

SIGNATURE ROUTING LOG

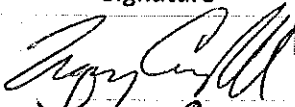
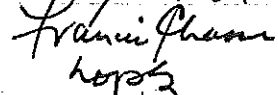
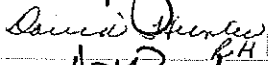
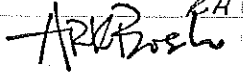
General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): HIS 594 new course
 Proposal Contact Person Name: Denise Ho Phone: 7-1515 Email: denise.ho@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
History Department, DUS	10/14/09	Tracy Campbell / 257-7811 / tracamp@uky.edu	
History Department, Chair	10/14/09	Francie Chassen-Lopez / 257-4344 / frclopz@uky.edu	
A&S EPC	Feb. 9, 2010	David Hunter / 7-7016 / david.hunter@uky.edu	
A&S Assoc. Dean	Feb. 9, 2010	Anna Bosch / 7-6689 / bosch@uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	2/15/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

APPLICATION FOR NEW COURSE

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: 1/26/11
- b. Department/Division: History
- c. Contact person name: Denise Ho Email: denise.ho@uky.edu Phone: 7-1515
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: HIS 594
- b. Full Title: Uses of the Past in Modern China
- c. Transcript Title (if full title is more than 40 characters): n/a
- d. To be Cross-Listed² with (Prefix and Number): n/a

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

_____ Lecture _____ Laboratory¹ _____ Recitation _____ Discussion _____ Indep. Study
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
3 Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

- i. Course Description for Bulletin: The twentieth century has brought great change to the cultural landscape of China. This change is marked by a paradox: New China's claim to political legitimacy has been based on both revolution and historical continuity. How is the past adapted for the present? This course will examine this dilemma through cultural relics: architecture, art, and artifact. Considering changes to the Chinese city as well as museum history, we will study how cultural relics have been understood in modern China.
- j. Prerequisites, if any: ~~n/a~~ Any course in Chinese history or consent of instructor.
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

APPLICATION FOR NEW COURSE

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO

If NO, explain: alternate years

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: Modern Languages Department is currently proposing a Chinese major. Visual Studies in the College of Fine Arts. This course may be used to fulfill an elective in these majors.

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: Modern Languages Department is currently proposing a Chinese major. Visual Studies Department in the College of Fine Arts. This course may be used to fulfill an elective in these majors.

b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

From: Hanson, Roxie
Sent: Wednesday, January 26, 2011 12:51 PM
To: Chassen-Lopez, Francie
Cc: Fiedler, Theodore; Wells, Matthew V; Gill, Sharon
Subject: FW: CHI new minor - HIS 597 chg not approved by UGC
Importance: High

Dear Francie,

UGC suggests that the HIS 597 revision be submitted as a new course rather than a change of HIS 597. See the lines in the message below that I have highlighted in color. It was sent to Denise Ho in Dec. with suggested solution offered by the UGC.

I've checked the History course inventory. HIS 592 or 594 numbers are available to use for Denise Ho's course titled "Uses of the Past in Modern China". Let me know your preference asap.

98002917	HIS	HIS 592	DIP HIS EAST ASIA S 1787 <i>do we need to drop</i>	1/1/1970	5/7/1993
98001360	HIS	HIS 593	EAST ASIAN HIS SIN WW II	1/1/1970	12/31/9999
98001361	HIS	HIS 595	STUDIES IN HISTORY	1/1/1970	12/31/9999
98003897	HIS	HIS 596	THE US FAMILY IN HISTORICAL PERSPECTIVE	1/11/2006	12/31/9999
98008942	HIS	HIS 597	WESTERNERS IN EAST ASIA, 1839 TO THE PR <i>drop</i>	5/9/1995	12/31/9999 <i>SPM</i>
98008943	HIS	HIS 598	CHINA IN REVOLUTION, 1895-1976	5/9/1995	12/31/9999

I will handle the paperwork with Sharon Gill:

- new course form with a different HIS xxx number in place of the HIS 597 change form,
- drop HIS 597 so History can use that number in the future for a new course, and
- edit the Chinese Minor new program form to reflect the new HIS xxx number.

