bibliography and draft on time will count towards 40% of the overall grade for the paper.

Research Paper:

For ideas about possible research paper topics, the following is a list of questions to which an answer could be a thesis statement and a potential paper for the class. These are only examples and the students are free to choose topics of their own with the guidance of the professor.

1. Many scholars of world history believe that China during the Ming Dynasty was the most powerful and richest place in the world at the time. Do you agree or disagree with this statement and why?
2. Why and how did Manchu Conquest succeed?
3. Why did the Qing Dynasty fall?
4. Why and how did the Europeans gain military and political control over China?
5. Why was Mao Zedong able to gain power in China?
6. What was the Great Leap Forward and how did it affect the people in China?
7. Why did China introduce one-child policy and how did it affect the people in China?

Sample Sources for Research Topics Listed Above:

1. Swope, Kenneth. *The Military Collapse of China's Ming Dynasty, 1618-44*. Routledge: Taylor & Francis Group, 2014.
2. Chan, Albert. *The Glory and Fall of the Ming Dynasty*. Oklahoma: University of Oklahoma Press, 1982.
3. Smith, Richard. *The Qing Dynasty and Traditional Chinese Culture*. Maryland: Rowman & Littlefield, 2015.
4. Mungello, D.E. *The Great Encounter of China and the West, 1500-1800*. New York: Rowman & Littlefield, 2013.
5. Bickers, Robert. *The Scramble for China: Foreign Devils in the Qing Empire, 1800-1914*. London: Allen Lane, 2011.
6. Heuston, Kimberley Burton. *Mao Zedong*. New York: Franklin Watts, 2010.
7. Heinzig, Dieter. *The Soviet Union and Communist China 1945-1950*. New York: M.E. Sharpe, 2004.
8. Johnson, Kay Ann. *China's Hidden Children: Abandonment, Adoption, and the Human Costs of the One-Child Policy*. Chicago: University of Chicago Press, 2016.

Assignments (Due dates to be Announced):

Assignment # 1:

Read the handout and answer the following questions for class discussion.

(Reading is taken from the introduction to the book:: Confucius. *The Analects*. London: Penguin Classics, 1979. by D.C. Lau).

1. Who was Confucius?
2. What message separated his teachings from other schools of thought in ancient China?
3. What is the most important moral quality a man can possess?
4. What does Confucius say about family?

Assignment # 2:

Please watch a documentary on Mao Zedong and his coming to power in China. The documentary is a youtube video and lasts about 40 minutes. Once you are done, please answer the following question in a form of 1-2 page typed, 12 font paper.

Title: Mao Zedong: China's Peasant Emperor

Link: <https://www.youtube.com/watch?v=02SHeHR3zOg>

Question:

Taking examples from the documentary please explain how was Mao Zedong able to come to power and how he changed China.

Assignment # 3:

Please read the two articles given in class. If you misplaced the handout here are the links to the articles online:

<https://news.nationalgeographic.com/2015/11/151113-datapoints-china-one-child-policy/>

<http://www.cnn.com/2016/10/13/health/china-one-child-policy-population-growth/index.html>

After reading the articles, in about one page, please provide your thoughts and views on China's one-child policy.

Classroom Rules and Academic Integrity:

Attendance

Attendance in class is mandatory and will be strictly enforced. At Kingsborough, students who miss more than 15% of class meetings are considered excessively absent and may receive a "WU" at the instructor's discretion. Additionally, lateness may be taken into account when assessing your class participation grade.

In addition, entering a class after it already began is disruptive not only to the professor, but also to the students. If you continually arrive late, I'll start marking such excessive tardiness as the equivalent of a missed class.

Class Conduct

When discussing our reading and writing, we must remember that we are a diverse group of people from various backgrounds and belief systems. It is imperative that we all feel safe to express our views and experiences in ethical, respectful ways. Therefore no form of cultural, ethnic, gender, linguistic, sexual, racial, or religious harassment will be tolerated.

Also, please observe some basic courtesy that will help the class environment remain comfortable and enjoyable: if you are waiting for an emergency phone call, let me know before class, but otherwise, please silence all cell phones and any electronic devices. Absolutely no texting in class, please!

How to Participate in Class

Class participation involves coming to class on time, having done all readings and assignments, and participating meaningfully in small and large group discussions as well as complete in-class writing exercises.

Plagiarism

Plagiarism is the act of willfully or accidentally using the ideas or words of others and treating it as your own. Please, visit the following link: http://www.kbcc.cuny.edu/studentaffairs/student_conduct/Pages/academic_integrity.aspx

Accessibility Statement

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation for the Access-Ability office (D-205). Please contact AAS for assistance.

