



Proposal #  
(Academic Affairs use only)

AY20-213 Proposal #  
(College use only) LACC revised and approved 3-9-2020.

# REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) *Remember when abbreviating names, this is how they will appear on student's transcripts.
<b>HIST</b>	<b>5183</b>	<b>Modern China</b>

Course Title: (full title of course if longer than 30 characters)

For information regarding CIP codes contact your department chair or visit: [http://www.uco.edu/academic-affairs/ir/program\\_inventory.asp](http://www.uco.edu/academic-affairs/ir/program_inventory.asp)

CIP Code: **54.0106**

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12. (Please use standard American English including full sentences.)

**Modern China examines China since 1600 with emphasis on its cultures and traditions, the impact of the West, industrialization and modernization, and the revolutionary process in its society.**

## History and Geography

Department submitting the proposal

**Dr. Brad Watkins**

[bwatkins8@uco.edu](mailto:bwatkins8@uco.edu)

**x5842**

Person to contact with questions

email address

Ext. number

Approved by:

**Katrina Lacher**

Digitally signed by Katrina Lacher  
Date: 2020.09.17 11:37:42 -05'00'

Department Chairperson

Date

**Rozilyn Miller, Ph.D.**

Digitally signed by Rozilyn Miller,  
Ph.D.  
Date: 2020.09.17 13:52:39 -05'00'

College Curriculum Committee Chair

Date

(Please notify department chair when proposal is forwarded to dean.)

**Dean Catherine Webster**

Digitally signed by Dean Catherine Webster  
Date: 2020.09.18 09:25:58 -05'00'

College Dean

Date

(Please notify the department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs

Date

Effective term for this new course

(Assigned by the Office of Academic Affairs.)

1. Does this course have an undergraduate / graduate counterpart?  
 Yes  No
2. Is this proposal part of a larger submission package including a program change?  
 Yes  No
3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)  
 Yes  No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.  
 CTE Approval (Stamp or initial) \_\_\_\_\_
4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?  
 Yes  No If yes, when was the most recent offering? \_\_\_\_\_
5. Does this course affect majors or minors outside the department?  
 Yes  No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.  
 \_\_\_\_\_

6. Prerequisite courses:  
 Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404  
 Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)  
**N/A**

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?  
**N/A**

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.  
**N/A**

9. Will this course have enrollment restrictions?  
 Yes  No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.  
 Check one: May \_\_\_\_\_ May not \_\_\_\_\_  
 Major Code: \_\_\_\_\_

11. Which of the following student classification(s) may enroll in this course?

Check all that apply:

Graduate	(2) 19 + hours	<input checked="" type="checkbox"/>
Graduate	(1) 0-18 hours	<input checked="" type="checkbox"/>
Post Baccalaureate *		_____
Senior		_____
Junior		_____
Sophomore		_____
Freshman		_____

\* Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.

Admission to Graduate Programs	_____
Admission to Nursing Program	_____
Admission to Teacher Education	_____
Other	_____

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints.>)

**Upon completion of this course, students will be able to:**

- **Research in government archives and documents**
- **Analyze primary sources and conduct interviews in Chinese community**
- **Provide major interpretations of important changes in China**
- **Produce a critical review of current literature and historiography**
- **Develop new historical arguments or creative approaches to the Chinese issues**
- **Prove arguments with collected data and evidence**

Course Detail Information:

14. Contact Hours (per week)

  3   Lecture hours (in class)

     Lab hours (also studios)

     Other (outside activities)

15. Repeatable course.

  1   Number of times this course can be taken for credit.

16. Schedule type: (select one only)

     Activity P.E. (A)

     Lab only (B)

     Lecture/Lab (C)

  L   **Lecture only (L)**

     Recitation/Lab (R)

     Student Teaching (STU)

     Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

  N/A  

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

  The course requires no additional equipment or resources.  

19. The UCO Library has the required library resources available for this new course?

  X   Yes    No If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.

