



## SYLLABUS

Hist& 221 – History of China

**Instructor:** Yi Li

**Term:** Spring 2021

**Credits:** 5

**Section:** 13565

**Student Hours:** I am *immediately* available for you by email at, [yli@tacomacc.edu](mailto:yli@tacomacc.edu). Please feel free to contact just about any time with any questions, ideas, or to just chat about world history or your course work. Your emails will be answered within the next 24 hours. I am also available via Zoom by appointment if a specific time works better for you.

**Email/Contact information:** [yli@tacomacc.edu](mailto:yli@tacomacc.edu)

### COURSE INFORMATION

**Course Modality:** Online

**First day of quarter:** 3/29/2021

**Last day of quarter:** 6/14/2021

**Final:** 6/7/2021

**Catalog Description:** Historical study of human societies in China, with emphasis on their interactions with other societies in the greater world, and the continuous transitions of their traditions from antiquity to the present.

**Prerequisite:** None, but English 95 highly recommended.

### COURSE LEARNING OBJECTIVES

The following outcomes are based on the College Degree Learning Outcomes (DLO) and Social Science Program Learning Outcomes (PLO). Detailed PLOs and DLOs are listed on page 9 of the Syllabus.

Upon completion of the Social Sciences courses, students will be able to

- 1. Demonstrate knowledge of some major empirical findings of the social sciences.
- 2. Demonstrate an understanding of some of the concepts, theories, and methods used within the social sciences to understand human behavior/events.
- 3. Objectively identify some social variables that have shaped one's own point of view.
- 4. Engage with or accurately represent a point of view that is different from one's own.
- 5. Apply concepts and tools from the social sciences to explain or analyze a social phenomenon, process, event, conflict, or issue.
- 6. Evaluate the quality/credibility of information from various kinds of sources (academic, journalistic, popular media).
- 7. Present social science information according to appropriate academic standards.

Upon completion of this course, students will be able to

- 1. Understand the past experience of humankind as an interesting, interrelated, and integral whole. (COK, LWC, COM, CT)
- 2. Develop the ability to read, comprehend, and interpret history books. (COM, CT)
- 3. Understand the factors, dynamics and forces that have influenced and affected the course of history. (COK, LWC, COM, CT)
- 4. Characterize the different phases in history, identify the theme(s) in each of these phases, and explain the transitions between one phase and another. (COK, COM, CT)
- 5. Use history as a mirror by which to better understand the contemporary world. (LWC, COK, COM, CT)
- 6. Develop appropriate sensitivity toward today's multiculturalism. (LWC, CT)
- 7. Identify and describe significant characteristics of various cultures (COK, CRT, COM).
- 8. Summarize significant historical events and effects surrounding initial and sustained contact between different cultures (CRT, COM, COK).
- 9. Describe and analyze the effects of government systems and policies towards the integration and separation of these cultures from the 7th through the 18th century. (COK, CRT, COM).
- 10. Explore and assess issues related to contemporary multiculturalism in today's world, (COM, CRT, COK)

### Instructional Methods Used

Class Discussion, Quiz, Research, Presentation, Exam

### TEXTBOOKS, SOFTWARE, AND MATERIALS

Mary L. Hanneman &, *Modern East Asia: A History*, 1<sup>st</sup> Edition, Cognella, 2018.

Canvas Materials

Call 253.566.5176 for live phone support or visit [my.tacomacc.edu/support](http://my.tacomacc.edu/support) for an extensive knowledge base and support ticketing system.

### Technology

Internet Access and MS Word or equivalent are required. Students are responsible for any error caused by inadequate technology. Get tech support on campus when necessary.

**In this course, academic dishonesty will result in a failing grade (“E”) for the assignment or the quarter. Direct copying is prohibited, while incorrect citation and referencing will result in point loss.** I also reserve the right to remove any inappropriate posts on *Canvas* such as, but not limited to, profanity or plagiarism. As stated in the TCC Catalog, “Students are expected to be honest and forthright in their academic endeavors. Cheating, plagiarism, fabrication or other forms of academic dishonesty corrupt the learning process and threaten the educational environment for all students” (pg. 33). The complete Administrative Procedure for Academic Dishonesty is available on the TCC website, <https://www.tacomacc.edu/about/policies/administrative-procedure-for-academic-dishonesty>.

