HIST 180A, Fall 2017
History of Science in Modern China, 1840-1980

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MWF 1-1:50pm, Broad Art Center Room 2100A
Office hours: F 10am-1pm, Bunche Hall 7288

Syllabus

Course Description:
This course introduces recent scholarship on scientific knowledge and practices across boundaries of geographical spaces, social groups, and disciplines. It focuses on history of science and related issues of Chinese modernity, colonialism/imperialism, and nation building through various knowledge domains of natural history, environmental studies, cartography, pharmacology, medicine, psychology, psychiatry, geology, seismology, and ethnology. The course takes knowledge in these disciplines as a participant in history, and as engaged in dispositions to govern and manipulate societies, to form and remold the actions and ideas of historical actors. Methodologically, the readings span different genres of historical writing, from monographs to review essays and journal articles, as well as visual narratives.

Expectations & Assignments:
This course is formatted with lecture, discussion, and presentation. The instructor lectures in the first session of the week, laying out the context and pointing out the historical issues and questions in associated scholarship. Discussion and presentation on the same topic proceed in the second and third sessions of that week. Students are divided in teams in the beginning of the quarter. When reading assigned works, students are guided by weekly analytical worksheets (posted on the course website under each week) and advised to work on worksheet questions before the class time. During the session of discussion, each team first discusses the assigned works in aid of their worksheets. Students can still work on the individual worksheet during the session of discussion and submit it at the end of the session. For presentations, each team chooses the topic according to their interest of scientific disciplines, preferably focusing on the comparative and connected aspects of a particular culture with the Chinese one. Following the presentation, our discussion will be devoted to the critical assessment of the arguments, the organization, and the source of the presentation. Throughout the quarter, students are in training of how to develop and write a paper with a suggested comparative approach, experiencing the process of drafting and revising before completion.

Each student is responsible for developing a proposal of the paper, 2-3 pages (double-spaced, font 12, 1 inch margin), which will be due on November 3. The final paper is due on December 11.

Grading criteria:
Class attendance and participation (random quizzes) – 30%; Worksheets – 20%; Presentation – 20%; Proposal of the paper – 10%; Final paper – 20%

Textbook:

Weekly Themes and Readings:

Week 00-01, Introduction: Historiography of “Science” vs. “Knowledge”, September 29, October 2, 4 & 6
**Week 02, Natural History/Environmental Studies, October 9, 11 & 13**


**Week 03, Cartography, October 16, 18 & 20**


**Week 04, Pharmacology, October 23, 25 & 27**


**Week 05, Medicine, October 30 and November 1 & 2**


**Week 06, Medicine, November 6, 8 & 10 (Veterans Day, No class. The presentation is on Nov. 8)**


**Week 07, Psychology/Psychiatry, November 13, 15 & 17**


**Week 08, Geology/Seismology, November 20, 22 & 24 (Thanksgiving, No class. The worksheet discussion is on Nov. 20. The presentation is on Nov. 22)**


**Week 09, Ethnology, November 27 & 29, and December 1**


**Week 10, Reviews and Conclusion, December 4, 6 & 8**


**Some words on reading and reviewing:**

Writing or presenting good reviews is an art, demonstrating critical thinking and effective reading. Assuming you are already keen to the subject, your interest is leading you ways to sniff out the value, the originality, the weaknesses, and the significance of an article or a book. You can even do this when you know nothing about the topic except what you learn from the work itself. First of all, you start considering what the main arguments are, whether they make sense and how they are supported or not by the evidence shown in the work. What sources does the author use, including both primary and secondary sources? How does the author use these sources into supporting (or not so supporting) evidence? Can you think of any other ways that the author might have used the sources more convincingly? What is the scope of the work and how does the author decide such a scope? Are there questions or approaches that the authors might have introduced but did not, or are there of which might have been better off omitted? Also, is there something in method or style that might serve as a model for someone writing a work on a different topic? And finally, situate the work in scholarship. This will helps us understand better the significance of the work. Does the work seem to be following with some standard line of interpretation? What is its contribution in its related field(s), and in what field(s)?

**Organization and format of the paper proposal and the final paper:**

In paper proposal:

1. Title
2. Introduction (significance/scholarship, scope – time and geography)
3. Sources (where to find and how to use the sources)
4. Working timeline (your weekly plan to complete the paper before it is due)
5. Bibliography (list of sources)

In final paper:

1. Title (main and subtitle)
2. Introduction (roadmap of the paper): topic/scope and thesis statement
3. Main text: arguments and evidences; minding the relevance between each paragraph, in relation with the whole argument; transitional terms; one idea in one paragraph
4. Scholarship: in order to emphasize the significance of the paper
5. Conclusion
6. Work-cited
About the format of footnoting and citation:

1. The citation of this class is Chicago Author-Date Citation System (not Notes and Bibliography System) ([http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)).
2. The footnotes are not to cite the sources but to explain or add information that is better to separate from the main text.

**Resources:**
The UCLA History Department has a Writing Center where you can get help with your papers. It is located at 2165 Bunche Hall. The Center is open Monday to Friday. Appointments can be made with one of the tutors online at [www.hwc.ucla.edu](http://www.hwc.ucla.edu) Students can also contact the Center via e-mail: [uclahistorywritingcenter@gmail.com](mailto:uclahistorywritingcenter@gmail.com) or visit the Facebook page at [www.facebook.com/uclahistorywriting](http://www.facebook.com/uclahistorywriting)