This introductory-level course is intended for students who have no background in modern Chinese history. It will consider the main events of modern China, from the late Qing dynasty period to the founding of the People’s Republic of China, and explore various interpretations of their meaning.

The minimum standard of attainment in the course is sufficient familiarity with the history and culture of modern China so that one can discuss the main features and significance of the most important events.

Requirements

The course grade will be determined according to the following criteria:

- Quizzes .......................................................... 50%
- Final examination .............................................. 50%

Note Well:
- Professor Wei can be contacted by telephone at 303-492-7655 and by e-mail at william.wei@colorado.edu.
- There are four quizzes based on lectures and the readings. Each quiz is worth 25 points.
- The final examination will consist of an essay and ten identifications. Before the final examination, students will be given a study guide consisting of three possible essays. One of the essays will be selected at random for the examination. There will be NO comparable list of identifications.
- Model Identification answer: Zhang Zhidong, a powerful regional official (governor-general of Hunan and Hubei, 1889-1907), was a leading reformer of the Self-Strengthening variety. Among other things, he fostered modern schools, some industry (e.g., the Hanyeping iron and steel works), and modern military units in central China. His book, Exhortation to Learn, provided ideological justification for limited reform.
• Except for extraordinary reasons, there are no make-up quizzes and final examination.
• Be certain to sign in at the beginning of each class period. Unless previously excused from class, students missing two sessions will have their course grade docked a half a letter grade. For example, A to A- . . . D- to F.

Readings

Students are to read the following textbook:


Lectures, Readings, and Activities

May 11 – Introduction to the course

Discussion: Why study modern China?

Film: “Misunderstanding China” in class

Elleman & Paine, Introduction

May 12 – Qing state and society

Elleman & Paine, Chapter 1 & 2

May 13 – Coming of the West

Elleman & Paine, Chapter 3 & 4

Quiz 1 -Wednesday

May 14 – Opium Wars

Discussion: What is the nature of imperialism?

Film: The Opium War

Elleman & Paine, Chapter 5 & 6
May 15 – Taiping movement and other 19th century rebellions
   Elleman & Paine, Chapter 7 & 8

May 18 – Self-strengthening movement
   Discussion: How do you evaluate the Self-strengthening movement?
   Elleman & Paine, Chapter 9-11
   Quiz 2 - Monday

May 19 – Late 19th century reform and rebellion
   Film: 55 Days at Peking
   Elleman & Paine, Chapter 12 & 13

May 20 & 21 – 1911 Revolution & Yuan Shikai presidency
   Discussion: What kind of revolution is the 1911 Revolution?
   Film: The 1911 Revolution
   Elleman & Paine, Chapter 13 & 15

May 22 – Warlord Period
   Elleman & Paine, Chapter 16 & 17
   Quiz 3 – Friday

May 25 – May 4th Movement & Chinese Communist Party
   Elleman & Paine, Chapter 18 & 19

May 26 – Nanjing Decade & Jiangxi Soviet
Discussion: How does the Chinese Communist Revolution differ from the 1911 Revolution?

Elleman & Paine, Chapter 20

May 27 – War of Resistance & Chinese Civil War

Discussion: How do you explain Chinese Communist Success?

Elleman & Paine, Chapter 21

Quiz 4 - Wednesday

May 28 – Study Day

May 29 – Conclusion of the course

Final Examination

University Rules

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Disability Statement: If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (http://disabilityservices.colorado.edu/) and discuss your needs with your professor.

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Religious Observance: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you have a potential class conflict because of religious observance, you must inform me of that conflict within two weeks ahead of time. See full details at http://www.colorado.edu/policies/fac_relig.html