

Chinese 150: Contemporary Chinese Society and Culture

I. COURSE INFORMATION

Instructor: Andrew Olson
Office: Curtin 825
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Office phone: (414)-229-TBDY
Office Hours: F 12-2 and by appt.

Meeting Time: M & W: 4:00-5:15pm
Classroom: LUB S233

Texts and Materials:

(Optional)

The State of China Atlas: Mapping the World's Fastest-Growing Economy
By Robert Benewick and Stephanie Hemelryk Donald
University of California Press
ISBN 978-0-520-25610-1
Price: \$24.22

(Required)

*All articles and media will be available for download or linked on the Content page of the course D2L site.

Prerequisite: NONE

II. COURSE DESCRIPTION

This course will examine the main areas of contemporary Chinese life: economics, politics, society, people, culture, and the environment. Through class activities and assignments such as discussions, projects, readings, and viewing films produced in Chinese-speaking regions/countries around the world, we will examine the representation and interpretation of Chinese social constructs, as well as the practice of Chinese cultures, traditions, and customs.

III. COURSE OBJECTIVES

Our primary goal is to achieve a better and deeper understanding of the contemporary Chinese society and culture. Upon successful completion of this course, students will be able to:

- 1) recognize and appreciate of the diversity of Chinese society;
actively engage in selected common cultural practices of contemporary China;
- 3) interpret and comment on the significance of current events in relation China's past;
- 4) analyze and comment on current national (U.S.) and world affairs in which China plays an important role;
- 5) identify and comment on future trends that will affect China and China's global standing.

IV. HUMANITIES GER RATIONALE

By definition, UWM GER courses in the humanities “investigate human constructs and values (and) are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context.” This course carries Humanities GER status; therefore, in addition to the course outcomes listed above, the following Humanities GER outcomes apply.

Successful completion of the Humanities GER component of the course will be assessed when students complete a **final project** surrounding a “critical issue” from the course. Final projects will include a research paper and class presentation covering China’s role in the origins, present status, and possible future developments of the selected issue. The Humanities GER Outcomes will count for 10% of the final project grade.

Upon successful completion of this course, students will be able to:

1) identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.

Students will investigate modern trends in China’s fast-changing society with particular attention to how these changes affect and challenge specific traditional cultural and political values and ways of life. These traditions include the Confucian, Taoist, and Buddhist value systems, Maoist Socialism, recent breakneck capitalist development, as well as rural agricultural society and minority ethnic group cultures.

For the final project, students will select a “critical issue” of personal interest from a list of topics that have been covered in class. GER Outcome 1 will be assessed according to the to the following rubric:

5	3	1	0
Student demonstrates <u>detailed understanding</u> of how the issue affects different groups of people and/or traditional value systems in Greater China.	Student demonstrates <u>limited understanding</u> of how the issue affects different groups of people and/or traditional value systems in Greater China.	Student mostly <u>fails to identify</u> how the issue affects different groups of people and/or traditional value systems in Greater China.	Not completed.

3) apply diverse humanistic theories or perspectives to other branches of knowledge or to issues of universal human concern.

Students will be responsible for keeping up to date with developments regarding China’s role in recent and ongoing global events and issues. The issues we discuss each week are typically of urgent global significance and do not offer a clear cut solution. Students will be required to familiarize themselves with each issue in preparation for discussion and use this knowledge to evaluate multiple, and often conflicting, perspectives.

For the final project, students will be required to evaluate their selected “critical issue” using multiple humanistic perspectives. GER Outcome 3 will be assessed according to the to the following rubric:

5	3	1	0
Issue selected is <u>clearly of universal human concern</u> . Student uses <u>multiple perspectives</u> to introduce and evaluate the issue.	Whether the issue is of <u>universal human concern</u> is <u>questionable</u> . Student uses <u>only one perspective</u> to introduce and evaluate the issue.	Issue selected is <u>not of universal human concern</u> . Student's merely repeats data and <u>does not evaluate</u> any humanistic perspective.	Not completed.

V. UW SYSTEM SHARED LEARNING GOALS

This course will allow students to attain the following UW System Shared Learning Goals. Successful completion of the Learning Goals component of the course will be assessed when students complete the aforementioned **final project**. The UW System Shared Learning Goals component will count for 10% of the final project grade.

3. *Effective Communication Skills including listening, speaking, reading, writing, and information literacy.*

When completing the term paper and presentation, student will be instructed to follow guidelines that reinforce basic writing and presentational skills. Reading and information literacy skills will be demonstrated as students locate, analyze, and submit secondary sources for approval before writing. As classmates present their findings, the class will engage in a note-taking assignment that will require active listening and interpretation. For each of the term paper, presentation, and note-taking assignments, students will be graded according to rubrics that evaluate communication skills (as well as other criteria).

