This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Modern China and Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Code</td>
<td>HT240</td>
</tr>
<tr>
<td>Awards</td>
<td>Bachelor of Education (Middle Years) - History minor</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education (Secondary) - History teaching area</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts/Bachelor of Education (Secondary) - History major/minor</td>
</tr>
<tr>
<td></td>
<td>This unit is able to be undertaken towards other CHC awards according to course rules and the meeting of prerequisite requirements, as applicable.</td>
</tr>
<tr>
<td>Core/Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>20 credit points of 100-level HT units</td>
</tr>
<tr>
<td>Mode</td>
<td>Internal</td>
</tr>
<tr>
<td>Delivery/Contact hrs</td>
<td></td>
</tr>
<tr>
<td>Class contact</td>
<td>33 hours</td>
</tr>
<tr>
<td>Engagement with unit materials</td>
<td>44 hours</td>
</tr>
<tr>
<td>Assignment preparation</td>
<td>63 hours</td>
</tr>
<tr>
<td>Total</td>
<td>140 hours</td>
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<tr>
<td>Unit Rationale</td>
<td>This unit focuses on the two nations which have traditionally dominated eastern Asia, in political, economic, geographic and demo-graphic terms. China has exerted a very considerable influence on Asia for millennia and continues to have enormous significance as the last major bastion of hard-line communism. Japan has long cherished dreams of hegemony in Asia, and this unit will analyse its attempts to achieve this goal, first by military means, then through its post-war economic miracle. While students will gain an appreciation of the rich and ancient cultural heritage of each nation, the main period for examination will be the modern era. The history of these powers in the twentieth century provides ample scope for comparative discussions of their struggles to develop an efficient political and economic system and to discover an appropriate national identity. Knowledge of these struggles will not only provide an understanding of two leading Asian powers, but also offer opportunities for reflection on Australia’s development as a nation.</td>
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</table>

**Learning Outcomes:**

On completion of this unit, students will have provided evidence that they have:

1. Understood the historical developments of society and culture in China and Japan, and their responses to the West;
2. Applied the methods of historical inquiry to investigation of the critical phases in twentieth century Chinese and Japanese history;
3. Discussed problems and issues in the history of modern China and Japan;
4. Related the modern history of these Asian powers to a global context;
5. Analysed different manifestations of nationalism in East Asia;
6. Appreciated the cultural diversity of Asian civilisations;
7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
### Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1    | Introduction: the traditional civilisations and social structure of China and Japan  
      Tutorial: Discussion and selection of tutorial topics |
| 2    | The impact of Western expansion prior to the twentieth century  
      Tutorial: Describe the life of a rural peasant in either 19th century China or Japan |
| 3    | Japan’s historical quest for expansion in Asia  
      Tutorial: Discuss the role of overseas Chinese in the rise of modern China |
| 4    | Chinese emergence from its imperial past into the twentieth century  
      Tutorial: Evaluate the successes and failures of the Meiji Restoration |
| 5    | World War II and the rise of nationalism and communism  
      Tutorial: Describe the changing role of women in 20th century China and Japan |
| 6    | Japan’s post-war reconstruction and modern economic status  
      Tutorial: Should Japan apologise to China for the Nanjing massacre? |
| 7    | Asian entrepreneurs and business methods: role of overseas Chinese  
      Tutorial: Compare the political ideologies of Sun Yat-Sen and Chiang Kai-Shek |
| 8    | China under Mac; reform era under Deng Xiaoping  
      Tutorial: Describe Japanese-American social, political and economic relations during the postwar era |
| 9    | Asian economic meltdown; cultures in contemporary Japan and China  
      Tutorial: Was the Great Leap Forward a great leap backward? |
| 10   | Changing relationship between Australia and East Asia  
      Tutorial: Discuss either Japan’s response to the Asian economic meltdown or China’s response to the national democratic movement |
| 11   | The “Taiwan Problem” and the “Tibet Problem”  
      Tutorial: Choose either human rights or regional security and make an evaluation of either Japan or China’s current situation |

### Set Text Requirements:


### Recommended Readings:

**General reading**


McDougall, DJ 2007, *Asia Pacific in World Politics*, Lynne Reinner, Boulder, CO.

**Japan**


**China**


For all topics, students should locate some pertinent articles in journals such as *The China Quarterly, Journal of International Affairs, Modern China and The Journal of Japanese Studies*. 
### Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar (20 minutes)</td>
<td>Present a seminar related to the tutorial topic for the week of presentation, using a range of multimedia and classroom tools.</td>
<td>1-6</td>
<td>Week 6</td>
<td>25%</td>
</tr>
<tr>
<td>Reading Log (1500 words)</td>
<td>Each week, choose an article in the Books of Readings. In 250 words, summarise the article, make at least three significant comments on key points and critically evaluate its significance.</td>
<td>1-7</td>
<td>Week 11</td>
<td>25%</td>
</tr>
<tr>
<td>Major Essay (2500 words)</td>
<td>Write an essay on a topic which has been approved by the lecturer.</td>
<td>1-7</td>
<td>Week 15</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Unit Overview:

Even though both China and Japan have long cultural traditions, the modern era is examined in this unit. The unit is designed to encourage student understanding of the key turning points in Modern China and Japan as these two nations struggled to develop political and economic systems relevant to the twentieth century and to define their own national identities. In doing so, students are encouraged to compare Australia’s Western Christian-based development with those of China and Japan.