



# INTS210

## Modern Chinese History

S1 Day 2017

*Dept of International Studies*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff Unit Convenor Kevin Carrico <a href="mailto:kevin.carrico@mq.edu.au">kevin.carrico@mq.edu.au</a>
Credit points 3
Prerequisites 12cp at 100 level or above
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: first contacts with the West; the Confucian response to the challenge of the West; the collapse of imperial China; the rise of nationalism; the introduction of Communism into China; the Sino-Japanese War; the Great Leap Forward; the Cultural Revolution; the death of Mao Zedong; the post-Mao period; and the political and intellectual crisis of 1989.

## 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	Hurdle	Due
<a href="#">Tutorial Participation</a>	20%	No	Cumulative
<a href="#">Midterm Exam</a>	25%	No	Week 7
<a href="#">Lecture notes</a>	20%	Yes	Week 13
<a href="#">Final exam</a>	35%	No	Week 13

### Tutorial Participation

Due: **Cumulative**

Weighting: **20%**

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.

**Tutorial Schedule** 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 for discussion in tutorial, as listed. These will be posted 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.

## Midterm Exam

Due: **Week 7**

Weighting: **25%**

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

## Lecture notes

Due: **Week 13**

Weighting: **20%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

At the end of the semester, participants will hand in detailed lecture notes covering the lectures given this session, demonstrating thoughtful engagement with the topics and issues covered. This must be your own work, and is a task that you should work on throughout the session, from the first until the final lecture.

On successful completion you will be able to:

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

## Final exam

Due: **Week 13**

Weighting: **35%**

An examination based on all materials covered in lectures and tutorials. Although this exam will focus upon the second half of the semester, it will also include materials from the first half of the semester.

On successful completion you will be able to:

- Demonstrate an understanding of the socio-political driving forces of modern 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/](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	Lecture Reading	Tutorial Readings
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Week 1	<ul style="list-style-type: none"> <li>The Late Ming Dynasty -</li> <li>First Contacts with the West</li> </ul>	<ul style="list-style-type: none"> <li>Begin reading Wk 1 &amp; 2 required text readings <i>I. 1. The Late Ming</i> (3-114)</li> </ul>	
Week 2	<ul style="list-style-type: none"> <li>The Qing Dynasty - Manchu Conquest of China</li> </ul>	<ul style="list-style-type: none"> <li><i>I. 1. The Late Ming - I.5 Chinese Society and the Reign of Qianlong</i> (3-114)</li> </ul>	<ul style="list-style-type: none"> <li>Michael Puett, "Classical Chinese Historical Thought" (ilearn)</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>First Clashes with the West - Opium Wars and The Unequal Treaties</li> </ul>	<ul style="list-style-type: none"> <li><i>I.6 China and the Eighteenth Century World -I.7 First Clash with West</i> (115-163)</li> </ul>	<ul style="list-style-type: none"> <li>Memorial on legalizing opium (ilearn)</li> <li>Memorial on banning opium (ilearn)</li> <li>Excerpts from Dikotter's "Narcotic Culture: A History of Drugs in China" (ilearn)</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Internal Decline</li> </ul>	<ul style="list-style-type: none"> <li><i>II.8 The Crisis Within</i> (164-185)</li> </ul>	<ul style="list-style-type: none"> <li>"The Ten Commandments" and "The Ode for Youth" (ilearn)</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Self Strengthening and the Fall of the Qing</li> </ul>	<ul style="list-style-type: none"> <li><i>II.9 Restoration Through Reform - II.11 The End of the Dynasty</i> (186- 254)</li> </ul>	<ul style="list-style-type: none"> <li>Zou Rong on Revolution (ilearn)</li> <li>The Revolutionary Alliance Proclamation (ilearn)</li> <li>Press coverage of the Wuchang Uprising (ilearn)</li> <li>Manchu Abdication Edicts (ilearn)</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>The Republic of China: An Age of Openness and Disorder</li> </ul>	<ul style="list-style-type: none"> <li><i>III.12 The New Republic- III. 13 "A Road is Made"</i> (255-300)</li> </ul>	<ul style="list-style-type: none"> <li>Mao Zedong, "Report on an Investigation of the Peasant Movement in Hunan" (ilearn)</li> </ul>
Week 7	Midterm exam	Midterm exam	<b>Midterm exam in lecture</b>
<b>MID-SEMESTER BREAK</b>			
Week 8	<ul style="list-style-type: none"> <li>The War Against Japan 1937-1945 &amp; Civil War 1945 -1949</li> </ul>	<ul style="list-style-type: none"> <li><i>III.14 The Fractured Alliance- IV.18 Fall of GMD state</i> (301- 459)</li> </ul>	<ul style="list-style-type: none"> <li>Excerpts from Dikotter's "Age of Openness: China before Mao" (ilearn)</li> </ul>