  Brad Watkins contacted Aaron Sterba on 11/14/19. He received a response on 11/14/19 confirming availability of numerous resources for the proposed course.  

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

20. Names of current faculty qualified to teach this course.

Dr. Xiao-Bing Li

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

None

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

**HIST 5183 Modern China will be taught in place of HIST 5743 Modern China and Japan (proposed deletion) and will be rotated with HIST 5193 Modern Japan every three semesters. No additional costs will be incurred.**

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

N/A

24. Projected enrollment for two academic years following approval of new course:

Semester	2021	2022
Fall		5
Spring	5	
Summer		

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

Non-liberal arts and sciences  
 Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures, Chapter 2, Section 5, "Degree Requirements" part 1, (2), P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

**The department proposes creating two new courses, HIST 5183 Modern China and HIST 5193 Modern Japan, to enable more content coverage than was possible with the current course, HIST 5743 Modern China and Japan (proposed deletion).**

27. Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge   
Leadership   
Research, Scholarly and Creative Activities   
Service Learning and Civic Engagement   
Global and Cultural Competencies   
Health and Wellness

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

### 5000 LEVEL COURSES

Course Level Characteristics	Please describe how this course meets this requirement.
<p>1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.</p>	<p><b>Students are required to develop a research bibliography and engage with current scholarship and primary resources from China.</b></p>
<p>2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.</p>	<p><b>This course will be run as a seminar where active and intelligent participation is mandatory. Class discussions are essential. Presentations and cultural activities will proceed along both practical and theoretical lines.</b></p>
<p>3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum:</p> <ul style="list-style-type: none"> <li>a. Students should be required to undertake original scholarly/creative activity.</li> <li>b. Students should assume greater responsibility for mastering the subject matter.</li> <li>c. Close working relationships should exist between instructors and students.</li> </ul>	<p><b>The research paper should produce findings that are original and that the reader understands as original. Students must take account of the earlier—and perhaps current—works of others on the topic they define as their own. Their research project is intended to test students' ability to explore primary sources (80% of all the sources) or new points, develop a hypothesis or argument, organize supporting evidence, give an interpretative analysis, and reach a conclusion on the topic. Instructor will work with students closely by offering editorial assistance for their research papers.</b></p>

# Modern China

Dr. Xiao Bing Li, Professor of History

Phone: 974-5483 (office); 923-2414 (cell)

Office Hours: MW 3:00-4:00pm, 5:15-5:45pm, and by Appointment

## A. Course Description and Objectives

Course Description: Modern China examines China since 1600 with emphasis on its cultures and traditions, the impact of the West, industrialization and modernization, and the revolutionary process in its society.

We will study major features of the principal existing civilizations of China, as they were confronted by the West in the 19th century, and as they failed or succeeded in adapting to the modern international system in the 20th century. This course is designed to function as a good interpretation of the revolutionary changes in Chinese civilizations, the persistence and flexibility of their traditional culture and values, and how they intermesh to produce China that has entered the modern world. The primary objective of the course is to provide us with a better understanding of the origins and development of the eastern civilization, an inseparable part of the total history of the human race. It is a three credit-hour graduate course and there is no prerequisite.

A cross-cultural interpretation of this sort involves some challenges for all participants. Here are some advance cues on what we are looking for in developing an analytical approach to a modern China history overview. We will be dealing with three main approaches. The first approach involves asking about general patterns at key points. The patterns can be tested as a way of finding meaning and even predictive power in Chinese civilizations. The second approach, the comparative approach, is vital in our analysis. It suggests breaking down the civilization into political, economic, social, and cultural categories. Each of these categories, and also their interrelationships in forming the whole civilization, can be compared across space and time. We will also explore the factor of change over different time periods through the third approach. The division into major periods highlights the leading kinds of change we will be considering. Our principal concern involves the great issues of change of the past several centuries, as traditional structures and values in the eastern civilizations confront and share some common issues with other civilizations.