The new Chinese Minor cannot be approved by UGC until this matter about HIS 597 is settled.

Best, Roxie

Roxie Hanson | University of Kentucky | College of Arts & Sciences | Office of the Associate Dean |
249 Patterson Office Tower | Lexington, KY 40506 | p. 859.257.6689 | f. 859.323.1073 | www.as.uky.edu

From: Gill, Sharon
Sent: Friday, December 03, 2010 8:46 AM
To: Hanson, Roxie
Subject: RE: FW to UGC: CHI new minor - HIS 597 chg not approved
Importance: High

Roxie, we have a problem! ☺

Apparently, someone failed to notice that a change to HIS 597 was not approved by the Undergraduate Council. Below is the text of an email I sent to Denise Ho (with a copy to Anna and Mike Mullen) on April 28 indicating the UGC's decision on the proposed change. The course listed on the minor (Uses of the Past in Modern China) is not an approved course. Currently HIS 597 is still Westerners in East Asia. What should we do?

Thanks for your help.

S

Hi Denise,

The Undergraduate Council met yesterday afternoon and HIS 597 was discussed. The Council is in agreement that this should be submitted as a new course proposal rather than a change in an existing course. The Council feels the changes are far too extensive and that a new course is warranted. The department could then drop the current HIS 597. Since the content of the syllabus etc. has already been approved, a new course proposal for this course could be sent directly from Undergraduate Council to the Senate Council without delay. I realize the new BA/BS in Chinese has listed HIS 597 as an approved course and changing the number for that program, should not be a problem.

Please let me know if you have other questions.

Thank you for your assistance.

Sharon

Sharon

From: Hanson, Roxie
Sent: Thursday, December 02, 2010 2:50 PM
To: Gill, Sharon
Subject: FW to UGC: chi minor - new

-----Original Message-----

From: Roxie Hanson [mailto:rhanson@uky.edu]
Sent: Thursday, December 02, 2010 2:37 PM
To: Hanson, Roxie
Subject: chi minor - new

This E-mail was sent from "RNPB9B127" (MP C3500/LD435c).

Scan Date: 12.02.2010 14:37:01 (-0500)
Queries to: lanier_scanner_donotreply@uky.edu

University of Kentucky
College of Arts and Sciences
History 594
Spring 2011

Uses of the Past in Modern China

Professor Denise Ho

Office: 1761 Patterson Office Tower

Telephone: (859) 257-1515

Email: denise.ho@uky.edu

Office Hours: Wednesday 3:00-5:00 and by appointment

Note: Preferred correspondence is via email. Please note that emails will be returned Mondays-Fridays.

Class Hours: Tuesday/Thursday 3:30-4:45, CB Rm. 316

Course Description

The twentieth century has brought great change to the cultural landscape of China. This change is marked by a paradox: New China's claim to political legitimacy has been based on both revolution and historical continuity. To be the true representative of the Chinese people a revolutionary government also had to be the heir to the authentic past. How is the past adapted for the present? This course will examine this dilemma through cultural relics: architecture, art, and artifact. Considering the history of museums and monuments, we will study how cultural relics have been understood in modern China.

Readings throughout the semester will focus on uses of the past in twentieth-century China. Students will research and write a primary source-based research paper that focuses on one museum and monument. Students taking the course for credit for the major in Chinese must select a museum or monument that is in China or about China. All other students will do the required readings on China, but may select a museum or monument from another historical place.

Student Learning Outcomes

- 1) Demonstrate ability to conduct basic historical research. Identify appropriate historical questions; use both primary and secondary sources; use web sources effectively.
- 2) Interpret historical arguments critically. Analyze historical texts; compare conflicting arguments and evidence; recognize various methods and concepts historians use in constructing arguments; recognize the complexity of historical causation.
- 3) Demonstrate ability to communicate clearly and effectively. Explain and present historical concepts and interpretations orally; write well-organized and persuasive essays.
- 4) Recognize the diversity of the human experience in studying the past. Demonstrate an understanding of the past in its own terms as well as change over

time; identify the connections between local communities and the larger world; assess the power of factors such as culture, race, gender, religion, and class to influence human interaction.

