



INTS210

Modern Chinese History

S1 Day 2014

Dept of International Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Jonathan Benney

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Contact via jonathan.benney@mq.edu.au

Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

This unit is a survey of political and intellectual developments in China set against the first modern contacts with the West to the end of the twentieth century. Themes and subjects covered include: the first contacts with the West; the Opium War and its consequences; the Taiping Rebellion; the Confucian response to the challenge of the West; constitutional reform and the collapse of imperial China; the rise of nationalism; the introduction of Communism into China; the Sino-Japanese War; the early years of the Peoples Republic of China; the Great Leap Forward; the Cultural Revolution; the death of Mao Zedong; the post-Mao period; the political and intellectual crisis of 1989; and the beginnings of the reform and opening up policies which have led to China's present power and prosperity.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate an understanding of the socio-political driving forces of modern Chinese history.

Demonstrate an understanding of different models of interpreting Chinese history.

Analyse and express judgements about Chinese history in oral and written form.

Interpret written and material evidence with a sense of appreciation and understanding.

Understand and respond to the views of staff and other students in the unit, in both oral and written form.

Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Assessment Tasks

Name	Weighting	Due
Tutorial Participation	10%	Cumulative
Research Essay 1	25%	Week 6
Group Paper & Presentation	10%	Paper Wk 8, Pres ongoing
Research Essay 2	25%	Week 12
Exam	30%	Exam Period

Tutorial Participation

Due: **Cumulative**

Weighting: **10%**

This is not a simple attendance mark. Marks will not be awarded for attendance. Attendance is mandatory and deductions for absences will count toward the final grade. Students who miss more than 3 tutorials without evidence of an unforeseen and serious disruption will be excluded from the unit. This means that you will not be permitted to sit the final exam, and automatically receive a Fail grade. See Extensions and Penalties for policies in this regard.

The tutor will look for evidence of student knowledge of set readings and tutorial questions; analysis of those readings and questions expressed in verbal form; ability to complete set tasks; ability and willingness to work with and respond to the views of the tutor and other students in verbal form.

In weekly tutorials, students will form discussion groups to collaborate in discussing weekly tutorial topic/questions, and engage with other groups in the discussion of the week's topic/questions. The weekly tutorial question/topics will be based on the required readings and will be posted on ilearn before the scheduled tutorial.

The assessment task Research Essay Group Work Tutorial Paper is also relevant to Tutorial Participation.

Tutorial Schedule

Tutorial readings include chapters from the textbook *The Search For Modern China* by Jonathan Spence and are inclusive of the chapters listed for each week. Other readings will also be set.

These will be indicated on iLearn. All students will be expected to have read the readings and considered or attempted the tutorial questions prior to attending lectures and tutorials.

On successful completion you will be able to:

- Demonstrate an understanding of the socio-political driving forces of modern Chinese history.
- Demonstrate an understanding of different models of interpreting Chinese history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence with a sense of appreciation and understanding.
- Understand and respond to the views of staff and other students in the unit, in both oral and written form.
- Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Research Essay 1

Due: **Week 6**

Weighting: **25%**

This task is a student's individual work. This should be no longer than 2000 words and is an analytical research essay on a topic of modern Chinese history, chosen by students from a selection of topics listed below. Responses must address all aspects of the question.

There will be a limited number of students per question in each tutorial class. Starting in week 1 each student should consider a choice of topic preferences. At the start of Week 1 registration of topic choices will be opened and kept updated on iLearn. Question availability will be allocated on a first come, first served basis.

This essay will require students to use relevant sources, starting with *The Search for Modern China* by Jonathan Spence, as well as a minimum of 10 other self-located scholarly sources, such as books and academic journal articles, to support the analysis. The essay will be footnoted and referenced in the required format as specified in the unit guide. Refer to Writing Essays and Referencing.

This task is immediately linked to the **Research Essay Group Work Tutorial Paper** assignment.

Research Essay 1 Topics

Choose and register one question to answer (subject to availability - see above)

1. What were the long-term socio-political influences of the Taiping Rebellion on Chinese intellectual and political development?
2. What were the combined long-term effects of the late Qing reforms, the New

Culture Movement and the May Fourth Movement on Chinese intellectual and political development?

3. What role did the Comintern play in the successes and failures of both the Kuomintang and the Communist Party (both as revolutionary parties and governments)?
4. What was the basis of the success of the Communist Party as a revolutionary movement from 1934 to 1957? What role did the Yan'an Period play in this success?
5. What were Mao Zedong's philosophical and intellectual influences behind the Great Leap Forward and Cultural Revolution?
6. What were the socio-political forces driving Deng Xiaoping's reforms 1976-1989?
7. How did the intellectual and economic revival of the 'Open Door Policy' lead to the Tian'anmen Square protests of June 4th 1989?

On successful completion you will be able to:

- Demonstrate an understanding of the socio-political driving forces of modern Chinese history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence with a sense of appreciation and understanding.
- Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Group Paper & Presentation

Due: **Paper Wk 8, Pres ongoing**

Weighting: **10%**

After completing the research essay, students in the same tutorial class that have completed the same topic will form a work group to collaborate to produce a written synopsis of their research that will be presented to the tutorial class for no more than 15 minutes for discussion in a designated week according to schedule. The written paper should be two pages in length and referenced as required.