### Final Grade Grievance

Students who believe they have received a final course grade that has been awarded improperly or in an arbitrary or capricious manner may grieve or appeal the grade. Details of the process are located on the TCC Portal at :

[https://my.tacomacc.edu/uPortal/p/StudentForms.ctf1/max/render.uP?pCm=view&pP\\_NSHistoryParam=21426%2C21435%2C21435%2C26224&pP\\_struts.portlet.action=%2Fview%2Findex&pP\\_ticket=ST-215398-bcm1AKn0zYfxmqTwgrVm-portalsvr2.tccnet.edu](https://my.tacomacc.edu/uPortal/p/StudentForms.ctf1/max/render.uP?pCm=view&pP_NSHistoryParam=21426%2C21435%2C21435%2C26224&pP_struts.portlet.action=%2Fview%2Findex&pP_ticket=ST-215398-bcm1AKn0zYfxmqTwgrVm-portalsvr2.tccnet.edu)

As a student at Tacoma Community College, you have agreed to abide by the student code of conduct. The TCC Code of Conduct, can be found on the TCC website, <https://www.tacomacc.edu/about/policies/code-of-student-conduct>. Even in an online setting, it is expected that you will conduct yourself in a respectful manner. Balancing your time as a student with the rest of your life (work, family, etc.), can be very trying. It is easy to get frustrated, especially in an online environment, but I want to emphasize the importance of respecting diversity and being pro-active and responsible for yourself, your words, and your actions. My primary goal is to support you as you take responsibility for your education, so please communicate and do so with kindness. The general idea of "treat others the way you want to be treated" along with our outlined code of conduct, is something I take very seriously and will be very explicit about throughout the quarter.

## GRADING AND ASSIGNMENTS

### Grading Scale:

No.	Description	Points
1	Self-intro (of yourself, and your background in history learning)	1
1	Quiz Intro	1
7	Quiz	28
7	Discussion	28
1	Research (topic selection, thesis, outline, annotated bibliography, and final draft)	16
1	Presentation (of your research)	6
1	Final	20
	<b>Possible Total Points</b>	<b>100</b>
A 100-95%		A- 94-90%
B+ 89-88%		B 87-83%
		B- 82-80%

C+ 79-78%	C 77-73%	C- 72-70%
D+ 69-68%	D 67-63%	E Below 62%

Extra Credit: Please **do not ask for extra credit** as I have assigned a full work load already. Your best bet is to do the work I have spent time planning instead of taking time away from the course. If I find a unique opportunity that fits with our curriculum, I may consider it, and will announce it in plenty of time.

**Late work policy:** All assignments are due on the due days as specified, by 11:59 pm (that's right before midnight). Late work will not be graded or permitted to be submitted on Canvas after the grace period (Wednesday), nor be accepted via email.

### Spring 2021 Course Calendar 3/29/2021 – 3/14/2020

Introduction 3/29-30

Introduction to Canvas, the course, and self

Reading: Canvas Module “Start Here”

Assignments **DUE:** Self-intro 3/30, Quiz Intro due 3/30

Topic I: 3/31 – 4/6

A World of Multiplicity, by the 3<sup>rd</sup> Century BCE

Reading: Canvas Module I

Assignment **DUE:** Disc 1.1 on 4/2, Disc 1.2 on 4/4, Disc 1.3 on 4/6, Quiz 1, on 4/6;

Topic II: 4/7-13

Making of an Imperial Order, 3<sup>rd</sup> Century BCE-9<sup>th</sup> century CE

Reading: Canvas Module II

Assignment **DUE:** Disc 2.1 on 4/9, Disc 2.2 on 4/11, Disc 2.3 on 4/13, Quiz 2 on 4/13

