

NEW COURSE PROPOSAL FORM

Undergraduate Academic Affairs Council

Submitted by _____ (Department Name)

1. Term this course begins (effective date):

2. Abbreviated Title of Course (field of 30 spaces):

3. Long Course Title (field of 50 spaces):

4. Full Title of course:

5. Course Description:

6. Variable Credit? Yes No

7. Number (or range) of Credits:

8. Grading Basis: Letter Graded Pass/Fail

9. Repeat for Credit? Yes No

10. Number of times can repeat course for credit:

11. Total credits that can be earned for this course

12. Course requires instructor Consent? Yes No

13. Course requires department consent? Yes No

14. Course Attributes (indicate **Course Attribute Code** and **Course Attribute Value** as indicated on Page 2) Ex: CDRL 2,LEVL E:

15. Course Topic (if appl.):

16. Proposed for General Education? Yes No Attrib. Value (from Page 2)

18. Subject Area: _____ Catalog No. _____ **Must be approved by Registrar's Office prior to submitting this form.**

19. Typically Offered (choose one):

Every Third Term Beginning Fall '12

Fall and Spring Term

Spring Term Even Years Only

Fall Term Even Years Only

Fall, J-Term, and Spring Terms

Spring Term Odd Years Only

Fall Term Every Other Year

Fall, Spring, and Summer Terms

Spring Term Only

Fall Term Odd Years Only

Occasional by Demand

Spring Term Every Other Year

Fall Term Only

Other, Refer to Catalog

Summer Only

20. Prerequisite/Corequisite:

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, thesis research.

22. Objective of Course:

23. Evaluation procedures and techniques:

24. Special projects, term papers, class reports, etc.

25. Courses to be dropped as result of this new course?

26. Attach appropriate Department minutes showing approval of this course.

	Course Attribute	Course Attribute Description	Course Attribute Value	Course Attribute Value Description
1	ABRD	Study Abroad	A	Study Abroad Course (UW)
			X	National Exchange (NSEO)
2	ASMT	Assessment	CORE	Core Requirement
			FA	Fine and Applied Arts
			HUM	Humanities
			NAT	Natural and Physical Sciences
			SOC	Social Sciences
3	CDRL*	Course Level Indicator	1	Remedial
			2	Undergrad, basic
			3	Undergrad, advanced
			4	Graduate, basic
			5	Graduate, advanced
4	DE	Distance Education Indicator	P	Partially Distance Education
			T	Totally Distance Education
5	DIV	Diversity	DIV	Diversity
6	FUND	Funding Source for this Class	102	On-Campus/Extended Degree
			104	Extension Class
			128	Study Abroad
			136	Remedial
7	GE	General Education Categories	CA	Communicating Arts
			ENG	English
			FAA	Fine Arts Appreciation
			FAAE	Fine Arts Aesthetic Experience
			HH	Humanities-History
			HHE	World, Language, Culture, Philosophy
			HL	Humanities-Literature
			HP	Health Promotion/Human Perform
			MC	Math/Computer Science
			NS	Natural Science-Environmental
			NS5	Natural Science with Lab
SS	Social Sciences			
8	LAB	CDR Lab Types	I	Lab always included with class
			L	Class is a lab
			N	No lab associated with class
			S	Science, lab, lecture is separate
			V	Science lab may be in class
9	LEVL*	Level Granted	A	Advanced
			D	Intermediate or Advanced
			E	Elementary
			I	Intermediate or Advanced
			P	Preparatory/Pre-Collegiate
10	NW	Non-Western	NW	Non-Western
11	REM	Remedial Indicator	REM	Remedial Course
12	XREG	Cross-Register Indicator	XREG	Cross-Registered Course

*Required Information

HIST 221: History of Modern China Proposed syllabus

Course description

This course looks how China, as one of the most powerful, wealthy, and technologically advanced pre-modern civilizations, buckled under Western imperialism and encountered a 20th Century history filled with peasant revolts, Western modernization reforms, fractious nationalist movements, and revolution. Themes include: an examination of Europe's rising power in the East, the Opium Wars, Qing Dynasty's isolation policies and eventual collapse, why the Communists, under Mao Zedong, won the civil war, how China's communist and Cold War era affected the Chinese diaspora, how Deng Xiaoping reformed the country's economic systems.

We will examine these broad themes through the lens of how they impacted the everyday lives of the Chinese, both as individuals and as social groups. Students will read a broad selection of primary materials in different formats, pay attention to regional and linguistic variations, and question, examine or re-assess broad descriptive categories like “Chinese” and “China.”

Proposed readings

1. Jonathan Spence, *The Search for Modern China*
2. Pei-kai Cheng & Michael Lestz, *The Search for Modern China: A Documentary Collection*
3. Jonathan Spence, *The Death of Woman Wang*
4. Lao She, *Rickshaw Boy*
5. Rae Yang, *Spider Eaters: A Memoir* (or, Huang Wenguang. 2012. *The little red guard: a family memoir*)
6. Mao, Zedong. *Quotations from Chairman Mao*. (a.k.a., *The Little Red Book*)
7. A. Nathan and P. Link, *The Tiananmen Papers*
8. Qiu Xiaolong, *Death of a Red Heroine*
9. Anita Chan, *Chen Village: Revolution to Globalization*

Note: The first two are general texts that provide a broad history of this period. The next seven (memoirs, short stories, speeches, documents, and an anthropological study of a village through much of the 20th century) deal with specific periods of the course (see modules below). Students will be dealing primarily with these texts to understand the social history and everyday lives of the Chinese from the 18th century onward.

Films

In the Name of the Emperor (the Rape of Nanking)
Comrade, Almost a Love Story
Raise the Red Lantern

Course components

1. Papers (2 x 15%)	30%
2. Book/film reviews (3 x 10%)	30%
3. Reading responses, in-class assignments, in-class group work and presentations	30%
4. Class participation	10%

Course modules/units

The course covers 6 broad modules/periodization:

1. Life and times at the height of the Qing dynasty (18th century)
2. Encounter with the West, and the disintegration of the Qing (19th)
3. Nationalists versus communists, China versus Japan (20th century, up till 1949)
4. The Mao Years
5. Deng, "socialism with Chinese characteristics", and Tiananmen
6. After Tiananmen

Meeting of Social Inquiry Department Tuesday 9.30.14

Present were: Mansbach, Gan, Bahm, Krausch, Edwards, LaChance Adams, Augsburg. Chair was Augsburg.

Absent: Starratt. Johnson and Dokhanchi were at a conflicting meeting, but had conveyed their support for both votes before the meeting. Sipress on sabbatical.

Meeting began at 11:30 am.

1. Minutes for 9.09.14 were approved.
2. Sarah LaChance Adams' requested the department's support for a reduction of assigned duties for Spring 2015. She would reduce her load to two course equivalencies (PHIL 330 and the role of Gender Studies coordinator), while maintaining the usual level of scholarship, advisement, and service. Gan moved to endorse this plan, Bahm seconded, and the motion was approved.
3. A "new" course, HIST 218 (History of Modern China) is being proposed. This would replace HIST 384 (History of Modern China) in Gan's rotation. LaChance Adams moved to support HIST 218 as a new course, and support its designation as fulfilling a gen ed History requirement. Edwards seconded. The motion was approved. The course application will be sent to UAAC and the Gen Ed committee.

Adjourned: 11:55.

Notes by Augsburg