Course Topics and Outline

Week 1: Introduction ; The Late Ming (Read chapter 1)

Week 2: The Manchu Conquest (Read chapter 2)

Week 3: China and the Eighteenth-Century World (Read chapters 6 and 7) **topics due for research paper**

Week 4: The Late Qing Dynasty (Read chapter 10)

Week 5: The New Republic (Read chapter 12 and 13) **bibliography due for research papers**

Week 6: **MIDTERM EXAMINATION** ; The Guomindang in Power (Read chapter 15)

Week 7: World War II (Read chapter 17)

Week 8: The Birth of the People's Republic (Read chapter 19)

Week 9: Deepening the Revolution: The Great Leap Forward (Read chapter 21) **draft due for research papers**

Week 10: Cultural Revolution (Read chapter 22)

Week 11: Governing China in the 1980s (Read chapter 24)

Week 12: China in Today's World (Read chapter 24) **research papers due**

FINAL EXAMINATION

** The day and time of final examination will be announced towards the end of the semester by the school.

Note

This syllabus is subject to change throughout the semester and any changes made to it will be announced in class, therefore it is the student's responsibility to make sure they know what was done in class if absent.

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required Core

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible Core

- World Cultures and Global Issues (A)
- US Experience in its Diversity (B)
- Creative Expression (C)
- Individual and Society (D)
- Scientific World (E)

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
| | <ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study. |

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a life or physical science.
- Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
- Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
- Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

The research paper assignment will be able to accomplish this learning outcome. Students, under the guidance of the instructor, will have to research a topic in modern Chinese history and propose a thesis. Doing so, they will need to provide at least five different sources for their research which will be needed to be combined together for a cohesive 5-8 page research paper.

- Gather, interpret, and assess information from a variety of sources and points of view.

Homework assignments and in-class handouts will focus on this learning outcome. The in-class handouts, as well as many homework assignments, will be primary source documents which the students will need to interpret their meanings and significance.

- Evaluate evidence and arguments critically or analytically.

Much of student's work will focus on this learning outcome: writing the research paper, interpreting and evaluating homework assignments, as well as writing essay answers on the midterm and/or final

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

Students will study not just the history of modern China, but also how it interacted with the rest of the world, especially the relationship with

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

<p>its surrounding neighbors and the Western world. Additionally, students will be exposed to many philosophical/religious ideas such as Confucianism or Daoism, as well as ideas such as Communism when studying Mao Zedong and China after 1949. For instance, in assignment # 1 students will learn about the history of Confucianism which is so important to traditional Chinese society, attached will be questions which they will have to answer to see whether the information was understood. Assignment # 2, will do the same by exposing students to ideas of Communism and authoritarian autocracy in Chinese society.</p>	
<p>Students will learn about China in the Late Ming Dynasty and its interaction with European explorers/traders which changed the course of Chinese history. The Qing Dynasty will also be studied which will give students an idea of interaction with neighboring states like Mongolia and Manchuria. After 1949, China will be studied in the context of the Cold War and its relationship with America and the Soviet Union. The midterm and final exams will have essay questions which will be broad questions seeing if the students understood the bigger picture in class and themes in Chinese history. For example, the interaction with the Western World and how it changed China.</p>	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
<p>Studying the history of modern China, students will be exposed to Asian philosophies, religions, and ideas which put together will give a better understanding of the Asian culture. For instance, the research paper will force the students to dive deeper into a specific topic that they will choose to do their research on in regards to Chinese society. Going through research and drafts in writing will help them substantially in broadening their understanding of non-U.S. topic.</p>	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
<p>China will have a powerful affect on the world especially when topics such as these will be discussed: Ming Dynasty and its interaction with Europeans, Chiang Kai-Shek and Mao Zedong conflict before and during World War II, China becoming a communist nation in 1949, and China's influence on the region from the Korean War till the present day. Substantial time will be devoted in class to the second assignment and the rise of Mao Zedong and Communism in China. Students will have assignment # 2 which will deal with this topic in depth; there will be class discussions, and in class quick writing exercises, for example to summarize a class lecture, in order for students to review the information and also for the professor to see if students understood the information.</p>	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
<p>In this class students will study how ethnicity and culture played a role in Chinese history during the Ming and Qing dynasties, as well as the affects of Social Darwinism in Asia in the 20th century. Students</p>	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

will also examine the differences in ideology between the Nationalists (supported by the United States) and the Communists (led by Mao Zedong). For example, through assignment # 2 and class discussion students will see that Mao Zedong was mostly supported by the poor peasants in the country side, while the Nationalists were supported by more upper/educated classes in the cities. Assignment # 3, for instance, will also touch upon gender/class/sexual orientation topics which students will have to think about in order to answer the homework questions.

- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- | | |
|--|--|
| | <ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. |
| | <ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
| | <ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |
| | <ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations. |
| | <ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |
| | <ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation. |

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- | | |
|--|--|
| | <ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
| | <ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them. |
| | <ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
| | <ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process. |
| | <ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate. |

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. |
| | <ul style="list-style-type: none">• Examine how an individual's place in society affects experiences, values, or choices. |
| | <ul style="list-style-type: none">• Articulate and assess ethical views and their underlying premises. |
| | <ul style="list-style-type: none">• Articulate ethical uses of data and other information resources to respond to problems and questions. |
| | <ul style="list-style-type: none">• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |

E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. |
| | <ul style="list-style-type: none">• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. |
| | <ul style="list-style-type: none">• Articulate and evaluate the empirical evidence supporting a scientific or formal theory. |
| | <ul style="list-style-type: none">• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. |
| | <ul style="list-style-type: none">• Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |