



ILLINOIS VALLEY COMMUNITY COLLEGE

**COURSE OUTLINE**

**DIVISION: Humanities, Fine Arts, & Social Sciences**

**COURSE: HIS 2007 History and Civilization of China**

Date: Spring 2019

Credit Hours: 3

Prerequisite(s): None

Delivery Method:  **Lecture**                    **3 Contact Hours (1 contact = 1 credit hour)**  
 **Seminar**                    **0 Contact Hours (1 contact = 1 credit hour)**  
 **Lab**                            **0 Contact Hours (2-3 contact = 1 credit hour)**  
 **Clinical**                    **0 Contact Hours (3 contact = 1 credit hour)**  
 **Online**  
 **Blended**

Offered:  **Fall**     **Spring**     **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>: H2908

**CATALOG DESCRIPTION:**

This course introduces the student to China, from the origins of Chinese civilization to the present. It will examine the political, social and economic history of China, including the origins and development of its peoples and cultures.

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

### Upon completion of the course, the student will be able:

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

#### Upon completion of the course, the student will be able to:

#### **First Goal: To construct a critical awareness of and appreciation for diversity.**

Outcome #1: Students will be able to identify significant events, peoples, ideas, and historical trends that have shaped China, historically, socially, culturally, and politically.

Competency 1.1: Students will be able to describe the geographical diversity of China and how it shaped its society and culture.

Competency 1.2: Students will be able to explain the main principles of the Confucianism, Daoism, Legalism, and Buddhism and their impact on Chinese culture and institutions.

Competency 1.3: Students will be able to describe the major events in Chinese history.

Competency 1.4: Students will be able to explain the role of the arts in Chinese civilization.

Competency 1.5: Students will be able to identify key historical trends

Competency 1.6: Students will be able to explain how individual actions and historical trends are inter-related.

Competency 1.7: Students will be able to explain the multiple-cause and effect relationships of historical trends and events.

#### **Second Goal: To communicate orally and in writing, to a variety of audiences.**

Outcome #2: Students will be able to examine historical ideals and concepts both through writing and orally.

Competency 2.1: Students will be required to use and develop critical thinking skills.

Competency 2.2: Students will gain an understanding of historical analysis.

Competency 2.3: Students will be required to evaluate circumstances and events within the context of the times and the present.

Competency 2.4: Students will be able to critically examine and place historical events, people, ideas, and trends into a larger historical context.

Outcome #3: Students will learn to understand and appreciate how China today is shaped by the events of the past.

- Competency 3.1: Students will be able to describe the traditional Chinese family pattern and how it is changing in reaction to modernity.
- Competency 3.2: Students will be able to explain the response of China to modernity and how it impacts on contemporary politics and economies.
- Competency 3.3: Students will evaluate the role of the imperial system.
- Competency 3.4: Students will be able to show the location and describe the significance of China's political, economic, cultural, and environmental features.

Outcome #4: Students will be introduced to various perspectives of the history of China.

- Competency 4.1: Students will understand the idea that history is the scholarly interpretation of the past.
- Competency 4.2: Students will be able to explain how historical interpretations of events change over time.
- Competency 4.3: Students will be able to explain why historical interpretations change.
- Competency 4.4: Students will demonstrate critical thinking and explain why some historical interpretations are more convincing than others.

Outcome #5: Students will be introduced to scholarly historical sources.

- Competency 5.1: Students will be able to explain the differences between primary and secondary historical sources.
- Competency 5.2: Students will be able to identify a diversity of important historical sources.
- Competency 5.3: Students will be able to historically analyse documents.
- Competency 5.4: Students will be able to identify the historical bias of documents.
- Competency 5.3: Students will be able to historically analyze documents.
- Competency 5.4: Students will be able to identify the historical bias of documents.