The written group work synopsis will be submitted to the iLearn discussion board in the allocated place for the sharing of information.

A copy of the written tutorial paper must be posted on iLearn and a Turnitin.com submission is required, as is a hard copy. A Group Work Declaration sheet (attached in unit guide and located on ilearn as word document) must be completed and submitted. On this sheet, students will document the nature of their contribution to the group work and this will be signed by all group members. This will be attached and submitted with the hard copy.

For the presentation, the use of Powerpoint presentations or equivalent is expected. As the presentation will form a significant portion of the content of tutorial discussion, students' groups are expected to make their presentation on the scheduled due date. A failure to participate in the

collaborative group work and the presentation to the tutorial class on the scheduled week will result in a forfeiture of all marks in this task. Likewise, students are expected to have read the posted tutorial papers each week and to consider the topic at hand. Refer to Unit Schedule tutorial schedule and due dates.

On successful completion you will be able to:

- Demonstrate an understanding of the socio-political driving forces of modern Chinese history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence with a sense of appreciation and understanding.
- Understand and respond to the views of staff and other students in the unit, in both oral and written form.
- Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Research Essay 2

Due: **Week 12**

Weighting: **25%**

This is individual student work. Your essay will be no longer than 2000 words, and will be a response on your choice of ONE of the opinions expressed in the quotations below. Responses must address all aspects of the question. There are no "correct answers", and a ready made answer cannot be found in a textbook. You should start considering the issues at the beginning of the course, beginning your reading with the set textbook and recommended readings, then moving on to the bibliographies and references in the textbooks to your own independent research. A minimum of 10 self-located scholarly sources is expected. Essays will be marked on the basis of originality, content, organisation and presentation, and particularly the logic with which you present your argument. Refer to Writing Essays and Referencing.

Essay questions will be posted on iLearn during the first two weeks of the course.

On successful completion you will be able to:

- Demonstrate an understanding of the socio-political driving forces of modern Chinese history.
- Demonstrate an understanding of different models of interpreting Chinese history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence with a sense of appreciation and understanding.
- Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Exam

Due: **Exam Period**

Weighting: **30%**

An examination based on all materials covered in lectures and tutorials.

On successful completion you will be able to:

- Demonstrate an understanding of the socio-political driving forces of modern Chinese history.
- Demonstrate an understanding of different models of interpreting Chinese history.
- Interpret written and material evidence with a sense of appreciation and understanding.

Delivery and Resources

iLearn

Online units can be accessed at: <http://ilearn.mq.edu.au>

iLearn is an important part of this unit.

This unit will make use of iLearn for communications. iLearn also features a messaging system and discussion forum, which students are encouraged to use to circulate information and discussion.

All announcements made by the unit convenor will also be delivered via iLearn's integrated email system. Students should ensure that iLearn emails are forwarded to their personal email account for convenience. It is the responsibility of students to be aware and up to date with unit news and announcements via iLearn.

Electronic Copy via Turnitin.com

This is MacquarieUniversity's subscription to the 'Turn It In' plagiarism detection system. All students will be required to submit all of their written work through this system. See **Assessment Submission** for details.

Library Databases

The library databases offer access to thousands of academic journal articles on all relevant subject areas. Make a point of searching these databases for scholarly articles for sources of information for assignments. The library enquiry desk is a good point of assistance in the use of these databases. You can also the 'Ask a Librarian' service by phone or live chat. http://www.mq.edu.au/on_campus/library/

Please direct any questions about passwords, access and iLearn to the IT helpdesk <http://informatics.mq.edu.au/help/>

Assessment Marking Rubrics and Self Assessment

Assessment Marking Rubrics and Self Assessments are required for each assessment task (see Assessment Tasks in General). They can be downloaded from iLearn.

Unit Schedule

	Lecture	Tutorial Reading	Assessment
Week 1	<ul style="list-style-type: none"> Chinese History General Background The Late Ming Dynasty - First Contacts with the West 	<ul style="list-style-type: none"> Introductions. General Discussion. Begin reading Wk1 & 2 required text readings <i>I. 1. The Late Ming</i> Wk1 ilearn readings on reading Chinese history: Barme, Fitzgerald, Hess, Rickett, Callick, Yu 	<ul style="list-style-type: none"> Choose and register Essay 1 topic choice.. Check ilearn from Wk1
Week 2	<ul style="list-style-type: none"> The Qing Dynasty - Manchu Conquest of China 	<ul style="list-style-type: none"> <i>I. 1. The Late Ming - I.5 Chinese Society and the Reign of Qianlong</i> 	<ul style="list-style-type: none"> From week 2 onwards, prepare for each week's tutorial questions based on readings prior to class. Be prepared to answer questions.
Week 3	<ul style="list-style-type: none"> First Clashes with the West - Opium Wars and The Unequal Treaties 	<ul style="list-style-type: none"> <i>I.6 China and the Eighteenth Century World -</i> <i>II.7 First Clash with West</i> ilearn: Edicts from Qianlong to George III; Macartney's Report 	