Upon completion of this course, students will be able to:

- Research in government archives and documents
- Analyze primary sources and conduct interviews in Chinese community
- Provide major interpretations of important changes in China
- Critical review of current literature and historiography
- Develop new historical arguments or creative approach to the Chinese issues
- Prove the main points with collected data and evidence

## B. Textbooks

To summarize the major developments of the civilization in China, we will be relying on three well-written books. The first one is written by Jonathan D. Spence for a general "diachronic" coverage of modern China. His work examines the origins of Chinese civilization, explores in detail the modern epochs, and captures the essence of difficult ages while preserving human drama and illuminating the themes and patterns of the development. His

book serves as a background for three additional, “synchronic” works, authored by Dong Wang, edited by Bing Li and Qiang Fang and Merle Goldman and Roderick MacFarquhar. They focus on the China-American relations in the 20th century and key issues in China’s recent reforms. In addition to these books, I will introduce some other readings to the class. Through different works, along with class discussions and lectures, I hope you will have a better understanding of modern Chinese history by the end of the semester.

The following books are required and available at the bookstore:

Jonathan D. Spence, *The Search for Modern China*, 3rd edition (New York: Norton, 2013).

Dong Wang, *The United States and China; A History from the Eighteenth Century to the Present* (Lanham, MD: Rowan & Littlefield, 2013).

Bruce A. Elleman and S. C. M. Paine, *Modern China: Continuity and Change, 1644 to the President*, 2nd edition (Lanham, MD: Rowan & Littlefield, 2019).

Merle Goldman and Roderick MacFarquhar, *The Paradox of Chinese Post-Mao Reforms* (Cambridge, MA: Harvard University Press, 1999).

The following book is also helpful but optional for this class:

Xiaobing Li, *A History of the Modern Chinese Army* (Lexington, KY: University Press of Kentucky, 2007).

Cohen, *American Response to China; A History of Sino-American Relations*, 4th edition (New York: Columbia University Press, 2000).

### **C. Grades and Requirements**

This course will be run as a seminar where active and intelligent participation is mandatory. Regular weekly reading and class meeting are essential. Discussion, presentation, and cultural activities will proceed along both practical and theoretical lines, with stimulations being conducted at intervals. The grading scale in this class is as the following: 97-100 A+, 94-96.9 A, 90-93.9 A-, 87-89.9 B+, 84-86.9 B, 80-83.9 B-, 77-79.9 C+, 74-76.9 C, 70-73.9 C-, 67-69.9 D+, 64-66.9 D, 60-63.9 D-, 0-59.9 F.

Your grade for this course will depend on six different areas, and will be weighted in the following manner:

- (1) Research topic description, 1-2 pages, typewritten, double-spaced, due in class August 28, worth 5 percent of your grade
- (2) Research bibliography, or a reading list, due September 11, worth 10 percent
- (3) Research literature review, 5-8 pages, October 9, 20 percent
- (4) Oral presentation developed from your research, about 15-20 minutes in the class, individually scheduled during November 18-25, 20 percent
- (5) Research paper, about 16-20 pages, due in class 4:00pm December 9, 35 percent
- (6) Group discussion participation, 10 percent

Class attendance is essential for understanding of the course. When a student misses a class, he or she is responsible for all information presented and work done during that class.

Each student is expected to maintain complete honesty and integrity in and out of this classroom. If any student found guilty of plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will immediately receive a failing grade in this class. There are no exceptions to this policy.

To avoid plagiarism in your essay assignment means that you should not copy sections from books or articles. If you fail to properly footnote or endnote references, not only quotations but paraphrases, you may fail the

assignment. Footnotes or endnotes should indicate author and title, place and date of publication, and page number.

If you need an accommodation due to a disability under the Americans with Disabilities Act, please contact the Student Health and Disabilities Service Office immediately at 208-5991 or 208-5090. Advance notice is required for many accommodations.

