

UMBC UGC Instructions for Change in Existing Course Form (Revised 10/2020)

Date submitted: The date that the form will be submitted to the UGC.

Course number & title: Enter the current course number and title of the course at the top of the page.

Cross-listed courses: All cross-listed course numbers must be listed in the course number box. Requests to change cross-listed courses must be accompanied by letters of support via email from all involved Department chairs. Proposals for the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics cannot be cross-listed.

Contact information: Provide the contact information of the Chair or UPD of the department housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures.) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course information: Provide all of the current information for this course. Check the "change" column for aspects of the course that will be changed by this proposal and provide the specific changes. Unchanged fields may be left blank under the "proposed" column. *Note: all 300- and 400-level courses must have prerequisites or recommended preparation.*

Course number: For cross-listed courses, provide all the numbers for the course.

Transcript title: Limited to 30 characters, including spaces. Leave the current transcript title blank if this is not known.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits: To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Current catalog description: Provide the course description as it appears in the current undergraduate catalog or since the last UGC-approved change.

Proposed catalog description: If this proposal involves a change in the course description, provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course descriptions should be a) no longer than 75 words, b) stated in complete sentences, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Leave blank if this proposal does not change the course description. Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description).

Rationale including a pedagogical justification to any changes in course level: Provide a brief explanation for the need for the proposed changes.

Cross-listed courses: Requests to change cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics cannot be cross-listed.

Component: This is the type of instruction the course will utilize. The options are as follows: Clinical, Discussion, Field Study, Independent Study, Laboratory, Lecture, Practicum, Seminar. Additionally, more than one component may be selected by the department. Please review the UMBC guidelines for components here: <https://registrar.umbc.edu/course-component-and-credit-hour-guidelines/>

Departmental Consent: Does this course require a student to have departmental approval noted in PeopleSoft prior to registering? If yes, please check the box. Departmental consent is a permanent addition to the course description. If the department would like consent to be administered by semester, or instructor do not check this box.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

Note: Please use this link to the self-service PeopleSoft screens regarding current course information if needed: <https://highpoint-prd.ps.umbc.edu/app/catalog/listCatalog>

UMBC UGC Change in Existing Course: Hist 478: History of China, 1644 to 1912

Date Submitted: 11/16/2020

	Name	Email	Phone	Dept
Dept Chair or UPD	Amy Froide	froide@umbc.edu	455-2033	History
Other Contact	Nianshen Song	nianshen@umbc.edu	455-2031	History

COURSE INFORMATION: (please provide all information in the “current” column, and only the information changing in the “proposed” column)

Change		Current	Proposed
<input type="checkbox"/>	Course Number(s) Include cross-listed courses	Hist 478	
<input checked="" type="checkbox"/>	Formal Title	History of China, 1644 to 1912	From Marco Polo to the Opium Wars: China in the Early Modern World
<input checked="" type="checkbox"/>	Transcript Title (≤30c)	History of China, 1644 to 1912	China in Early Modern World
<input checked="" type="checkbox"/>	Recommended Course Preparation	HIST 100, HIST 110, or HIST 111, plus junior/senior status	Hist 103
<input type="checkbox"/>	Prerequisite	No	Prerequisite must be passed with a grade of: <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
<input type="checkbox"/>	# of Credits Must adhere to the UMBC Credit Hour Policy	3	
<input type="checkbox"/>	Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Max. Total Credits	3	Max. Total Credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
<input checked="" type="checkbox"/>	Grading Method(s)	<input type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail (currently student option grading)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail
<input type="checkbox"/>	Topics Course	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

CURRENT CATALOG DESCRIPTION (required):

Chinese history from the beginning of the Ch'ing dynasty to the founding of the republic in 1912. A study of the disintegration of traditional China and the intrusion of the West. Special emphasis is placed on the re-evaluation of the nature of Western imperialism in China and the rise of Chinese nationalism. Recommended Preparation: HIST 100, HIST 110, or HIST 111, plus junior/senior status.

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences): Leave blank if no changes are being proposed to the catalog description. NOTE: information about prerequisites should NOT appear in the catalog description.

This course examines China’s interactions with the world from the 13th to the 19th century from the perspective of global history. By reviewing China’s active and significant influence in shaping the modern world, the course aims at reinterpreting the early modern period, the globalization, and Chinese history in a more comprehensive way.