<p>Week 4</p>	<ul style="list-style-type: none"> Internal Decline -Jesus' younger brother and the birth of Chinese nationalism 	<ul style="list-style-type: none"> <i>II.7 First Clash with West -II.8 The Crisis Within</i> ilearn: Cantonese Denunciation of the Barbarians 1841; Chi-Ying's Method of Handling the Barbarians 1844 	
<p>Week 5</p>	<ul style="list-style-type: none"> Tongzhi Restoration & Self Strengthening Movement 	<ul style="list-style-type: none"> <i>II.9 Restoration Through Reform - II.10 New Tensions in the Late Qing</i> ilearn Readings from Late Qing Reformers: Feng Guifen, Hong Ren'an, Li Hongzhang, Prince Gong, Zeng Guofan 	
<p>Week 6</p>	<ul style="list-style-type: none"> Fall of the Qing Dynasty - The Republic: restoration of Chinese rule 	<ul style="list-style-type: none"> <i>II.10 New Tensions in Late Qing - III.12 The New Republic</i> ilearn: Nationalist readings: 1911 Press, Feng Yuxiang, Zou Rong, Boxer Rebels. Sun Yat-sen and Liang Qichao's revolutionary writings, 	<p>Essay 1 due</p>
<p>Week 7</p>	<ul style="list-style-type: none"> The Kuomintang and the Communist Party - Reunification and Civil War, 1927-1937 	<ul style="list-style-type: none"> <i>III.13 A Road is Made - III.16 Communist Survival</i> ilearn Readings from the early CPC and KMT: Chen Duxiu, Mao Zedong & Sun Yat-sen 	
<p>MID-SEMESTER BREAK</p>			

Week 8	<ul style="list-style-type: none"> The War Against Japan 1937-1945 & Civil War 1945 -1949 	<ul style="list-style-type: none"> <i>III.16 Communist Survival - IV.18 Fall of GMD state</i> Read each week's group work papers posted on ilearn. 	<ul style="list-style-type: none"> Group Work Paper due Group work Presentations Begin Q1. Taiping & Q2. New Culture, May 4th
Week 9	<ul style="list-style-type: none"> The early People's Republic - The Golden Years of New China 	<ul style="list-style-type: none"> <i>IV.19 Birth of PRC - IV.20 Planning the New Society</i> 	<ul style="list-style-type: none"> Q3. Comintern
Week 10	<ul style="list-style-type: none"> The Great Leap Forward 	<ul style="list-style-type: none"> <i>IV.20 Planning the New Society- IV.21 Deepening Revolution</i> 	<ul style="list-style-type: none"> Q4.CPC at Yan'an
Week 11	<ul style="list-style-type: none"> The East is Red – The Cultural Revolution 	<ul style="list-style-type: none"> <i>IV.21 Deepening Revolution - IV.22 Cultural Revolution</i> 	<ul style="list-style-type: none"> Q5. Mao's Influences & GLF/GPCR
Week 12	<ul style="list-style-type: none"> China After Mao - "To Get Rich is Glorious" 	<ul style="list-style-type: none"> <i>V.23 Reopening the Doors -V.25 Levels of Power</i> 	<ul style="list-style-type: none"> Essay 2 due Q6. Deng's reforms
Week 13	<ul style="list-style-type: none"> Cultural Fever & Tiananmen Square 1989 	<ul style="list-style-type: none"> <i>V.26 Testing the Limits</i> 	<ul style="list-style-type: none"> Q7. Open Door Policy & June 4th
EXAM			EXAMINATION Date TBA

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the socio-political driving forces of modern Chinese history.
- Demonstrate an understanding of different models of interpreting Chinese history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence with a sense of appreciation and understanding.
- Understand and respond to the views of staff and other students in the unit, in both oral and written form.
- Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Assessment tasks

- Tutorial Participation
- Research Essay 1
- Group Paper & Presentation
- Research Essay 2

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the socio-political driving forces of modern Chinese history.
- Demonstrate an understanding of different models of interpreting Chinese history.

- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence with a sense of appreciation and understanding.
- Understand and respond to the views of staff and other students in the unit, in both oral and written form.
- Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Assessment tasks

- Tutorial Participation
- Research Essay 1
- Group Paper & Presentation
- Research Essay 2

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the socio-political driving forces of modern Chinese history.
- Demonstrate an understanding of different models of interpreting Chinese history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence with a sense of appreciation and understanding.
- Understand and respond to the views of staff and other students in the unit, in both oral and written form.
- Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Assessment tasks

- Tutorial Participation
- Research Essay 1
- Group Paper & Presentation

- Research Essay 2
- Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the socio-political driving forces of modern Chinese history.
- Demonstrate an understanding of different models of interpreting Chinese history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence with a sense of appreciation and understanding.
- Understand and respond to the views of staff and other students in the unit, in both oral and written form.
- Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Assessment tasks

- Tutorial Participation
- Research Essay 1
- Group Paper & Presentation
- Research Essay 2
- Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of different models of interpreting Chinese history.

- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence with a sense of appreciation and understanding.
- Understand and respond to the views of staff and other students in the unit, in both oral and written form.
- Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Assessment tasks

- Tutorial Participation
- Research Essay 1
- Group Paper & Presentation
- Research Essay 2

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the socio-political driving forces of modern Chinese history.
- Demonstrate an understanding of different models of interpreting Chinese history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence with a sense of appreciation and understanding.
- Understand and respond to the views of staff and other students in the unit, in both oral and written form.
- Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Assessment tasks

- Tutorial Participation
- Research Essay 1
- Group Paper & Presentation
- Research Essay 2

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms

effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the socio-political driving forces of modern Chinese history.
- Demonstrate an understanding of different models of interpreting Chinese history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence with a sense of appreciation and understanding.
- Understand and respond to the views of staff and other students in the unit, in both oral and written form.
- Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Assessment tasks

- Tutorial Participation
- Research Essay 1
- Group Paper & Presentation
- Research Essay 2

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the socio-political driving forces of modern Chinese history.
- Demonstrate an understanding of different models of interpreting Chinese history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence with a sense of appreciation and understanding.
- Understand and respond to the views of staff and other students in the unit, in both oral

and written form.

- Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Assessment tasks

- Tutorial Participation
- Research Essay 1
- Group Paper & Presentation
- Research Essay 2

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Analyse and express judgements about Chinese history in oral and written form.
- Understand and respond to the views of staff and other students in the unit, in both oral and written form.
- Combine pre-selected and self-located evidence to provide a critical analysis of events and forces in Chinese history.

Assessment tasks

- Tutorial Participation
- Group Paper & Presentation
- Research Essay 2

About this Unit

This unit is a survey of the political and intellectual developments which have defined modern China, set against the first modern contacts with the West to the end of the 20th century.

Beginning with the Manchu conquest of China in 1644, the course covers the final period of 'traditional' China, its political and social systems and the introduction of modern socio-political concepts and technology from 'the West'. This includes the rise and fall of the Qing Dynasty, first contact with Britain, the Opium Wars, the Taiping Rebellion, the Boxer Uprising, attempts of reform and eventually the end of the millennia old dynastic system with the nationalist revolution of 1911.

With the establishment of the Republic, the unit then covers the attempt to establish a modern

nation state from the foundations of 'traditional' China. This includes the failure of democratic reforms, the intellectual revolution of the May 4th Movement, the Warlord period, the challenges of the Kuomintang government, the birth of the Communist Party, the civil war (1927-1937), the war with Japan (1937-1945) and the civil war (1945-1949).

Following the establishment of the People's Republic, the course covers the establishment of a radicalized and revolutionary socio-political structure and the creation of a totalitarian state from the Maoist period of the Great Leap Forward to the Cultural Revolution. The course continues through to the beginnings of normalization and the reform period of the early 1980s and ending with the social, political and intellectual crises of 1989.

Assessment Submission

All written assessment tasks will be required to be submitted in **both printed hard copy and electronically via Turnitin.com**, unless otherwise indicated.

Written assignments not received in BOTH hard copy and e-copy via Turnitin.com by the appropriate due date will NOT be marked.

Late submission of the essays will result in a penalty of 5% of the total value of the essay towards unit assessment each day (including weekends). The essay will not be marked after a period of five calendar days of non-submission.

Electronic Copy via Turnitin.com

This is Macquarie University's subscription to the 'Turn It In' plagiarism detection system. All students will be required to submit all of their written work through this system.

1. Follow the link on the ilearn INTS210 home page and submit your MS Word assignment and bibliography. Do not submit the assessment marking rubric or self assessment sheet with the Turnitin submission.

Hard Copy

Written assignments must include:

1. a fully completed Faculty of Arts cover sheet;
2. a title of the essay/paper; and
3. a bibliography.
4. the correct assessment marking rubric
5. a completed self assessment sheet

Bar-coded Arts Coversheet

Written work must be submitted through the Arts Student Centre (via the appropriate assignment box) on Level 1, W6A (for internal students) or via COE (for external students). Internal students must print and attach a completed coversheet to all submitted work. A personalised assignment coversheet is

generated from the student section of the Faculty of Arts website at:

http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/coversheet.

Please provide your student details and click the *Get my assignment coversheet* button to generate your personalised assignment cover sheet. No other coversheets will be provided by the Faculty.

Return of marked work

Marked work will be returned to students by the supervisor. Residuals will be available for collection from the Arts Student Centre (W6A Foyer).