Course Structure

This course is an advanced upper-level seminar. Students without any prior knowledge in Chinese history may find it helpful to read *China: A New History*, by John King Fairbank and Merle Goldman. There will be assigned readings for each class session, and students are expected to come to class having done the readings and ready to participate in class discussion. You must have your texts and/or your notes in class. For each class discussion, two students will be assigned to lead discussion, and will be required to email five discussion questions to the instructor by 9:00 a.m. on the day of the discussion. Based on course enrollment, you should expect to lead discussion at least twice in the semester. If you are unexpectedly unable to attend class on the day you are leading discussion, it is your responsibility to notify the instructor in advance.

Course Textbooks

Fairbank, Wilma. *Liang and Lin: Partners in Exploring China's Architectural Past*. Philadelphia: Pennsylvania University Press, 1994.

Hass, Kristin Ann. *Carried to the Wall: American Memory and the Vietnam Veterans Memorial*. Berkeley: University of California Press, 1998.

Jing, Jun. *The Temple of Memories: History, Power, and Morality in a Chinese Village*. Stanford: Stanford University Press, 1996.

Lee, Ching Kwan and Guobin Yang, eds. *Re-envisioning the Chinese Revolution: The Politics and Poetics of Collective Memories in Reform China*. Stanford: Stanford University Press, 2007.

Course Requirements and Grading

Discussion and Questions:	10% (100 points, 50 points each)
Weekly Journals:	20% (200 points, 20 points each)
Discussion participation:	30% (300 points)
Final Presentation:	10% (100 points)
Final Paper:	30% (300 points)

Attendance is required for the participation grade, and two unexcused absences will be allowed. Absences for illness, family emergency, and official school activities must be documented; there will be no make-up opportunities for unexcused absences beyond the two allowed. Assignments must be submitted on time; late assignments will be penalized one step per day. There is no midterm or final.

In this course a 90-100% will be an A grade, 80-89% a B grade, 70-79% a C grade, 60-69% a D grade, and below 60% a failing grade. Undergraduate students will be provided a midterm evaluation. Graduate students cannot receive a D grade, and will receive an E for a grade below 70. Auditors are allowed with the permission of the instructor.

Weekly journals of one page will be designed to help facilitate classroom discussion and/or help generate ideas for your research paper. You will be assigned ten total reading responses, each worth twenty points. Journals may be turned in late (up to one day) for half credit, or 10/20 points. **In order to receive credit, journals must be uploaded to Blackboard by midnight on Wednesday** and students must bring hard copies to class for discussion. Journals uploaded after midnight are **considered late**; the instructor will spot-check the Blackboard site.

Guidelines will be distributed for all assignments. The final research paper, 15 pages in length, will be on a subject chosen by the student to be approved by the instructor (Graduate students will write a paper of 25-30 pages). All assignments completed by students for this class should be the product of the personal effort of the individual whose name appears on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules and at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm.

Policy on academic accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

The university, college, and department have a commitment to respect the dignity of all and to value differences among members of our academic community. The students and the instructor have the responsibility for ensuring that all academic discourse occurs in a context of respect and civility.

Week 1: Introduction to the Course and Definitions of Questions

Thursday January 13

Frosch, Dan. "Custer's Last Stand Was Only the Beginning." *The New York Times*. December 18, 2010. (class handout)

A Righteous Fist: The Boxer Uprising Means Different Things to Different People in China." *The Economist*. December 18, 2010. (class handout)

Week 2: Thinking about History in America

Tuesday January 18:

Bodnar, John. *Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century*. "Prologue: The Vietnam Veterans Memorial" and "Chapter One: The Memory Debate." Pp. 3-20. (Blackboard)

Hass, Kristin Ann. *Carried to the Wall: American Memory and the Vietnam Veterans Memorial*. Pp. 1-63. (textbook)

Thursday January 20:

Harwit, Martin. *An Exhibit Denied: Lobbying the History of the Enola Gay*. Preface, pp. vii-xiv, and Epilogue, pp. 426-429. (Blackboard)

Hass, Kristin Ann. *Carried to the Wall: American Memory and the Vietnam Veterans Memorial*. Pp. 64-126. (textbook)

Journal 1: Using the Historical New York Times, find a primary source on the Vietnam Memorial or the Enola Gay. Write a one-page summary of the primary source.