Topic III, 4/14 – 4/20

Living among Others, 10<sup>th</sup>-17<sup>th</sup> Century CE

Reading: Canvas Module III

Assignment **DUE:** Disc 3.1 on 4/16, Disc 3.2 on 4/18, Disc 3.3 on 4/20, Quiz 3 on 4/20

Topic IV, 4/21- 4/27

Dawn of the Modern Time, 17<sup>th</sup>-19<sup>th</sup> Century

Reading: Hanneman, Chapters 1-3

Canvas Materials

Assignment **DUE:** Disc 4.1 due 4/23, Disc 4.2 on 4/25, Disc 4.3 on 4/27, Quiz 4 on 4/27

Topic V, 4/27 – 5/4

Escape from Predicament, 1850-1911

Reading: Hanneman: Chapters 4-6

Assignment **DUE:** Disc 5.1 on 4/30, Disc 5.2 on 5/2, Disc 5.3 on 5/4, Quiz 5 on 5/4

Topic VI, 5/5-5/11

Building a Modern Nation I, 1912-1945

Reading: Hanneman: Chapters 7-9

Canvas Materials

Assignment **DUE**: Disc 6.1 on 5/7, Disc 6.2 on 5/9, Disc 6.3 on 5/11, Quiz 6 on 5/11

Topic VII, 5/12-18

Building a Modern Nation II, 1945-present

Reading: Hanneman: Chapters 10-13

Canvas Materials

Assignment **DUE**: Disc 7.1 on 5/14, Disc 7.2 on 5/16, Disc 7.3 on 5/18, Quiz 7 on 5/18

Research, 5/19-6/5

Assignment **DUE**: Topic selection on 5/19,  
Thesis statement + Annotated bibliography + Outline on 5/30,  
Presentation (of your research) on 6/2,  
Final paper on 6/4

Final, 6/5-7

Due: Review for the Final, the Final on 6/7

**Caveat:** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check for announcements made while you were absent.

## Appendix I

### How to Succeed

All assignments (excluding Discussions) must follow **Academic Format**. Academic Format is graded.

- Double space
- 1" margins
- Times New Roman/12 font
- In-text citations throughout
- Reference page/list in APA or MLA format, and stay consistent

For additional information on citation, check out: <https://owl.english.purdue.edu/owl/resource/560/01/>.

### Program Learning Objectives

Upon successful completion of the program, the student should be able to:

1. Demonstrate knowledge of some major empirical findings of the humanities (COK).
2. Demonstrate an understanding of some of the concepts, theories, and methods used within the humanities to understand human ideas and concepts (COK, CRT).
3. Objectively identify some social variables that have shaped one's own point of view (COK, COM, CRT).
4. Engage with or accurately represent a point of view that is different from one's own (COK, COM, CRT, LWC, RES).
5. Apply concepts and tools from the humanities to explain or analyze a philosophical concept, idea, theory, argument, and teaching (COM, CRT, IIT).
6. Evaluate the quality/credibility of information from various kinds of sources (academic, journalistic, popular media) (CRT, IIT).
7. Present humanities information according to appropriate academic standards (COM, IIT).

### Degree Learning Outcomes

Upon successful completion of the degree, the student will be able to:

1. **Core of Knowledge (COK)**  
Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences and Social Sciences; or, as applicable, specific professional/technical programs), integrate knowledge across disciplines, and apply this knowledge to academic, occupational, civic and personal endeavors.
2. **Communication (COM)**  
Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.
3. **Critical Thinking and Problem Solving (CRT)**  
Compare, analyze, and evaluate information and ideas, and use sound thinking skills to solve problems.

4. **Information and Information Technology (IIT)**  
Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.
5. **Living and Working Cooperatively / Respecting Differences (LWC)**  
Respectfully acknowledge diverse points of view, and draw upon the knowledge and experience of others to collaborate in a multicultural and complex world.
6. **Responsibility & Ethics (RES)**  
Demonstrate and understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

## **CAMPUS LINKS AND INFORMATION**

### **Access and Accommodations:**

Your experience and access in this class are important to me. If you have already established disability accommodations with the Access Services office, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. Please request that the Access Services office email copies of your approved Accommodation Letter to me. You are also welcome provide me with printed copies.