Assessment Tasks in General

1. All written assessments will be graded against **Assessment marking rubrics**, which are to be considered by students as marking criteria for the task. Each Assessment task has its own specific rubric and the correct one must be attached and submitted with the assessment. Any assessment submitted without the appropriate Assessment marking rubric attached *will not be marked*.
2. All written assessments will require students to complete and attach a **Self Assessment sheet** for that task. These will assist students with their assessment and skills development process. Marks will be deducted if these are not completed and attached.
3. Self assessment sheet and assessment marking rubrics in MS Word form are available for download from ilearn.
4. Miscellaneous: All written work **must conform** with the 'Chicago' style of writing set out in *Writing and Referencing* in this guide. All written work must be formatted to a minimum of 1.5 line space.
5. Scholarly sources (academic journal articles, scholarly books etc) are the expected sources of information. While useful for basic information and subject orientation, generic websites such as blogs, Wikipedia (and similar), culture-china.com and the like, are not an acceptable primary or secondary reference source in any assessment task. Information sourced from 'websites' must be used sparingly with scholarly judgement and caution with regard to context and appropriateness.

Extensions and Special Consideration

Short Term Extensions

Requests for assignment extensions due to unavoidable and unforeseen circumstances of less than three days duration (eg short term illness or misadventure) must be made to the supervisor before the due date if possible, or immediately after the disruption. Approvals of extensions **must be noted on the assignment cover sheet**. Note that other assessment commitments will not be considered grounds for an extension.

Assignments that are handed in later than the due date, where no extension has been granted, or are handed in later than the extension date without being granted further extension or special consideration will be penalised.

Late submission of the essays will result in a penalty of 5% of the total value of the essay towards unit assessment each day (including weekends). The essay will not be marked after a period of five calendar days of non-submission.

Serious Illness and Unavoidable Disruption

If your performance has been affected for a period of 3 days or more as a result of serious unavoidable disruption or illness, you are advised to inform the unit convenor and tutor of the problem at the earliest possible opportunity. You must supply documentary evidence of the extended disruption and submit an **Application for Special Consideration**. (see below).

No assessment work will be accepted for marking beyond 07 June 2013 unless you have submitted an **Application for Special Consideration** with adequate and appropriate supporting evidence and have been granted special consideration. Please note that requests for special consideration for long term or serious reasons are not granted automatically, and are reserved for unforeseen and serious circumstances such as prolonged & chronic illness, hospitalisation or bereavement in your immediate family which have affected your performance over the course of the semester; or in cases of unavoidable disruption or misadventure during the formal examination period. If you believe that you qualify for special consideration, please contact the teaching staff as soon as is practically possible and lodge the application.

Special Consideration Policy

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Guide to Writing Research Papers

An excellent guide from Purdue University

<http://owl.english.purdue.edu/owl/resource/658/03/>

There are many more guides available online.

Academic Study Skills Workshops

The university Study Skills Support Unit offers a range of workshops to help you develop your academic skills. These are strongly recommended to all new students. <http://www.mq.edu.au/studyskillssupport/>

Research Assistance

This unit is research intensive and will require you to make the full use of university research resources of the library. Sign up for a 'library tour' in the first few weeks of uni start and discover the multiple sources of print books and journals, newspapers and electronic journal databases available through the library.

Writing Essays and Referencing

Based on '*Writing Essays in History*', prepared by Bridget Deane, Department of Modern History June 2007.

Writing an essay is not just about writing a narrative, biography or chronology of an event, person or period of time: It requires the construction of an argument in answer to the question posed or the problem being investigated. During research for your paper you will find that the evidence may suggest several answers to the question or problem. You will therefore form your own opinion through evaluation and analysis of sources and this will be the basis of the argument put forward in your answer.

It is because of the emphasis on evaluation and analysis in academic writing, that it is essential to acknowledge sources used in your work through the use of a referencing system. In this unit, **footnotes** are required, using the Chicago referencing style (see also <http://www.lib.monash.edu.au/tutorials/citing/chicago.html> for more information)

All students are expected to conform to this system in this unit guide, unless directed by the supervisor in accordance with the required style of an academic journal or publisher.

Why reference?

It shows the person marking your work the sources that you have been accessing. It establishes that your argument is one formed by knowledge of a range of authors' opinions - use of this knowledge will make your argument stronger. It allows the reader to quickly identify and verify the sources you have used. Most importantly, it is how you recognise your intellectual debt to others.

When to footnote

It is essential to footnote when you are making use of someone else's words, information or ideas as evidence for your argument. Failure to acknowledge this in your own work amounts to plagiarism, i.e., presenting another person's work as if it were your own. It is simply not acceptable to plagiarise, and any piece of work found to contain it will be failed automatically. For more information on Macquarie University's policy on Academic Honesty Policy

Using sources in your essays

If you use another person's ideas or information in your essay then you need to acknowledge this use through referencing. Such material may be included in the following ways:

Direct Quotation Using the author's exact words. They must be placed in quotation marks, with a footnote number at the end of the quotation.

Paraphrase (indirect quotation) Rewriting someone else's ideas in your own words. The footnote number is placed at the end of the sentence.

Summary (indirect quotation) Reference to an author's ideas or argument. Again, the footnote number is placed at the end of the sentence.

Quotations of more than forty words should be indented using single spacing, without quotation marks:

Other sources that need to be referenced:

Images, figures, tables, graphs, maps and diagrams, frame enlargements from films. Information from lectures - the lecturer's words, notes taken during the lecture, information from slides and overheads.

