

MODERN CHINA (HIST 4560.001/5130.002)**Class schedule: MW 3:30-4:50****WH 112****Instructor Contact**

Name: Harold Tanner

Office Location: WH 256

Phone Number: n/a

Office Hours: MW 1:00-3:00 in person or via Zoom; e-mail for appointment at other times.

Email: Harold.tanner@unt.edu**Course Introduction and Learning Objectives**

This course is designed as a survey of the history of modern China, from the Qing dynasty through the. Early 21st century. As a survey, the course will proceed chronologically, focusing on the political narrative, but taking the interaction of politics, war, society and culture into consideration.

Course Objectives

Undergraduate students:

Upon successful completion of this course, learners will be able to:

1. Explain the overall narrative of modern Chinese history to others, drawing on books, primary source documents, and websites to do so.
2. Analyze historical change over time by drawing contrasts between sources produced in different eras.
3. Frame historical arguments using a variety of sources as evidence.
4. Draw on knowledge of modern Chinese history to explain or elucidate contemporary phenomena related to China including (but not limited to) politics, economics, culture, environmental issues, and popular culture.

Graduate students:

1. Demonstrate basic familiarity with major historiographic issues concerning modern Chinese history.
2. Draw on knowledge of the history of China in the modern era in order to analyze and explain contemporary issues in involving China and U.S.-China relations.
3. Analyze secondary sources in the context of the historiography of China.
4. Construct and teach an introductory-level survey course on modern China,

Prerequisites

There are no prerequisites for this course.

Required Texts

Undergraduate and graduate students taking this course will be using the following two basic texts:

1. Harold M. Tanner. *China: A History Volume 2: From the Great Qing Empire through the People's Republic of China*. Indianapolis: Hackett Publishers, 2010. Note: royalties generated by sales at UNT Bookstore and Voertman's are contributed to charity.
2. Janet Chen, Pei-kai Cheng and Michel Lestz with Jonathan Spence. *The Search for Modern China: A Documentary Collection* (Third edition). New York: W.W. Norton, 2014.

Graduate students will also read four other books, choosing specific titles in consultation with the instructor.

In addition to the designated books, undergraduate and graduate students will also be reading various online resources and PDF articles linked from Canvas.

Attendance and Participation

All students will be attending lecture/discussion sessions in person according to the regular class schedule. Students should plan on taking notes during class sessions. Students should also be prepared to respond to questions from the instructor, to ask their own questions, make their own observations, and respond politely and respectfully to questions or observations made by their fellow students.

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](#). If you cannot attend a class due to an emergency, please let me know.

Use of personal computers to take notes is permitted. Use of personal computers and/or cell phones for other purposes can be a distraction to others and is disrespectful of the instructor and of your fellow students. If you have a personal emergency situation that requires you to be on your phone or computer, please quietly leave the classroom to deal with the situation as required.

Course Structure

This course is a regular, face-to-face course taught in the classroom unless the university administration changes us from in-person to virtual instruction. Therefore, classroom attendance is expected except in case of absences for documented health or other significant reasons (including exposure to COVID-19).

The course is organized into 29 class sessions. The mid-term and final exams will be a "take-home" essays.

For each class session there is a Canvas page called "Overview, Learning Objectives and Materials." You will find the "Overview, Learning Objectives and Materials" pages for each class session under the "Modules" tab. Students are expected to have read or viewed the assigned material for each class session **before** class begins.

Each class session is dedicated to lecture/discussion of the material covered on a specific range of pages in the primary textbook for the course (*China: A History-vol. 2*). Readings in *The Search for Modern China* and other materials have been chosen to complement

the material in the textbook. Because the course is live and in-person, the instructor may make changes in response to student questions and interests. When teaching live in a classroom, there are times when I come in prepared to lecture on one or another specific topic, but student questions lead me off in a completely different direction. There may also be times when student questions lead me to make some changes to the assignments for future classes. If that happens, I will let you know well ahead of time--in general, changes of this sort will be something that are generated by classroom discussion and driven by student interest anyway. In short, we will get through the entire textbook and the documentary collection, but the daily schedule laid out here on Canvas should be considered as a framework that we will generally follow, but not as something that is set in concrete and cannot be changed.

Communication

- Instructor: Professor Harold Tanner
- Office Hours (on Zoom or in person): MW 1:00-3:00 or other times by appointment.
- Email: harold.tanner@unt.edu

Communication Expectations

My communication with students will take place primarily through course announcements in Canvas and by e-mail. If you need to contact me for any reason, e-mail to the above UNT e-mail address is the best way to do so. Please use your UNT e-mail account for all correspondence, as I cannot discuss your work in the course in e-mails using a personal non-UNT e-mail account. I will make every effort to respond to e-mail messages within 24 hours, if not before. However, I may not be reading or responding to e-mail after 5:00 p.m. on weekdays or on weekends or holidays. If I do happen to see an e-mail which requires immediate attention, I will try to deal with it as soon as possible. However, please be aware that messages sent after 5:00 p.m. on weekdays, late Friday afternoon or on weekends may not receive a response until the next business day.

Timeliness of Grading

Normally, I will return feedback on all written assignments within 1 week of the due date. However, if I see that I will be unable to return your feedback that quickly I will post an announcement to let everyone know when it can be expected.

Course Grading

Course Activities & Assessments

Requirements for undergraduate students:

Grading scheme			
Assignment	Date due	Points	Percentage of grade
Attendance/participation	n/a	300	15%
Mini-research paper	Jan. 30	20	1%
2 Film reviews @ 300 points each	Feb. 9 & Apr. 20	600	30%
Reading quizzes 8 @ 10 points	1.26; 2.7; 2.16; 2.28; 3.30; 4.6; 4.13; 4.20	10 each = 80	4%
Mid-term (Argumentative essay #1)	Mar. 22	500	25%
Final exam (Argumentative essay #2)	May 11	500	25%
Total		2000	100%

Requirements for graduate students:

Grading scheme			
Assignment	Date due	Points	percentage of grade
Attendance/participation	n/a	150	15%

3 film reviews @ 100 points	2.9; 3.28; 4.20	300	30%
4 book reviews @ 75 points	2.21; 3.22; 4.11; 5.1	300	30%
Historiographic or research essay	5.11	250	25%
Total		1000	100%

Grading

- A: 90-100% of available points. Outstanding, excellent work. The student performs well above the minimum criteria.
- B: 80-89% of available points. Good, impressive work. The student performs above the minimum criteria.
- C: 70-79% of available points. Solid, college-level work. The student meets the criteria of the assignment.
- D: 60-69% of available points. Below average work. The student fails to meet the minimum criteria.
- F: 59% available points or less. Sub-par work. The student fails to complete the assignment.

Grade-related Policies

Late Work

As a general rule, I will not accept late work in this course. All work turned in after the deadline will receive a grade of zero unless the student has a university-excused absence (defined in the policy on [Student Attendance and Authorized Absences](#)) and provides written documentation with 48 hours of the missed deadline. However--inasmuch as we are living in and through this unique COVID-19 historical era, I understand that some of us, through no fault of our own, will encounter unexpected challenges which may impact your studies. If that happens, I ask that you communicate clearly and frankly with me so that we can work together on appropriate ways in which we can address those challenges together.

Plagiarism

In the internet age, plagiarism has become a more serious problem than ever. The American Historical Society has an entire section of its website dedicated to the problem of plagiarism: *Plagiarism: Curricular Materials for History Instructors*. On the website, you will find the following definition of plagiarism:

The AHA's [Statement on Standards of Professional Conduct](#) defines plagiarism as the appropriation of “the exact wording of another author without attribution,” and the borrowing of “distinctive and significant research findings or interpretations” without proper citation. Most cases of plagiarism represent a failure to properly paraphrase, quote, and cite sources.

