

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: BoRam Yi	Phone: 410-837-4128
DEPARTMENT / DIVISION: Legal, Ethical, and Historical Studies		
SHORT DESCRIPTION OF PROPOSAL (State Document N action item from Box 3 below and program name OR course name, code, & number as applicable):		
8. New Course HIST 470 "Modern China"		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2011		

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course ¹	N, O, P	a, c, e	AC
	2. Course Title	N, O		ABCD
	3. Course Credits	N, O, (P)		ABCD
	4. Course Number	N, O		ABCD
	5. Course Level	N, O		ABCD
	6. Pre & Co-Requisite	N, O		ABCD
	7. Course Description	N, O, P		ABCDEF
X	8. New Course	N, O, P		ABCDEF
	9. Deactivate a Course	N, O		ABCDEF
	10. Program Requirements	N, O	(b, c, d, e)	ABCDEF
	11a. UG Specialization (24 credits or less)	N, O	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	N, O	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	N, O	a, b, e	ABCDEF
	12. Minor (add or delete)	N, O	a, b, c, d, e	ABCDEF
	13. Closed Site Program	N, O	e	ABCDHIK
	14. Program Suspension	N, O, S	a, e	ABCDEFGIK
	15. Program Reactivation	N, O		
	16a. Certificate Program (ug/g) exclusively within existing degree program	N, O	a, c, e	ABCDEFHIK
	16b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	N, O, Q, R, S	a, c, e	ABCDEFHJL
	17. Off-Campus Delivery of Existing Program	N, O, S	a, b, c, e	ABCDHIL
	18a. UG Concentration (exceeds 24 credit hrs)	N, O, S	a, c, d, e	ABCDEFHJL
	18b. Masters Concentration (exceeds 12 credit hrs)	N, O, S	a, c, d, e	ABCDEFHJL
	18c. Doctoral Concentration (exceeds 18 credit hrs)	N, O, S	a, c, d, e	ABCDEFHJL
	19. Program Title Change	N, O, S	a, c, d, e	ABCDEFHJL
	20. Program Termination ²	N, O, S	d, e	ABCDEFHIK
	21. New Degree Program ³	N, O, Q, R, S	a, c, d, e	ABCDEFHJL
	22. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)			
X	N. This Cover Sheet	Q. Full 5-page MHEC Proposal	T. Other
X	O. Summary Proposal	R. Financial Tables (MHEC)	
X	P. Course Definition Document	S. Other documents as may be required by MHEC/ USM. See http://www.ubalt.edu/downloads/program_approval_Grid_8-3-09.docx	

¹ Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
² See USM Policy on the Review and Abolition of Academic Programs (<http://www.usmd.edu/regents/bylaws/SectionIII/III702.html>) for list of information that must be provided for this action.
³ Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL:	LAW <input type="checkbox"/>	MSB <input type="checkbox"/>	YGCLA <input type="checkbox"/>	Contact Name:	Phone:
DEPARTMENT / DIVISION:					
SHORT DESCRIPTION OF PROPOSAL (State Document N action item from Box 3 and program name OR course name, code, & number as applicable):					
PROPOSED SEMESTER OF IMPLEMENTATION:					
		Fall <input type="checkbox"/>	Spring <input type="checkbox"/>	Year:	

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Thomas E. Cerney</i>	9 Nov 09
B. General Education (as required for #7, #8)		
C. Final faculty review body within each School	Chair: <i>[Signature]</i>	11/24/09
D. College Dean	Dean: <i>[Signature]</i>	11/24/09
E. Provost and Senior Vice President for Academic Affairs	Provost: <i>[Signature]</i>	12/1/09
F. Curriculum Review Committee (UFS subcommittee)	Chair:	
G. University Faculty Senate (UFS option)	Chair:	
H. University Council ⁴	Chair:	
I. President	President:	
J. Board of Regents – notification only		
K. Board of Regents – approval		
L. MHEC – notification only		
M. MHEC – approval		
N. Middle States Association notification	Required only if the mission of the University is changed by the action	

⁴ University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

UNIVERSITY OF BALTIMORE

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: BoRam Yi	Phone: 410-837-4128
DEPARTMENT / DIVISION: Legal, Ethical, and Historical Studies		
SHORT DESCRIPTION OF PROPOSAL (State Document N, Box 3, action item and program name OR course name, code, & number as applicable):		
8. New Course "Modern China" HIST 470		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2011		

O-1: Briefly describe what is being requested:

The history program would like to offer a new 400-level course which would be appropriate as a stand-alone course for history major. This course would be the first permanent course in Asian history. Students would read a textbook, Jonathan Spencer's *The Search for Modern China*, to gain factual knowledge and accurately follow the chronology of events in modern Chinese history. Students would read various primary sources from *The Search for Modern China*, a documentary collection edited by Pei-kai Cheng, et. al. Through the primary source reading written by Chinese of different walks of life as well as foreign observers of China, students would learn to critically analyze sources in ways that correspond to the field of historical investigation. After learning critical analytical skills, students, then, conduct research on selected topics of modern China and have a formal presentation to demonstrate their effective written and oral communication skills.