What does not need to be referenced:

Common knowledge - information that is general and well known, that is, in the public domain. For example, the Second World War ended in 1945. Your own ideas, arguments and visual materials.

If in doubt about whether to reference or not, ask the unit convenor for advice.

Preparing footnotes

Footnotes appear at the bottom of each relevant page of your essay, whereas endnotes are located at the end of the document.

Sometimes because of lack of space at the bottom of a page, Word will move footnotes over to the next page. Do not worry if this happens.

Titles of books, journals, etc, must be written in *italics*.

Punctuation and the use of capitals are important in footnotes, so pay attention to this in the examples below.

How to create a footnote using Microsoft Word

Go to the **Insert** menu and select **Footnote** (or in the 2003 version click **Reference**). Choose **footnote..** Make sure the **numbering** is **continuous** and **applies** to the **whole document**.

Additional material in footnotes

You are discouraged from the placing of additional material in footnotes, as this indicates lack of editing and an attempt to get round the word limit. An exception is the inclusion of a translation of material included in the main text.

Footnotes

Different sources require different formats when creating footnotes as the examples below will show, but generally you need to include the following information for an initial citation of a source:

Name of author

Title of the source

Name of the city and publisher of the source

Date of publication

Page number(s)

For an initial citation of:

Books

1 Simon Ryan, *The Cartographic Eye: How Explorers saw Australia*(Melbourne: Cambridge University Press, 1996), p.45.

Note that publication details are placed in brackets

Books with two authors

2 Christopher Bayly and Tim Harper, *Forgotten Armies: The Fall of British Asia, 1941 – 1945* (Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 2005), pp.30-31

Note that multiple pages are indicated with **pp**.

Books with three or more authors

3 R. Frankham, J.D. Ballou and D.A. Briscoe, *Introduction to Conservation Genetics*, (Cambridge University Press 2002) p2.

Multivolume work

4 Winston Churchill, *A History of the English Speaking Peoples*, vol. 2, *The New World* (London: Cassell, 1956), p.124.

Translation

5 Christine de Pizan, *The Book of the City of Ladies*, trans. R. Brown Grant (Harmondsworth: Penguin, 1999), p. 48.

Foreign Language Books

Standard conventions must be followed, although foreign language words must be *italicised*.

5 Qiao Liang and Wang Xiangshui, *Chaoxian Zhan. Dui Quanqiuhua Shidai Zhanzheng Yu Zhanfa De Xiangding (Unrestricted Warfare. Thoughts on Warfare and Strategy in the Globalised Era)*. (*Jiefangjun Wenyi Chubanshe* (Liberation Army Arts Publishing House), Beijing , 1999). p.34

Note that the publisher's name in Chinese is italicised, but the English translation of it remains un-italicised. Both are correctly observing convention.

Chapter in an edited book

6 Gareth Williams, 'Popular Culture and the Historians' in *Making History: An Introduction to the History and Practices of a Discipline*, ed. Peter Lambert and Phillipp Schofield

(Abingdon: Routledge, 2004), p.260.

7 M.N. Pearson, "Pilgrims, Travellers, Tourist: the Meanings of Journeys." *Australian Cultural History* 10 (1991): p.127.

Journal articles (online access of printed journals)

8 Georg Iggers, "Historiography from a Global Perspective," *History and Theory* 43, no. 1 (2004) p.149.

Note: you must cite the author, article title and journal title in full, and not just the URL from where you accessed the article.

Electronic Journal articles

Electronic journals and other material sourced from the Internet usually do not have page numbers. Include the appropriate section or paragraph instead. eg Introduction

9. Tom Wilson, "'In the Beginning Was the Word': Social and Economic Factors in Scholarly Electronic Communication", *ELVIRA Conference Keynote Paper*, 1009, 10 April 1995, <http://www.shef.ac.uk/~is/wilson/publications/elvira.html> (accessed May 23 1999), Introduction.

Book reviews

9 Colin Seymour-Ure, review of *World War II in Cartoons*, by Mark Bryant, *History Today*, 55,no. 9 (September 2005): p.55.

Citing a source read in another source

10 Paul Keating quoted in Richard Connaughton, *Japan's War on Mainland Australia 1942-1944* (London: Brassey's, 1994), p.11.

Unpublished manuscript material

11 John David Booth, Papers, 1984-1990, MLMSS7332, State Library of NSW, Sydney

Information from a lecture

12 Jane Smith, "Women Politicians of the Twentieth Century" (Lecture given at MacquarieUniversity, NSW, March 7, 2005).

13 Jane Smith, "Women Politicians of the Twentieth Century" (Lecture slide, MacquarieUniversity, NSW, March 7, 2005).

Theses and dissertations

14 Elizabeth Eggleston, "Emma Peel - Feminist Icon or Swinging 60s Chick?" (BA (Hons) thesis, BournemouthUniversity, 2002), p.12.

Internet sources

References for internet sources must give the author and/or title of the material and the

URL (website address) to enable the reader to find the source easily. Provide the date on which you accessed the source online.

