



# INTS210

## Modern Chinese History

S1 Day 2019

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Convenor

Kathleen Poling

[kathleen.poling@mq.edu.au](mailto:kathleen.poling@mq.edu.au)

Hearing Hub, level 2

Monday 11-12

Mei-fen Kuo

[mei-fen.kuo@mq.edu.au](mailto:mei-fen.kuo@mq.edu.au)

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 modernity; the collapse of imperial China; the rise of nationalism; the introduction of Communism; 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.

## General Assessment Information

Indicative examples of assessment tasks will be available on iLearn.

### Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Tutorial Participation</a>	20%	No	Cumulative
<a href="#">Online quizzes</a>	25%	No	Throughout the semester
<a href="#">Midterm test</a>	25%	No	Week 7
<a href="#">Final test</a>	30%	No	Week 13

### Tutorial Participation

Due: **Cumulative**

Weighting: **20%**

While deductions for absences will count toward the final grade, this is not a simple attendance mark. 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 Penguin History of Modern China* by Jonathan Fenby 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 the tutorial questions prior to attending lectures and tutorials.

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.

## Online quizzes

Due: **Throughout the semester**

Weighting: **25%**

Throughout the course of the session, there will be five online quizzes for you to complete, assessing your comprehension of the readings and lectures. There will be no extensions on these quizzes, and they will account for 25% of your grade (5% each).

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.

## Midterm test

Due: **Week 7**

Weighting: **25%**

A test 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.

## Final test

Due: **Week 13**

Weighting: **30%**

A test based on all materials covered in lectures and tutorials. Although this test 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

### TECHNOLOGY USED AND REQUIRED

#### Online Unit

Login is via: <https://ilearn.mq.edu.au/>

Is my unit in iLearn?: <http://help.ilearn.mq.edu.au/unitsonline/> to check when your online unit will become available.

#### Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

For students attending classes on campus we strongly encourage that you bring along your own laptop computer, ready to work with activities in your online unit. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor **before** the end of **Week 1** if you do not have a suitable laptop (or tablet) for in-class use.

- **For central technical support go to:** [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/)
- **For student quick guides on the use of iLearn go to:** <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

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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

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. 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 use 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
<b>Week 1</b>	<ul style="list-style-type: none"> <li>What is modern Chinese history?</li> </ul>	<ul style="list-style-type: none"> <li>Fenby, Introduction</li> </ul>	No reading, but will have tutorials in week 1
<b>Week 2</b>	<ul style="list-style-type: none"> <li>Internal and external challenges for the Qing</li> </ul>	<ul style="list-style-type: none"> <li>Fenby, Chapters 1-3</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>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>The end of the dynastic system</li> </ul>	<ul style="list-style-type: none"> <li>Fenby, Chapters 3-6</li> </ul>	<ul style="list-style-type: none"> <li>Zou Rong on Revolution (ilearn)</li> <li>Evelyn Rawski, "Reenvisioning the Qing: the Significance of the Qing Period in Chinese History"</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>The early Republican era</li> </ul>	<ul style="list-style-type: none"> <li>Fenby, Chapters 7-10</li> </ul>	<ul style="list-style-type: none"> <li>Arthur Waldron, "The Warlord: Twentieth Century Chinese Understandings of Violence, Militarism, and Imperialism"</li> </ul>

Week 5	<ul style="list-style-type: none"> <li>World War II and Civil War</li> </ul>	<ul style="list-style-type: none"> <li>Fenby, Chapters 11-17</li> </ul>	<ul style="list-style-type: none"> <li>Daqing Yang, "The Nanjing Massacre: Challenges for Historical Inquiry"</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>The early Maoist era</li> </ul>	<ul style="list-style-type: none"> <li>Fenby, Chapters 18-19</li> </ul>	<ul style="list-style-type: none"> <li>Chalmers Johnson, "Introduction," Peasant Nationalism and Communist Power</li> </ul>
Week 7	Midterm test	Midterm test	<b>Midterm test, in lecture</b>
<b>MID-SEMESTER BREAK</b>			
Week 8	<ul style="list-style-type: none"> <li>The Great Leap Forward</li> </ul>	<ul style="list-style-type: none"> <li>Fenby, Chapter 20-21</li> </ul>	<ul style="list-style-type: none"> <li>Daniel Vukovich, "Accounting for the Great Leap Forward"</li> <li>Anthony Garnaut, "The Mass Line on a Massive Famine"</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>The origins of the Cultural Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Fenby, Chapter 22-23</li> </ul>	<ul style="list-style-type: none"> <li>Lee Haiyan, "Figuring History and Horror in a Provincial Museum: The Water Dungeon, the Rent Collection Courtyard, and the Socialist Undead"</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>The Cultural Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Reading TBD</li> </ul>	<ul style="list-style-type: none"> <li>Michael Schoenhals, "Demonizing Discourse in Mao Zedong's China: People vs. Non-People" (ilearn)</li> <li>Excerpts from Ji Xianlin, "The Cowshed"</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>Reform and Opening</li> </ul>	<ul style="list-style-type: none"> <li>Fenby, 24-28</li> </ul>	<ul style="list-style-type: none"> <li>Kevin Carrico, "Eliminating Spiritual Pollution: A Genealogy of Closed Political Thought in China's Era of Opening"</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>Tiananmen 1989</li> </ul>	<ul style="list-style-type: none"> <li>Fenby, 29-31</li> </ul>	<ul style="list-style-type: none"> <li>Zhang Longxi, "Western Theory and Chinese Reality"</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>Final test</li> </ul>	Final test	Final test, in lecture

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)

- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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 test
- Final test

### 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 task**

- Tutorial Participation

## **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 task**

- Final test

## 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
- Online quizzes
- Midterm test
- Final test

## 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 test
- Final test

## **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
- Online quizzes
- Midterm test
- Final test

## **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
- Final test

## **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, social, and intellectual developments which have defined modern China, set against the first modern contacts with the West to the end of the 20th century.

The unit begins with a survey of the tumultuous 19th century, examining both domestic and international challenges to the Qing: the Opium War, the Taiping Rebellion, the Boxer Uprising, the first Sino-Japanese War, 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 of China in 1911, the unit then covers the attempt to establish a modern nation state. This includes the failure of democratic reforms, the intellectual revolution of the May 4th Movement, the Warlord period, the birth of the Communist Party, 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 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.

## **Required and Recommended Texts**

The required text for this course is:

***The Penguin History of Modern China*** by Jonathan Fenby.

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

## **Tests**

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

You are expected to present yourself at the designated time and place, which is during our lecture time in Weeks 7 and 13.

The only exception to sitting the test 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.

## **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.