RATIONALE FOR CHANGE:

The current course format, which was created by a former faculty many years ago, needed to be updated in accordance with the recent developments in the field of Chinese history. It makes more sense to understand late imperial China from the lens of its long-term interactions with the outside world, rather than from the lens of a single dynasty. The proposed changes reflect the new periodization of Chinese history and highlight the global aspect of the country’s development since the 13th century. The recommended course is also updated to match the current requirement for all East Asia related history courses. The current grading method, which was set up as “student option grading”, was no longer used in most history classes. Therefore, the grading method is changed to Reg “A-F”.

Required Information for Registrar’s Office Implementation:

Items below will be listed in the catalog, but do not require UGC approval. For future changes to these items, submit an RT ticket to the Registrar’s Office.

<input type="checkbox"/>	Component	<input type="checkbox"/> Clinical <input type="checkbox"/> Discussion <input type="checkbox"/> Field Study <input type="checkbox"/> Independent Study <input type="checkbox"/> Laboratory <input type="checkbox"/> Lecture <input type="checkbox"/> Practicum <input type="checkbox"/> Seminar <input type="checkbox"/> Thesis Research <input type="checkbox"/> Tutorial	<input type="checkbox"/> Clinical <input type="checkbox"/> Discussion <input type="checkbox"/> Field Study <input type="checkbox"/> Independent Study <input type="checkbox"/> Laboratory <input type="checkbox"/> Lecture <input type="checkbox"/> Practicum <input type="checkbox"/> Seminar <input type="checkbox"/> Thesis Research <input type="checkbox"/> Tutorial
<input type="checkbox"/>	Departmental Consent	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	When Offered (Fall, Winter, Spring, Summer, Other*) *If Other, please describe		

Requested Effective Date (Please note that the final approval date will determine the earliest possible effective date):

Fall, 2021

Hist 478
From Marco Polo to the Opium Wars: China in the Early Modern World

Schedule/Location: TBD

Instructor: Dr. Nianshen Song (nianshen@umbc.edu)

Office Hours: TBD

Course Description:

This course examines China's interactions with the world from the 13th to the 19th century from the perspective of global history. For a long time, early modern China was viewed as an "isolated" entity. "Isolated," that is, from the West. In recent years, such a cliché has been debunked by new researches. Historians now generally agreed that, far from a separated, "closed" country, China played a major role in forming a trans-continental network of materials, intelligence, and thoughts in the early modern period. It was one of the most active and significant powers shaping modern globalization. This course aims at helping us to understand the early modern period, the globalization, and China in a more comprehensive way.

Taking the format of seminar, this course reexamines China's historical position in the world from a global perspective. Our readings focus on both key themes such as Marco Polo's travel and the Opium Wars as well as critical materials such as gunpowder, tea and porcelain. It covers political history (e.g. the Mongol Conquest and Western Colonialism), social history (e.g. history of tea and porcelain), and cultural history (e.g. science and technology). We read newly published academic monographies and discuss the cutting-edged theories on global economic, social, and cultural transformations.

Academic objectives:

- ✧ Understand the causes, processes, outcomes, and linkages of the various historical events and evolutions under study
- ✧ Be familiar with the history, historiography, and theory about the early modern era and globalization
- ✧ Get profound comprehension of early modern Chinese history from the 13th to the 19th century
- ✧ Write cohesively; Make strong, clear arguments with evidential support
- ✧ The ability to collect, analyze, evaluate, and apply various kinds of source (both primary and secondary) in creating your own historical understanding.

Requirements and tasks:

- ✧ Reading and Discussion: As a mid to high-level class, this course combines lecture and seminar. Students are requested to finish the **readings** before each class, and bring their questions, observations, and critical thoughts to classroom. They are expected to exchange their ideas on contemporary China and effectively engage in **in-class discussions**. Therefore, attendance is mandatory, and engagement to group conversation is critical to students' final evaluation.
- ✧ Discussion Leader (20%): An undergraduate student is required to play as a **presenter/discussion leader** at least once in the entire semester: this is a training of engaging academic conversation. The tasks include doing a short (10 to 15 minutes')

critical presentation on the topic, and raise a few thought-provocative questions to frame the direction of our discussion. Students who volunteer to lead more than once will get an extra credit (10%).