15 "Australians at War: First World War 1914-1918," Australian War Memorial, available from

<http://www.awm.gov.au/atwar/ww1.htm> (accessed 12/10/2009)

Audio-visual sources

16 Steven Spielberg, *Schindler's List*, (Universal Pictures, 1993)

If you are engaged in intensive film analysis it will be of great assistance to the reader of your work if you specify the chapter or minute mark.

Newspapers and magazines

17 M. Lake, "The Howard History of Australia," *The Age*, 20 August 2005, p.5.

18 Agence France-Presse, "China upholds jail term for top dissident: lawyer", *Sydney Morning Herald*, 11 February 2010.

<http://news.smh.com.au/breaking-news-world/china-upholds-jail-term-for-top-dissident-lawyer-20100211-ntss.html>

Note If you access the newspaper or magazine online you must include the URL address.

For unsigned articles:

18 "History with a Raw Edge," *Sydney Morning Herald*, November 10, 2003, p.12.

Images, figures, maps, etc

Every image, figure or map used should be provided with a caption naming the source of the illustration and title:

From a book:

Map: The Religious Complexion of Europe in the Period c. 1555-8

Source: Euan Cameron, *The European Reformation*. New York: OxfordUniversity Press, 1991.

For works of art include the name of the artist and title of the work and source:

Herbert Badham, *The Swimming Enclosure*, 1941. Source: State Library of NSW, Sydney

Note that these sources do not need to be included in your bibliography.

Second and later references

After the first, full reference of a source you can then use an abbreviated version in your footnotes or endnotes:

16 Simon Ryan, *The Cartographic Eye; How Explorers saw Australia*

(Melbourne: Cambridge University Press, 1996), p.45.

17 Ryan, p.45.

OR

When referring to a source more than once you may use **ibid** in your footnotes when the work is the same as the one *immediately* above it:

16 Simon Ryan, *The Cartographic Eye; How Explorers saw Australia*

(Melbourne: Cambridge University Press, 1996), p.45.

17 *Ibid.*

OR

When referring to a source already cited, you may use **Op. Cit.** in your footnotes.

16 Simon Ryan, *The Cartographic Eye; How Explorers saw Australia*

(Melbourne: Cambridge University Press, 1996), p.45.

17 *Ibid.*

18 Jones, p2

19 Ryan *Op.Cit.*, p.45

If

There is more than one publication by the same author, use a year to indicate separate publications in second and later references:

16 Simon Ryan, *The Cartographic Eye; How Explorers saw Australia*

(Melbourne: Cambridge University Press, 1996), p.45.

17 *Ibid.*

18 Jones 1990, p2

19 Ryan *Op.Cit.*, p.45

20 Jones 1991, pp41-42

Books with two authors

2 Bayly and Harper, p3

Books with three or more authors

3 Frankham *et al*, p3-4

Bibliography

At the end of your essay list all the books, articles and other sources in **alphabetical order of author's family name**. You can divide the bibliography into sections, i.e. primary and secondary sources.

Be aware of naming conventions for Chinese names. The family name is traditionally the first name written eg MAO Zedong, unless it has been reversed in the English language convention, particularly in Western academic publishing eg Zedong MAO.

Note that a bibliography is required in addition to footnotes. Formats used for bibliographical entries are different from those used for references.

Books

Ryan, Simon. *The Cartographic Eye; How Explorers saw Australia*. Melbourne: CambridgeUniversity Press, 1996.

Books with two authors

Bayly, Christopher and Harper, Tim. *Forgotten Armies: The Fall of British Asia, 1941 - 1945*. Cambridge, Massachusetts: The Belknap Press of HarvardUniversity Press, 2005.

Three or more authors

Grimshaw, Patricia, MarilynLake, Ann McGrath, and Marian Quartly. *Creating a Nation*. Ringwood: Penguin Books Australia Ltd., 1996.

Multivolume work

Churchill, Winston. *A History of the English Speaking Peoples*. Vol. 2, *The New World*. London: Cassell, 1956.

Translation

de Pizan, Christine. *The Book of the City of Ladies*. Translated by R. Brown Grant.

Harmondsworth: Penguin, 1999.

Foreign Language Books

Qiao, Liang and Wang, Xiangshui. *Chaoxian Zhan. Dui Quanqiuhua Shidai Zhanzheng Yu Zhanfa De Xiangding (Unrestricted Warfare. Thoughts on Warfare and Strategy in the Globalised Era)*. Jiefangjun Wenyi Chubanshe (Liberation Army Arts Publishing House), Beijing, 1999.

Note the Chinese family name convention.

Note that for the bibliographical entries for **chapters**, **journal articles** and **electronic journal articles** you need to include the full page range of the text. For **footnotes** just the page number is cited.

Chapter in an edited book

Williams, Gareth. "Popular Culture and the Historians" in *Making History: An Introduction to the History and Practices of a Discipline*, edited by Peter Lambert and Phillipp Schofield, Abingdon: Routledge, 2004, pp.257-268.

Journal articles

Pearson, M.N. "Pilgrims, Travellers, Tourist: the Meanings of Journeys." *Australian Cultural History* 10 (1991): pp.125-134.