Week 9	<ul style="list-style-type: none"> <li>The early People's Republic - The Golden Years of New China</li> </ul>	<ul style="list-style-type: none"> <li><i>IV.19 Birth of PRC - IV.20 Planning the New Society (460-513)</i></li> </ul>	<ul style="list-style-type: none"> <li>Excerpts from Goncharov, Lewis, and Xue, "Uncertain Partners: Stalin, Mao, and the Korean War" (ilearn)</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>The Great Leap Forward</li> </ul>	<ul style="list-style-type: none"> <li><i>IV.21 Deepening Revolution (514- 534)</i></li> </ul>	<ul style="list-style-type: none"> <li>Vukovich, "Accounting for the Great Leap Forward" (ilearn)</li> <li>Garnaut, "The Mass Line on a Massive Famine" (ilearn)</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>The East is Red – The Cultural Revolution</li> </ul>	<ul style="list-style-type: none"> <li><i>IV.22 Cultural Revolution (535-555)</i></li> </ul>	<ul style="list-style-type: none"> <li>Michael Schoenhals, "Demonizing Discourse in Mao Zedong's China: People vs. Non-People" (ilearn)</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>China After Mao - From Reform to the Political Freeze</li> </ul>	<ul style="list-style-type: none"> <li><i>V.23 Reopening the Doors -V.26 Testing the Limits (559-665)</i></li> </ul>	<ul style="list-style-type: none"> <li>Deng Xiaoping, "Emancipate the Mind, Seek Truth From Facts"</li> <li>Wei Jingsheng, "The Fifth Modernization" (ilearn)</li> <li>Deng Xiaoping, "Speech to Martial Law Units" (ilearn)</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>Final exam</li> </ul>	Final exam	Final exam, in lecture

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Graduate Capabilities

### 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
- Midterm Exam
- Lecture notes
- Final exam

## **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
- Lecture notes

## 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

- Lecture notes
- Final exam

## 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
- Midterm Exam
- Lecture notes
- Final 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
- Midterm Exam
- Final 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
- Midterm Exam
- Final exam

## 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
- Lecture notes
- Final exam

## **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 task**

- Tutorial Participation

## **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 task

- Tutorial Participation

## 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 **only electronically via Turnitin.com**, unless otherwise indicated.

***Written assignments not received in 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 submission via Turnitin.com

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

To submit, follow the link for the required assignment on the iLearn CHN 157 home page and submit your assignment and bibliography. You do not need to submit the assessment marking rubric with the Turnitin submission.

### Return of marked work

Marked work will be returned to students by the course coordinator, normally by email.

## 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. Assessment marking rubrics are available for download from iLearn.
3. 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.
4. 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.

## Examinations

*Important:* This unit has a mid-session and a final exam. These are the primary modes of assessment in this unit.

You are expected to present yourself for examination at the designated time and place.

The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available under the *Extension and Special Consideration* section of this Unit Guide. Anyone who misses an exam and does not file an application for consideration of Disruption to Studies will receive a zero.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

## Extensions and Disruption to Studies

### Serious Illness and Unavoidable Disruption

If your performance has been affected 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. I cannot, however, casually approve any extensions or adjustments- I will tell you to



file an application for consideration of Disruption to Studies. You must supply documentary evidence of the extended disruption in an **application for consideration of Disruption to Studies**. (see [ask.mq.edu.au](http://ask.mq.edu.au)).

No assessment work will be accepted for marking unless you have submitted an **application for consideration of Disruption to Studies** 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 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.

## Disruption to Studies process

<http://ask.mq.edu.au/kb.php?record=ce7c4e38-4f82-c4d7-95b1-4e2ee8fd075f>

## 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 Yen-an 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 formal mid-term and final examinations.