Forms of Plagiarism

The most obvious form of inappropriate borrowing involves the verbatim pirating of paragraphs, pages, or entire papers or chapters without quotation or attribution. The large amount of copying involved in such cases makes the occurrence of plagiarism undeniable.

Most plagiarism is more subtle. Writers plagiarize, for example, when they fail to use quotation marks around borrowed material and to cite the source, use an inadequate paraphrase that makes only superficial changes to a text, or neglect to cite the source of a paraphrase. The result is often a patchwork of original and plagiarized texts that echoes the original sources in recognizable ways.

For more information on plagiarism, including concrete examples, please see: [Plagiarism: Curricular Materials for History Instructors](#)

The Writing Center at UNC Chapel Hill also has a useful handout on [Plagiarism](#).

Here at UNT, University of North Texas Policy 0.6003 Student Academic Integrity defines plagiarism as follows:

“Plagiarism” means use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation, or b. the knowing or negligent

unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.

You may read the entire policy here: [Student Academic Integrity Policy 06.003](#)

Further information on plagiarism can be found here: [Academic Integrity](#)

Incidences of plagiarism will be handled strictly according to the procedure laid out in the policy. That procedure (quoting from the policy itself) is as follows:

Instructor Actions. An instructor who suspects that a student has engaged in an act of academic misconduct must make a good faith effort to contact the student in writing as soon as possible after detecting the suspected academic dishonesty. The instructor's initial communication should be sent to the student's University-assigned email address, and should convey the details of the suspected academic misconduct in sufficient detail to allow the student to prepare a written response, and direct the student to schedule an in-person conference with the instructor to discuss the suspected misconduct.

1. *If the student does not respond to the instructor's written communication within five (5) days of the instructor sending the email, the instructor may assess academic penalties in-line with the suspected academic dishonesty.*
2. *If the student responds to the instructor's written notice of suspected academic misconduct an in-person conference with the instructor should be scheduled. As part of the conference, the instructor will review all the evidence or information relevant to the suspected act of academic dishonesty and provide the student a full opportunity to respond.*
3. *If, after the conference, the instructor determines that the student has not engaged in an act of academic dishonesty, no sanctions will be imposed and the instructor will notify the student immediately.*
4. *If the instructor determines upon preponderance of the evidence that the student has engaged in an act of academic dishonesty, the instructor will notify the student of this determination in writing, as soon as possible, if not immediately upon the conclusion of the conference.*
5. *The instructor will submit the online Academic Integrity Single Violation Report with the factual summary, and any relevant documents, to support the findings and the imposed academic penalty. This will be filed in the Academic Integrity Database.*

Any commission of plagiarism will be reported to the Office of Academic Integrity.

What is the penalty for plagiarism? As described in the policy:

"The following academic penalties may be assessed upon determination that academic misconduct has occurred: Admonition, Educational Assignment, Partial or No Credit for an Assignment or Assessment, Lower Final Course Grade, Course Failure, Probation, Suspension, Expulsion, and Revocation of Degree."

Of these penalties, those that an instructor may impose are: Admonition, Educational Assignment, Partial or No Credit for an Assignment or Assessment, Lower Final Course Grade, or Course Failure.

My policy for this course is that the penalty for any commission of plagiarism (even as little as a single sentence comprising only 1% or half a percentage point of the assignment) will be an "F" for the entire course. Please keep this in mind when working on written assignments for this course.

Grade Disputes

Before you come to me to dispute a grade, please review your work in light of the grading rubric to make sure that you have a valid case to make. If you still want to dispute the grade, then e-mail me to set up a time to talk during office hours. When we meet, please show me whatever evidence you have to support your argument that you deserve a higher grade than you received.

Extra Credit

There are no extra credit opportunities in this course.