## **D. Class Outline and Assignments**

### **1. Tradition and Change: Early Modern Period (1640-1840)**

Aug. 19 Getting acquainted and introduction to the course

Aug. 21 China: land, people, and imperial dynasties  
Spence, The Search for Modern China, ch. 1  
Hand-out: All written assignments

Aug. 26 Qing: the last dynasty in China  
Spence, chs. 2-3  
Hand-out: Chinese names

Aug. 28 **Research Topic Due**  
Economic growth  
Spence, ch. 4

Sept. 2 No class (Labor Day)

Sept. 4 Confucianism and a changing world  
Spence, chs. 5 and 6

Sept. 9 The Opium War  
Spence, chs. 7-8  
Wang, The United States and China, chs. 1-2  
Culture: Chinese Calligraphy

### **2. Confrontation with the West: Modern Period (1840-1911)**

Sept. 11 **Research Bibliography Due**  
Sino-Japanese War and the Boxer Rebellion  
Spence, chs. 9 and 10

Sept. 16 The end of the Qing Dynasty  
Spence, ch. 11  
Wang, ch. 3  
Video: The Last Emperor

Sept. 18 Sun Yat-sen and the 1911 Revolution  
Spence, ch. 12



Sept. 23 Warlords and civil wars  
Wang, ch. 4  
Li & Fang, Modern Chinese Legal Reform, intro.

### 3. Revolution and Wars: China in Crises (1912-1945)

Sept. 25 Sino-U.S. relations  
Wang, ch. 5  
Culture: Celebration of the Moon Festival

Sept. 30 Jiang (Chiang) and the Nationalist government  
Spence, ch. 13  
Wang, ch. 6

Oct. 2 The Communist movement  
Spence, ch. 14

Oct. 7 Power struggles in East Asia  
Spence, ch. 15

Oct. 9 **Research Literature Review Due**  
(Research project; undergraduate student mid-term exam)

Oct. 14 Fall Break (No Class)

Oct. 16 The Sino-Japanese War  
Spence, chs. 16-17  
Video: The Pacific War

### 4. The Post-WWII Period (1945 to the 1970s)

Oct. 21 The Chinese civil war and Mao  
Spence, ch. 18  
Wang, ch. 7

Oct. 23 The PRC and the Korean War  
Spence, ch. 19  
Video: Forgotten War

Oct. 28 China and the Cold War  
Wang, chs. 8-9

Oct. 30 Political movements  
Spence, chs. 20-21

Nov. 4 The Cultural Revolution  
Spence, ch. 22

Nov. 6 Normalization of Sino-US relationship  
Spence, ch. 23  
Wang, ch. 10

## 5. Economic Reform and Opening-up (1978-2000)

Nov. 11 Deng Xiaoping and reform movement  
Li & Fang, chs. 1-3  
Wang, ch. 11  
Merle Goldman and Roderick MacFarquhar, 3-46

Nov. 13 Political reforms  
Li & Fang, chs. 4-5  
Goldman and MacFarquhar, 47-75 and 100-128

Nov. 18 **Graduate student presentation**  
Problems and the 1989 Tiananmen Events  
Wang, ch. 12  
Goldman and MacFarquhar, 129-172

Nov. 20 **Graduate student presentation**  
Military reforms  
Li & Fang, chs. 6-8  
Goldman and MacFarquhar, 76-99 and 173-219

Nov. 25 **Graduate student presentation**  
Social transition  
Li & Fang, chs. 9-10  
Goldman and MacFarquhar, 220-282

Nov. 27 No class (Thanksgiving Holiday)

Dec. 2 The party, state, and society  
Spence, ch. 24  
Goldman and MacFarquhar, 283-332

Dec. 4 Economic growth  
Spence, ch. 25  
Goldman and MacFarquhar, 333-362

Dec. 9 **Research Paper Due (4:00pm in class)**