Week 3: Ways of Thinking about History and Memory

Tuesday January 25:

Bennett, Tony. "The Exhibitionary Complex." (Blackboard)

Thursday January 27:

Choay, Françoise. "Introduction: Monument and Historic Monument." (Blackboard)

Nora, Pierre. "Between Memory and History." Pp. 1-23. (Blackboard)

Journal 2: What is the difference between history and memory? Write a one-page journal that cites at least two of the works we have read this week.

Week 4: Thinking about History in China

Tuesday February 1: No class, instructor out of town.

Duara, Prasenjit: "The Regime of Authenticity: Timelessness, Gender, and National History in Modern China." (Blackboard)

Thursday February 3

Elliott, Jeannette Shambaugh. *The Odyssey of China's Imperial Art Treasures*. Chapters 1 and 2. (Blackboard)

Journal 3: What does Prasenjit Duara mean by "the regime of authenticity"? Write a one-page journal explaining your answer.

Week 5: Republican China: Architecture and Historic Preservation

Tuesday February 8:

Escherick, Joseph W. "Modernity and Nation in the Chinese City." Pp. 1-18. (Blackboard)

Fairbank, Wilma. *Liang and Lin: Partners in Exploring China's Architectural Past*. Pp. 1-38. (textbook)

Thursday February 10

Fairbank, Wilma. *Liang and Lin: Partners in Exploring China's Architectural Past*. Pp. 39-98. (textbook)

Journal 4: Part I: Viewed through the life of Liang Sicheng, how was the study of architecture linked to the study of the nation? Part II: Look at the history of the National Parks Service (<http://www.nps.gov/>). How might this institution be linked to understandings of American history?

Week 6: Republican China: Art and Meanings of Nation

Tuesday February 15:

Elliott, Jeannette Shambaugh. *The Odyssey of China's Imperial Art Treasures*. Chapter 3. (Blackboard)

Shao, Qin. "Exhibiting the Modern: The Creation of the First Chinese Museum, 1905-1930." *China Quarterly*, 2004. (Blackboard)

Thursday February 17:

Primary Sources from the Langdon Warner Papers, Harvard University Archive (Blackboard)

Journal 5: Who does art belong to? Using the primary and secondary sources we have read this week, identify who claimed Chinese art in the early twentieth century and why.

Week 7: Republican China: Making Monuments

Tuesday February 22:

Lai, Delin. "Searching for a Modern Chinese Monument: The Design of the Sun Yat-sen Mausoleum in Nanjing." *Journal of the Society of Architectural Historians* 64:1 (March 2005): 20-54. (Blackboard)

Thursday February 24:

Musgrove, Charles D. "Building a Dream: Constructing a National Capital in Nanjing, 1927-1937." Pp. 139-160. (Blackboard)

Journal 6: Choose a monument that you have visited or that you would be interested to visit. In a one-page journal, describe the monument, how you think its designers meant it to be perceived, and how you experienced it. In addition to turning in your journal on blackboard, email the instructor with a photo of the monument (either your own or one you've found on the web). Be prepared to discuss the monument in class.

Week 8: The People's Republic: Museums and Monuments in New China

Tuesday March 1:

Fairbank, Wilma. *Liang and Lin: Partners in Exploring China's Architectural Past*. Pp. 167-175. (textbook)

Wu, Hung. *Remaking Beijing: Tiananmen Square and the Creation of a Political Space*. (Blackboard)

Thursday March 3:

Furet, Francois. "The Ancien Regime and the Revolution." Pp. 79-106. (Blackboard)

Hung, Chang-tai. "The Red Line: Creating a Museum of the Chinese Revolution." *The*

China Quarterly, 2005. (Blackboard)

Journal 7: In what ways did the new Communist rulers of China preserve the old? Transform it? Reject it? Use at least two of the works we've read this week to write a one-page journal.