Guidelines and Resources for Essay Assignments

Specific instructions for each essay assignment are available in the assignments themselves. Each assignment also has a grading rubric attached to it. You are encouraged to look carefully at the grading rubric before you write your essay. The rubric clearly communicates expectations and shows how the assignment will be graded.

When doing written assignments, please keep the following general guidelines in mind.

1. Every essay needs to follow the standard form common to most college writing: an introduction (in which you state your thesis), body (several paragraphs in which you develop your argument, step by step, offering information and evidence to explain your thesis and to convince the reader that your thesis is valid and based on facts--rather than being just your "opinion" or what you "feel"); and conclusion (a final paragraph in which you bring your argument back to your thesis and, perhaps, point to further questions, or point out the broader significance of the thesis and the evidence that you've used to prove the thesis).
2. I expect you to use a variety of sources to offer supporting evidence for whatever point it is you want to make in anything you write. I have made a number of different sources available to you in the course materials--the textbook, the primary source collection (*The Search for Modern China*) and sources linked from the "Materials" section for each Module of the course.
3. You may also know of other sources. You are welcome to use sources (primary or secondary) that are not included in the course materials (unless an assignment specifically asks that you not use other sources). However--you need to exercise judgment in the use of sources. There is a lot of garbage on the internet. Wikipedia, *Encyclopedia Britannica* and similar materials are not acceptable sources. They may be useful if you need to get some specific bit of factual information, such as someone's dates of birth and death, but you don't need to footnote that kind of simple fact anyhow. Any Google search for something to do with Chinese history is also going to turn up essays or websites by random college or high school students, history buffs, travel agencies, companies that offer to sell you essays that someone to write for you, some random person's opinions on Goodreads or savemygrade.com, someone else's film review on imdb.com or on Rotten Tomatoes . . . etc., These too, are not acceptable sources. If I find that you've used rubbish websites, your grade will suffer. If you use rubbish websites as a shortcut, you don't cite them, and Turnitin catches it, then you have committed plagiarism and you get an "F" for the course. If you have a question about whether or not a website is legit--feel free to ask me. Finally: whenever you do use a website, put the url in your footnote or bibliography so that I can check out the website for myself. If you don't provide me with a working url, I will assume that the website is rubbish and grade accordingly.
4. All essays must be college-level work. Ability to cite your sources correctly is a part of writing at the college level. Citations may be in MLA, Turabian or Chicago style. If there is some other citation style which conveys the same information, that's alright as well. The point is you need to use a recognized citation style, you need to use it correctly, and you need to use it consistently.

5. If you are not familiar with MLA, Turabian or Chicago style citation guidelines, you may find those--and much more--on the website of the [UNT Writing Center \(Links to an external site.\)](#). You may also find information on citations on the [UNC-Chapel Hill Writing Center \(Links to an external site.\)](#) website. The resources on citations are [here. \(Links to an external site.\)](#) Also useful: [Citing Sources \(Links to an external site.\)](#).

Course Technology Requirements

- A computer with browser suitable for Canvas.
- Ability to use Canvas
- Ability to follow links to access websites

ADA Accommodation Statement

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access \(Links to an external site.\)](#) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

Policies for the COVID-19 Era and Emergency Closing Procedures

It is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to keep up with or complete the required work because you are ill due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority and that this will make it impossible for you to continue to work on the course. It is important that you communicate with me in a timely way **and share relevant documentation (such as a letter from your physician or from the Student Health and Wellness Center)** so I may make a decision about accommodating any request for acceptance of late work.

If you are experiencing any [symptoms of COVID-19 \(Links to an external site.\)](#) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While keeping up with your work is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

If the public health situation deteriorates to the point where all UNT classes transition to virtual format, the instructor will make changes to the mode of delivery, structure, assignments and schedule as required by the situation.

Students will be notified by Eagle Alert if there is a campus closing that will impact a class. IN the event of a campus closing, the course calendar is subject to change, as provided in the UNT [Emergency Notifications and Procedures Policy \(PDF\)](#)