If you have a health condition or disability that may require accommodations and have not established services, you are encouraged to contact Access Services at (253) 460-4437 or [access@tacomacc.edu](mailto:access@tacomacc.edu).

Access Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process and begins with an intake appointment. Access Services is located in Building 7.

**Reasonable Accommodations for Religion/Conscience:** Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the quarter and should follow the procedures listed in the [Leave for Faith & Conscience policy webpage](#).

### **Library**

TCC's Library offers access to a range of research materials including books, e-books, DVDs/CDs, and subscription databases that carry thousands of publications covering a wide range of disciplines. The faculty librarians offer research support for all students, of all levels of research experience. Library faculty (Melissa, Rebekah, Heather, Jennifer, Sherry, Christina, Chris, Becky and yours truly) are available during all hours the Library is open. Find one at the Reference Desk or call 566-5134.

### **Writing and Tutoring Center**

TCC's Writing and Tutoring Center, located on the 2nd floor of Building 7, Rm 221, offers you one-on-one help with your writing. Tutors are available to discuss your work, help you to think about your writing process, suggest revising strategies, and discuss ways to approach an assignment. All services are free. Making an appointment is recommended. Contact the Center at 566-6032.

### **Student Resources**

I recognize that TCC students experience a range of information and resource needs in their academic, professional, and personal lives. [TCC's Student Resources Guide](#) has information and resources to help you with everything from Canvas support to food and housing insecurity.

### **College Closure and Class Cancellation**

Should the TCC campus close for weather or other extenuating circumstance, you should not come to campus. Generally, the expectation is that you will turn in work the next time your classes meet. (However, you are still expected to turn in work on time for this class online!) If any face-to-face class is cancelled, an email is sent if time allows, and a note is posted on the classroom door. Information about school closures, partial or total, will be available at 253-566-5000 (a recorded message will give the caller up-to-date information on closures) or on the TCC home page by 6:15 a.m. [www.tacomacc.edu](http://www.tacomacc.edu) (a message will be placed there only if the college will be closed).

**CASA/MECA:** Center for Academic Support and Achievement (CASA) and the Center for Multi-Ethnic and Cultural Affairs (MECA)! Located on the 1st floor of the Student Union, Bldg. 11. Call 253.566.5025 or email [meca@tacomacc.edu](mailto:meca@tacomacc.edu).

### **Spring 2020 Access and Disability Syllabus statement**

Due to the novel coronavirus (COVID-19), all TCC classes are exclusively offered online this quarter. TCC is committed to ensuring access for students with disabilities in the online environment. If you have already established approved disability accommodations with the Access Services office, please remember to request that your Accommodation Letter is sent to me by email. If you have a disability or health condition and *have not* yet established services, please contact the Access Services office at [access@tacomacc.edu](mailto:access@tacomacc.edu) or by submitting the [New Student Application](#) located on their web page.

Etiquette for Classroom Dispute Resolution: If you have questions or concerns about this class or me, please come talk with me about your concerns. If we are unable to resolve your concerns, you may talk next with the Chair of the Program, Alan Braden, in Building F-2. The Chair can assist with information about additional steps, if needed.

**Caveats: This syllabus and tentative schedule are subject to change in the event of extenuating circumstances. I will make an announcement when the time comes to make any change. It is your responsibility to check for announcements on the regular basis.**



## Appendix II: Notes about your research

To complete your research project, you are expected to follow three separate steps: selecting a topic, coming up with a thesis statement (TS), an annotated bibliography (AB) and a paper outline (PO), and completing the final draft of your paper. Below are some important notes for you to take and follow when you work on each of these steps.

### Topic Selection

You have the liberty to choose a topic for your research so that you can work on a question that interests you. I can help you getting one if you need.