This course would be taught by exploring the historical transformation that has led to the development of modern China from the slow decline of Qing dynasty in the late nineteenth century through China's tumultuous twentieth century. The narrative could be taught as a political history by examining the political development of China, or as a cultural/social history by focusing on the changing ideas and looking into the lives of ordinary people over the past 150 years. For instance, to study the ordinary people's experience in the changing society, students could read Jung Chang's *Wild Swans* or Yuan-tsung Chen's *The Dragon's Village*. To enhance students' ability to relate the historical knowledge to analyze current affairs, students would read recent testimony before the Senate Committee on Foreign Relations, such as David M. Lampton's "What Growing Chinese Power Means for America."

For new courses or changes in existing courses (needed by Registrar)

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: "Modern China"	Course # / HEGIS Code: HIST 470	Credits: 3

O-2: Set forth the rationale for the proposal:

HIST 470 would provide history major with a much needed diversity of subject in the history program. In addition, the study of Chinese history would be timely addition to the rapidly changing world in the 21st century as some analysts predict that the twenty-first century will be China's century. Students would benefit from carefully guided reading and research project. Through conducting original research and presenting the findings in class, students would learn to demonstrate their critical written and oral communication skill.

The flexibility built in the course content also allows history faculty to teach the course with different emphasis—political, cultural, and social aspects of modern Chinese history.

University of Baltimore

DOCUMENT P: Required Format for Course Definition Document

See Course and Program Development Policy and Procedures for Instructions

Include items one through 17 or 18 in your course definition using as much space as needed.

1. Date Prepared: **November 4, 2009**
2. Prepared by: **BoRam Yi**
3. Department/Division: **Legal, Ethical, and Historical Studies**
4. Course Number(s): **470**
5. Course Title: **"Modern China"**
6. Credit Hours: **3**
7. Catalog Description (Paragraph should reflect general aims and nature of the course)

HIST 470 introduces the changes and continuities of Modern China since 1860. Upper level history majors learn to apply their knowledge in Chinese history and historical methodology to analyze current affairs. Students will read and analyze primary and secondary sources of Modern China and will engage in original research to construct their own analysis of one aspect of modern Chinese history. This course satisfies 3 credits of the history major requirement.

8. Prerequisites: **None**
9. Course Purpose: **This course would serve as a history major elective.**
10. General Education area, if applicable: **Arts and Humanities (History/ Philosophy)**
11. Course Type / Component: **Lecture**
12. Faculty qualified to teach the course: **BoRam Yi and a faculty who has training in modern Asian history and/or world history.**
13. Content Outline
This course could be taught in using primary and secondary sources of Modern China, covering from 1860 to the present. Students would read a textbook to gain factual knowledge in Chinese history over the course of the semester. Their reading would be accompanied by additional primary and secondary readings carefully selected by an instructor to illustrate diverse aspects of China's changes over the past 150 years. The instructor will guide the student not only in mastering the contents of the readings, but also in analyzing them by employing historical methodology. Using works of a renowned historian as a guide, students would be assigned to conduct original research on selected topics of modern China.

Students will produce a research paper that requires application of historical knowledge to analyze current affairs. Student will present this paper to the class in an oral presentation.

14. Learning Goals

By the end of the course each student should be able to:

- 1) Chronologically list major historical events that took place during the past 150 years in China.
- 2) Identify the main themes and issues in the history of modern China.
- 3) Ask questions on primary and secondary sources using the terminology, methods, and approach of a historian.
- 4) Communicate findings effectively in writing and oral presentation.
- 5) Write a brief research paper on current affairs in China.

15. Assessment Strategies

Learning Goal	Assessment Strategy
Chronologically list major historical events that took place during the past 150 years in China.	Quizzes and written exams
Identify the main themes and issues in the history of modern China.	Portfolio of primary and secondary sources
Ask questions on primary and secondary sources using the terminology, methods, and approach of a historian.	Answers to consistent list of historical-thinking questions for all primary and secondary sources students encounter.
Communicate findings effectively in writing and oral presentation.	Essay questions on exams, book review or article review assignments, research paper; oral presentation
Write a brief research paper on current affairs in China.	Selection of an appropriate topic and sources; submission of a research proposal and a final paper.

16. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc., that student must purchase:

Jonathan Spencer, *The Search for Modern China*

Pei-kai Cheng, ed., *The Search for Modern China*, a documentary collection

Jung Chang, *Wild Swans*

Yuan-tsung Chen, *The Dragon's Village*

David M. Lampton, "What Growing Chinese Power Means for America," testimony before the Senate Committee on Foreign Relations (June 2005)

17. Suggested class size: 25

18. Lab Fees (when applicable): None

Effective Date: September 11, 2006, Revised 2/4/09
Reviewed by: University Faculty Senate

UNIVERSITY OF BALTIMORE
COLLEGE OF LIBERAL ARTS

General Education Review Form

Name of Course: HIST 470 “Modern China”
General Education Review Category: Arts and Humanities/Literature
Course Learning Goals
Learning Goal 1: Chronologically list major historical events that took place during the past 150 years in China.
Assessment Strategy 1: Quizzes and written exams
Learning Goal 2: Identify the main themes and issues in the history of modern China.
Assessment Strategy 2: Portfolio of primary and secondary sources
Learning Goal 3: Ask questions on primary and secondary sources using the terminology, methods, and approach of a historian.
Assessment Strategy 3: Answers to consistent list of historical-thinking questions for all primary and secondary sources students encounter
Learning Goal 4: Communicate their findings effectively in writing and oral presentation.
Assessment Strategy 4: Essay questions on exams, book review or article review assignments, research paper; oral presentation
Learning Goal 5: Write a brief research paper on current affairs in China.
Assessment Strategy 5: Selection of an appropriate topic and sources; submission of a research proposal, and a final paper.

UB Arts and Humanities Learning Goals

These goals are well represented by the UB Undergraduate Learning Goals (with the exception of category 7: Attaining quantitative and scientific knowledge and skills). Not every goal, however, would be appropriate for every arts or humanities course. Accordingly, course proposals should indicate which UB Undergraduate Learning Goals the course aims to address.

UB Undergraduate Learning Goals

1. Communicating effectively in various media
2. Developing a knowledge and skills base
3. Engaging with others to take responsibility for our local and global communities
4. Growing in enthusiasm for the pursuit of excellence throughout a lifetime of learning
5. Maturing in interpersonal behavior and professional conduct
6. Thinking critically and creatively, analyzing and synthesizing information to solve problems
7. Attaining quantitative and scientific knowledge and skills

UB Learning Goals for Arts and Humanities/Literature

In general education courses, students should learn to:

1. Understand and apply literary terms and concepts used in the study of literature;
2. Demonstrate critical and independent thinking in the interpretation of literary works;
3. Write analytically about literary works, using, as appropriate, research and documentation;
4. Demonstrate an awareness of relevant intellectual, social, historical, and multicultural contexts of literary works;
5. Recognize the value of literature in raising moral and ethical issues.

Describe how the learning goals of this course substantially meet these learning goals:

UB Undergraduate Learning Goals	UB Learning Goals for History	Learning Goals for HIST 470
Developing a knowledge and skills base	Think chronologically, comprehend complex historical events, and distinguish between summary and analysis.	Chronologically list major historical events that took place during the past 150 years in China.
Developing a knowledge and skills base	Think chronologically, comprehend complex historical events, and distinguish between summary and analysis.	Identify the main themes and issues in the history of modern China.
	Ask the kinds of questions historians ask.	Ask questions on primary and secondary sources using the terminology, methods, and approach of a historian.
Communicating effectively in various media	Read and interpret different types of historical documents contextually.	Communicate findings effectively in writing and oral presentation.
Thinking critically and creativity, analyzing and synthesizing information to solve problems	Create and interpret historical narratives, and distinguish among truth, lies, fiction, and distortion in competing narratives.	Write a brief research paper on current affairs in China.

MHEC/COMAR Guidelines for General Education in Maryland Public Institutions of Higher Education

1. Communicate effectively in oral and written English
2. Read with comprehension
3. Reason abstractly and think critically
4. Recognize and appreciate cultural diversity
5. Understand the nature and value of the fine and performing arts

MHEC/COMAR Special Attributes for Arts and Humanities

Arts and Humanities courses:

1. Develop the students' ability to express themselves in a competent, reasonable, and responsible manner
2. Advance the students' appreciation of communication through the representation of thoughts and ideas
3. Foster an understanding of human values, experience, and environment
4. Provide students with:
 - a. an understanding of historical context (the relationships to other times and cultures)
 - b. the medium of communication (including the analysis and assessment of the actual means of expression),
 - c. the views of others (by accommodating and appreciating different values and ideas),
 - d. the ability to expound one's own values.

General education courses in the arts and humanities should also develop in the student:

1. An ability to engage in oral and written expression;
2. A proficiency in analysis;
3. A facility for reading and listening;
4. A capacity for and exercise of creativity (including new and original interpretations);
5. An appreciation of expression (written, visual art, or performing art);
6. A nurturance of good citizenship and personal responsibility.