### **MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS**

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

<b>Goals</b>	<b>Outcomes</b>
<b>First Goal</b>	
To communicate successfully, both orally and in writing, to a variety of audiences.	<ul style="list-style-type: none"> <li>• Students will be able to examine historical ideals and concepts both through writing and orally.</li> <li>• Students will be introduced to various perspectives of the history of China.</li> <li>• Students will be introduced to scholarly historical sources.</li> </ul>
<b>Second Goal</b>	
To construct a critical awareness of and appreciate diversity.	<ul style="list-style-type: none"> <li>• Students will be able to identify significant events, peoples, ideas, and historical trends that have shaped China, historically, socially, culturally, and politically.</li> <li>• Students will learn to understand and appreciate how China today is shaped by the events of the past.</li> </ul>

## **COURSE TOPICS AND CONTENT REQUIREMENTS:**

Geography and Archaeology  
The First Dynasties  
The Zhou Conquest  
Fragmentation and Social Change  
Confucianism  
Daoism  
"The Hundred Schools"  
The Early Han Dynasty  
The Later Han and the Three Kingdoms  
Buddhism  
Northern and Southern Dynasties  
Sui Reunification and the rise of the Tang  
The Early Tang Dynasty  
Han Yu and the later Tang  
Five Dynasties and the Song Dynasty  
11<sup>th</sup> Century intellectual development  
Art and the Dao  
The Northern Barbarians  
The Southern Song Dynasty  
Neo Confucianism  
The Mongols  
The Yuan Dynasty  
The Rise of the Ming  
The Ming Zenith  
Decline of the Ming  
The Rise of the Manchus  
Kangxi and Qianlong  
The Western Barbarians  
China and Imperialism  
The Taiping Rebellion  
Efforts at Reform  
The Collapse of the Imperial System  
The May 4<sup>th</sup> Movement and Sun Yat-sen  
Origins of the Chinese Communist Movement  
World War II and the Communist Revolution  
China under Mao  
China Today

## **INSTRUCTIONAL METHODS:**

- Primarily lecture, with some scheduled discussions
- Guest Speakers
- Audio-Visual Material
- Web Material

**INSTRUCTIONAL MATERIALS:**

Patricia Ebrey, *Cambridge Illustrated History: China*

Jonathan Spence, *The Death of Woman Wang*

Other books dealing with China may be added at the instructor's discretion.

Audio-Visual material as appropriate

**STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

Exams

Quizzes

Papers

Article Reviews

**OTHER REFERENCES**

# Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment Options																																			
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment				
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D										
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																				
<b>Competency 1.1:</b> Students will be able to describe the geographical diversity of China and how it shaped its society and culture.								X	X							X																				
<b>Competency 1.2:</b> Students will be able to explain the main principles of the Confucianism, Daoism, Legalism, and Buddhism and their impact on Chinese culture and institutions.								X	X							X																				
<b>Competency 1.3:</b> Students will be able to describe the major events in Chinese history.		X						X	X							X																				
<b>Competency 1.4:</b> Students will be able to explain the role of the arts in Chinese civilization.								X	X							X																				
<b>Competency 1.5:</b> Students will be able to identify key historical trends								X	X							X																				



<b>Competency 4.1:</b> Students will understand the idea the history is the scholarly interpretation of the past.								X	X						X																	
<b>Competency 4.2:</b> Students will realize that historical interpretations change over time.								X	X						X																	
<b>Competency 4.3:</b> Students will understand why historical interpretations change.								X	X						X																	
<b>Competency 4.4:</b> Students will be able to think critically and explain why some historical interpretations are more convincing than others.								X	X						X																	
<b>Competency 5.1:</b> Students will be able to explain the difference between primary and secondary historical sources.								X	X						X																	
<b>Competency 5.2:</b> Students will be able to identify a diversity of important historical sources.								X	X						X																	
<b>Competency 5.3:</b> Students will be able to historically analyze documents.								X	X						X																	
<b>Competency 5.4:</b> Students will be able to identify the historical bias of documents.		X						X	X						X																	