The topic can be a thinker, an idea, a theory. You can address the precursors of a theory, reexamine the contents of an idea or a concept, or the influences of any one of these. You can also compare-n-contrast a pair of these. For example, suppose you take up Aristotle as your topic, you can begin with asking the following questions:

- a. What does Aristotle's philosophy entail?
- b. What does he mean exactly when he speaks about the concept of the *form*?
- c. In what ways is he influenced by his teacher Plato, and in what ways does he depart from his teacher?
- d. How does Aristotle's philosophy influence thinkers that came after him? Who? In what ways? To what degree?

You can ask the same questions on any other thinkers that you choose to work on.

Tip 1. Students in the past select a wide range of topics. Here are some samples for your reference: "Compare and contrast of Locke and DesCartes", Compare and Contract of Aristotle's Form to Plato's Form", "AI and Ethics", "Reality and Multi-Dimensional World", "Evolving Understanding of the Soul", "Is There One Absolute Truth", "How Christianity Influenced Western Philosophy"...

Tip 2. You are welcome to explore beyond the scope of this class. For example, you can venture in the field of Indian and Chinese philosophy. Students in the past selected and worked on topics like, "The Taoist Way and Heraclitus *Logo*", "Zen Buddhism and Kierkegaard's Knight of Faith", "Plato's *Philosopher King* and Confucian *Son of the Heaven*"...

Tip 3. If you really can't locate a good topic for yourself, perhaps you can simply work on one particular individual thinker and try to explore the ideas as completely as possible. These thinkers can be ones that we did not cover in our class, but do make sure that the connections are obvious. For example, Ayn Rand, Nietzsche, Zoroastra, Adam Smith, Isaac Newton...

Note that your topic selection must be approved before you proceed with your research.

### TS+AB+PO

**Thesis Statement (TS)** is the finding that you try to show your readers and audience in your research. It must meet the following requirements:

1. It needs be a statement. For example, "How does Aristotle differ from Plato" is just a question, NOT a statement, and therefore not a good TS;

2. It needs be an idea. For example, “I will compare and contrast Plato with Aristotle” states only the scope of your research, but tells NOTHING about what you found in your research, and is thus not a good TS;
3. Here is a hypothetical example of an acceptable TS: “Karl Marx’s materialism bears a unique influence from Thomas Hobbes’ concept of *Matters in Motion*”.

**Annotated Bibliography (AB)** is meant to show the process of your research. It should entail the names of the sources that you review, either publications or websites, a brief summary of what each of these sources is about, and how it contributes to the formulation of your own finding, what is your thesis statement.

Here is a hypothetical example of an acceptable AB:

John Smith, *Origins of the Species*. (New York: Harvard University Press, 2020). This book reexamines the origins of the species, and argues that all species came from the space, not the bottom of the seas. This idea provides some valuable insights for me to develop an understanding of the evolution of life.

Alternatively, it should look like this if your source is some website: John Smith, “Ayn Rand: Conservatives’ Abortion Rights, Anti-Religion Inspiration”.

<https://www.npr.org/sections/itsallpolitics/2011/11/14/142300606/ayn-rand-conservatives-pro-abortion-anti-religion-inspiration>

**Paper Outline (PO)** is to show your step-by-step process of unfolding your argument and proving your point, or your thesis statement. There is no fixed formula that you must follow, in general a typical paper outline would look like this:

- a. Introduction
- b. Who is Soren Kierkegaard
- c. What is His Central Theory
- d. What is His Influence
- e. Conclusion

These three assignments: TS, AB, and PO, can be all included in one single document, preferably Word, and submitted together.

### **Final Paper**

The final draft of your research paper should meet all standards that you have learned in English 101 about writing a college research paper. For our class, the specific requirements include:

- A. 2,000 or so English words;
- B. Double-spaced in a Word document (which means that it is your responsibility to make sure I can view your submission);
- C. Free of major errors or typos (which requires you to proofread it a few time before submitting);
- D. Properly footnoted, especially when you have a direct quote;
- E. Consistent style, whichever you choose to follow;
- F. Don’t include your Annotated Bibliography and/or Paper Outline in the narrative.