Electronic journal articles

Iggers, Georg. "Historiography from a Global Perspective," *History and Theory* 43, no. 1 (2004)

<http://www.blackwell.synergy.com/doi/abs:> pp.146-154.

Note: you must cite the author, article title and journal title in full, and not just the URL.

Book reviews

Colin, Seymour-Ure. Review of *World War II in Cartoons*, by Mark Bryant, *History Today*, 55, no. 9 (September 2005): pp.55-56.

Source read in another source

Keating, Paul, quoted in Richard Connaughton, *Japan's War on Mainland Australia 1942-1944*. London: Brassey's, 1994.

Unpublished manuscript material

John David Booth, Papers, 1984-1990, MLMSS7332, State Library of NSW, Sydney

Information from a lecture

Smith, Jane. "Women Politicians of the Twentieth Century." Lecture given at Macquarie University, NSW, March 7, 2005.

Thesis and dissertations

Eggleston, Elizabeth. "Emma Peel - Feminist Icon or Swinging 60s Chick?" BA (Hons) thesis, Bournemouth University, 2002.

Internet source

"Australians at War: First World War 1914-1918." Australian War Memorial.

<http://www.awm.gov.au/atwar/ww1.htm>

Audio-visual sources

Spielberg, Steven. *Schindler's List*. Universal Pictures, 1993

Newspapers and magazines

Lake, Marilyn. "The Howard History of Australia." *The Age*, August 20, 2005.

Agence France-Presse, "China upholds jail term for top dissident: lawyer", *Sydney Morning Herald*, 11 February 2010.

For unsigned articles put the name of the newspaper first:

Sydney Morning Herald, "History with a Raw Edge," November 10, 2003.

Further information on referencing and compiling bibliographies

For further information on referencing and compiling bibliographies, including sources not mentioned here, the following books will be useful:

Jules R. Benjamin, *A Student's Guide to History*, 8th edition, (Boston: Bedford/St. Martins, 2001)

Style Manual for Authors, Editors and Printers (Canberra: AGPS, 1994)

The Chicago Manual of Style, 15th edition, (Chicago: University of Chicago Press, 2003) Chicago-Style Citation Quick Guide available online at

http://www.chicagomanualofstyle.org/tools_citationguide.html

You can also access Citation and Style Guides through the Macquarie University Library Website at <http://www.library.mq.edu.au/readyref/cites.html>

Required and Recommended Texts

The required text for this course is:

The Search for Modern China by Jonathan Spence, 3rd ed Norton 2012.

Please make sure you have your own copy of this book.

Recommended Readings:

Most of these resources can be found in the reserve section of the library.

The Search for Modern China by Jonathan Spence, 2nd ed Norton 1999.

The Search for Modern China - A Documentary Collection edited by Pei-kai Cheng, Michael Lestz, with Jonathan D. Spence. 1st ed. Norton, 1999.

A companion volume, in which you can find translations of original documents.

The Rise of Modern China by Immanuel Hsu. 3rd ed, 1983.

Both Spence and Hsu have extensive bibliographies for specific topics, which will give you some initial guidance in researching a particular topic.

Readings in modern Chinese history edited by Immanuel C.Y. Hsu. Oxford University Press, 1971.

China's response to the West : a documentary survey, 1839-1923 by Ssu-yu Teng and John King Fairbank. Harvard 1954

China : A New History by John King Fairbank and Merle Goldman , Harvard, 1998

The Pattern of Chinese history : cycles, development, or stagnation? edited with an introduction by John Meskill.

Chinese civilization : a sourcebook edited by Patricia Buckley Ebrey 2nd ed 1993.

Mao's China and After - A History of the Peoples Republic. Maurice Meisner, Collier Macmillan, 1986

The birth of Communist China. C.P. Fitzgerald. Penguin 1964

The origins of Chinese Communism , Arif Dirlik. Oxford University Press, 1989.

The Yenank Way in revolutionary China. Mark Selden, Harvard University Press, 1971

China in war and revolution, 1895-1949. Peter Zarrow, RoutledgeCurzon, 2005.

A Brief History of Chinese Civilization, Conrad Schirokauer, Harcourt & Brace 1991

Colin Mackerras, Pradeep Taneja, Graham Young. *China since 1978.* Longman, 1998. (Detailed coverage of history, politics, agricultural reform, political reform etc during the period 1978-1998.)

Colin Mackerras , *China in Transformation 1900-1949* . Longman, 1998.

Linda Benson , *China Since 1949* . Longman, 2002.

Patricia B. Ebrey, *China: A Cultural, Social, and Political History* Wadsworth Publishing, 2005

Unit Requirements and Expectations

Students will be expected to:

1. review lecture materials in lectures or iLecture prior to tutorial classes;
2. review assigned tutorial class readings and tutorial questions prior to tutorial classes;
3. actively participate in tutorial classes by interacting with tutors and fellow students by discussing and answering questions based on the lecture materials and tutorial readings;
4. complete written assignments on time and to the prescribed standards; and
5. successfully complete a formal examination.