

HIST 381

COURSE NAME/NUMBER

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

- To enhance students' analytical and interpretative skills through reading, document analysis, and class discussion.
- To enhance students' understanding of the major issues on social changes in late imperial China, circa, 1600-1900.
- To introduce the major western historiography of Chinese social history, and to encourage students to engage in debates on important historical topics.

METHODS:

Teaching method will be a combination of classroom lectures and discussions of assigned readings. Relevant audio/visual materials will also be used.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR

 Yes No**METHODS OF OBTAINING PLAR:**

Challenge exam.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

1. Lloyd Eastman, *Family, Fields and Ancestors: Constancy and Changes in China's Social and Economic History, 1550-1949*.
2. Richard J. Smith, *China's Cultural Heritage: The Qing Dynasty, 1644-1912*.
3. Susan Naquin and Evelyn S. Rawski, *Chinese Society in the Eighteenth Century*
4. Jonathan Spence, *Death of Woman Wang*.

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Book Review (1000-1500 Words)	25%
Paper (10 Pages)	30%
Final Exam	35%
Class Participation	10%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

1. Course introduction
2. Population growth and migration
3. Minority
4. Regional difference
5. Family in traditional China
6. Religions and popular beliefs
7. Norms and thoughts
8. Social life and popular cultures
9. Communities: rural and urban China
10. Education and social mobility
11. Agriculture
12. Manufacturing and commerce in late imperial China
13. Formation of new social classes?
14. Conclusion: change and constancy in Chinese society