Week 9: The Cultural Revolution: Antiquity in Revolution

Tuesday March 8:

Nien Cheng, *Life and Death in Shanghai*, pp. 69-82. (Blackboard)

Ho, Daphon. "To Protect and Preserve: Resisting the Destroy the Four Olds Campaign, 1966-1967." (Blackboard)

Thursday March 10:

Ho, Denise. "Antiquity in Revolution: The Shanghai Cultural Bureaucracy in the Cultural Revolution." (Blackboard)

Journal 8: How did the historical actors in the two articles use revolution to defend objects of antiquity? Write a one-page journal explaining your answer.

Topics Due: In class, please submit a one-page summary of the monument you plan to write about for your final paper.

Spring Break

Week 10: The Maoist Period in the Post-Mao Era

Tuesday March 22:

Jing, Jun. *The Temple of Memories*. Pp. 1-86. (textbook)

Lee, Ching Kwan and Guobin Yang. "Memory, Power, and Culture." Pp. 1-20. (textbook)

Thursday March 24:

Jing, Jun. *The Temple of Memories*. Pp. 87-176. (textbook)

Mueggler, Erik. "Spectral Chains: Remembering the Great Leap Forward Famine." Pp. 50-68. (textbook)

Journal 9: How do people remember trauma? How does memory have its own history? Use this week's readings to write a one-page journal.

Week 11: Work on Individual Research Projects

Tuesday March 29

Library Workshop with Judy Fugate and Shawn Livingston. Young Library, Room 1-78.

Thursday March 31st

Instructor at conference. Work on your bibliography due next Tuesday!

Bibliography Due: Use this week to compile a preliminary bibliography for your research paper. At this point, you should have at least five secondary sources and two-three sets of primary sources. Bring your bibliography to class Tuesday, April 5.

Week 12: The Past in China Today

Tuesday April 5:

Denton, Kirk A. "Horror and Atrocity: Memory of Japanese Imperialism in Chinese Museums." Pp. 245-286. (textbook)

Wang, Zheng. "Old Wounds, New Narratives: Joint History Textbook Writing and Peacebuilding in East Asia." *History & Memory*, Vol. 20, No. 1, pp. 101-126. (Blackboard)

Thursday April 7:

Bickers, Robert A. and Jeffrey Wasserstrom. "'Shanghai's Dogs and Chinese Not Admitted' Sign: Legend, History, and Contemporary Symbol." (Blackboard)

Wagner, Rudolf C. "Reading the Chairman Mao Memorial Hall in Peking: The Tribulations of the Implied Pilgrim." (Blackboard)

Journal 10: How is history politicized in China today? Choose at least two examples from this week's reading to write a one-page journal.

Week 13: Writing Workshop for Final Papers

Tuesday April 12:

First two pages due: Bring the first two pages of your final paper to class. The first two pages should make clear what your thesis statement is, what sources you are going to use, and the organization of your paper. Make three copies (one for the instructor and two for peer review).

Thursday April 14:

Thesis Statement Workshop

Week 14: Final Paper Presentations

Tuesday April 19:

Thursday April 21:

Week 15: Final Paper Presentations

Tuesday April 26:

Thursday April 28:

Grading Rubrics:

- 1) Discussion and Questions: 50 points each
 - a) Did the student prepare five discussion questions and email them to the instructor by 9:00 a.m. on the day of the assigned class? 10/50 points
 - b) Did the quality of questions demonstrate that the student had done the reading in its entirety and analyzed it in a thoughtful way? Or, was the student prepared with specific passages for his/her questions? 10/50 points
 - c) Was the student able to summarize the main **arguments** of the readings for the class? 10/50 points
 - d) Did the student ask questions that challenged students to think about the text, not just repeat the content? 10/50 points
 - e) Did the student facilitate discussion as a leader, working with the other students, listening to their ideas (i.e., not just asking five questions and then turning to the instructor!) 10/50 points
- 2) Weekly Journals: 20 points each
- 3) Discussion Participation: Attendance in class will result in 8/10 for one class meeting. The student is responsible for signing the attendance sheet. If the student offers a question/comment in class, the student will receive 9/10. If the student offers more than one question/comment in class, the student will receive 10/10. Students are responsible for filling out participation cards and handing them in to the instructor at the end of class.
- 4) Final Presentation: 100 points
Guidelines will be distributed.
- 5) Final Paper: 300 points
Guidelines will be distributed.