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

Chien-Ling Liu Zeleny, chienlingliu@ucla.edu
MWF 11-11:50pm, Broad Art Center Room 2100A
Office hours: F 12am-3pm, Bunche Hall 5244

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, public health, 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, students can still work on the individual worksheet 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, another team offers comments based on the arguments, the organization, and the sources of the presentation, before opening to the general discussion in the class. The presentation is evaluated on the basis of content, delivery, and group collaboration. 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 completing all the worksheets, developing a proposal of the paper, 2-3 pages (double-spaced, font 12, 1 inch margin), which will be due on November 2, 2018. The final paper is due on December 10, 2018.

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

Weekly Themes and Readings:

Week 00-01, Introduction: Historiography on History of Science in Modern China (September 28, October 1, 3 & 5)
Week 02, Natural History/Environmental Studies (October 8, 10 & 12)

Week 03, Cartography (October 15, 17 & 19)

Week 04, Pharmacology (October 22, 24 & 26)

Week 05, Medicine (October 29, 31 & November 2)

Week 06, Psychiatry (November 5, 7 & 9)

Week 07, Public Health (Veterans Day November 12 NO CLASS, November 14 & 16)
Week 08, Geology/Seismology (November 19 & 21, Worksheet discussion on Monday, November 19 and Presentation on Wednesday, November 21. Thanksgiving holiday November 22-23 NO CLASS)

Week 09, Ethnology (November 26, 28 & 30)

Week 10, Reviews and Conclusion (December 3, 5 & 7)

Organization and format of the paper proposal and the final paper:
In paper proposal:
1. Title
2. Introduction (research question; 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).
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 Students can also contact the Center via e-mail: uclahistorywritingcenter@gmail.com or visit the Facebook page at www.facebook.com/uclahistorywriting