- ✧ This course is rather intensive in both reading and writing. An important part of the training is to critically **review** what we are reading (30%). Students are required **to complete a short review of each book**. The writing should properly summarize the content, generalize the main argument, and raise some questions for further research. The general goal is to make students familiar with basic elements of academic writing.
- ✧ In the middle of the semester, all students should think about a research topic and build up a bibliography around that topic (20%). The bibliography should reflect the most representative and cutting-edge literatures of the topic and contain some primary sources.
- ✧ By the end of the semester, all students must submit **an independent research article** in lieu with the final exam (30%). Student must discuss the topic with the instructor in advance, engage with multiple reliable sources, and provide a comprehensive historical narrative. The basic requirements for the final essay: an authentic argument, which is supported by sufficient and reliable evidences and a coherent logic. The article is limited to 12 pages (double space, 12 font, Time New Roman) long.

Grade Distribution:

Presentation and Discussion leadership: 20%
Written reviews of the monographs: 30% (that is, 6% each)
Bibliography building: 20%
Final research article: 30% (there is a rubric for detailed instruction)

Reading Materials:

Timothy Brook, *Great State: China in the World*, London: Profile Books, 2019.
Tonio Andrade, *The Gunpowder Age: China, Military Innovation, and the Rise of the West in World*, Princeton University Press, 2017.
Anne Gerritsen. *The City of Blue and White: Chinese Porcelain and the Early Modern World*. Cambridge University Press, 2020.
Erika Rappaport. *A Thirst for Empire: How Tea Shaped the Modern World*. Princeton University Press, 2019
Benjamin A. Elman. *A Cultural History of Modern Science in China*. Harvard University Press, 2006.
Stephen R. Platt, *Imperial Twilight: The Opium War and the End of China's Last Golden Age*. Vintage, 2019.

Schedule of Class (subject to changes)

Week 1: Introduction: Marco Polo in China
Brook, *The Great State*, Intro and Chapter 1-3

Week 2: The Ming Dynasty and ITS World

Brook, *The Great State*, Chapter 4-8

Week 3: The Qing Dynasty and THE World

Brook, *The Great State*, Chapter 9-13

The first review due

Week 4: The Beginning of the Gunpowder Age

Andrade, *The Gunpowder Age*, Part I & II

Week 5: An Age of Parity

Andrade, *The Gunpowder Age*, Part III & IV

The second review due

Week 7: The Creation of Blue and White Porcelain

Gerritsen. *The City of Blue and White*, Chapter 1-6.

The Bibliography assignment due

Week 8: The City of Blue and White Porcelain

Gerritsen. *The City of Blue and White*, Chapter 7-12.

The third review due

Week 9: A Party of Tea

Rappaport. *A Thirst for Empire*, Part I

Week 10: An Empire of Tea

Rappaport. *A Thirst for Empire*, Part II and III

The fourth review due

Week 11: Science with Chinese Characteristics

Elman. *A Cultural History of Modern Science*, Chapter 1 to 3

Week 12: Science without Chinese Characteristics

Elman. *A Cultural History of Modern Science*, Chapter 4 to 7

The fifth review due

Week 13: The Opium War: Prelude

Platt, *Imperial Twilight*, Part I

Week 14: The Opium War: Process

Platt, *Imperial Twilight*, Part II

Week 15: The Opium War: Epilogue

Platt, *Imperial Twilight*, Part III

The sixth review due

The final research paper due.

Academic Integrity:

I expect students enrolled in this course to abide by the UMBC Code of Student Conduct for Academic Integrity (<http://www.umbc.edu/sjp/articles/code.html>). If you are unclear about what plagiarism is, take a look at the Indiana University website:

Plagiarism: What It Is and How to Recognize and Avoid It (<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>).

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. The full Student Academic Conduct Policy is available in the [UMBC Student Handbook](#) (page. 7), the [Faculty Handbook](#) (Section 14.3), and (for graduate students) on the [Graduate School](#) website.

For more information, see the Provost's website:
http://www.umbc.edu/undergrad_ed/ai/

Please be advised that the penalty for academic dishonesty –including plagiarism and other forms of cheating– in any UMBC History Department course is an “F” for the course. In addition, cases of academic dishonesty will be reported to the Academic Conduct Committee.

Classroom Decorum:

The bottom line is: be respectful of your fellow students, the learning process, and me. I will allow students to bring water and snacks, but please do not take your meal to the classroom. In terms of electronic devices, I prefer you not use your laptop to take notes (try pen and paper: they are good for your memory). Other devices, such as cellphones and iPads, are strictly prohibited.

IN ADDITION, PLEASE NOTE:

The penalty for academic dishonesty –including plagiarism and other forms of cheating-- in any UMBC History Department course is an "F" for the course. In addition, cases of academic dishonesty will be reported to the Academic Conduct.