UW System Shared Learning Goal 3 will be assessed according to the to the following rubric:

5	3	1	0
Issue is communicated clearly. Student is able to effectively negotiate discussion questions. During classmates' presentations, student is engaged and participates frequently in discussion.	Issue is communicated with some difficulty. Student struggles with, but ultimately addressed discussion questions. During classmates' presentations, student is not always engaged and is only occasionally participates in discussion.	Communication of the issue is often unclear or confusing. Student fails to address discussion questions. During classmates' presentations, student is not engaged and is unable to participate in discussion.	Not completed.

5. Individual, Social and Environmental Responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.

When completing the aforementioned term paper and presentation, student will be required to report on China’s role in the origins, present status, and possible future developments of the issue they have selected. Each of issues is of a pressing, ongoing nature and will have important future implications for both China and the rest of the global community. Students will be required to utilize ethical reasoning to analyze the complex arguments surrounding their selected issue. Students will then identify potential outcomes, comment on the positive and negative implications of each, and recommend a course of action.

GER Outcome 5 will be assessed according to the to the following rubric:

5	3	1	0
Student uses ethical reasoning to present the benefits and consequences of the future scenarios presented.	Student presents future scenarios, but the implications of each are unclear.	Student neither presents future scenarios, nor implications..	Not completed.

VI. CLASS REQUIREMENTS

Attendance & Participation:

Attendance is mandatory. Tardiness for any class period will result in two points being deducted from the daily attendance & participation grade. Informing the instructor of your reason for not coming to class does not mean that you are automatically excused. Each unexcused absence will result in no points awarded for the 10-point daily attendance & participation grade.

Valid excuses for absences include: student illness, serious illness or death in the immediate family, religious holidays, participation in authorized field trips and athletic contests, and paper presentations at academic conferences or job interviews. Students are obligated to inform the instructor of these circumstances as soon as they can through email notification.

Attendance and class participation will be graded based on the following scale:

- For frequent, lively, and informed discussion: 10 points
- For informed participation in discussion: 8.5 points
- For minimal participation in discussion: 7 points
- For unwillingness to participate in discussion: 5 points
- For an unexcused absence: 0 points

1. **Daily Quizzes:** You are expected to be well prepared for each lesson **BEFORE** class so that class time can be fully utilized for discussion at the desired pace. In order to prove that students are completing the assigned readings, there will be a short quiz at the beginning of each class period.

2. **D2L Discussion Board:** At the end of each week, the teacher will present several reflection questions based on the content discussed during the previous class periods that week. Students will be required to respond to **one** of the topics on the course D2L Discussion board. In addition, each student should respond to the reflection posts of at least two classmates. All homework and assignments must be completed on or before the due date as indicated in the weekly schedule. Two points will be deducted for each day that homework is turned in late. Homework or writing assignments turned in one week later than the due date will not be accepted or graded. All deadlines will be strictly enforced. Specific guidelines for weekly writing assignments are forthcoming.

3. **China Film Group Project:** During the semester, students will work with multiple classmates on a China film project. At different points in the semester, each group will introduce and lead discussion on a particular film. Films will be selected from a list provided by the instructor and will reflect specific topics covered in class during the weeks before they are presented. The presentation should include a very brief synopsis of the film, presenting individual opinions and analysis of certain culturally significant scenes, raising questions for class discussion, and conducting class discussion. To facilitate lively discussion, all students will be required to watch the films that are presented.

Final Presentation: Students will be required to compose a short paper on a topic selected from those covered during the semester. Prior to turning the paper in, students will present findings to classmates with the hope that feedback will guide them in the writing process.. Details will be explained prior to Spring Break and students will sign up for a topic shortly thereafter. Final papers will be due during exam week.

5. **Grading:**

Attendance & Participation	20%
Quizzes	20%
D2L Discussion Board	20%
China Film Group Project	20%
Final Presentation & Paper	20%

Grading scale:

100-93	A	89.9-87	B+	79.9-77	C+	69.9-67	D+				Below 60	F
92.9-90	A-	86.9-83	B	76.9-73	C	66.9-63	D					
		82.9-80	B-	72.9-70	C-	62.9-60	D-					

Statement of time investment by the average student: On average, students should spend 48 hours per credit per semester on in-class activities and activities outside of the classroom.

Total Hours: 3 credits x 48 hours	= 144 hours
In Class: 150 minutes x 15 weeks	= 40 hours
Reading/Viewing Course Materials: 2x class time	= 75 hours
Working on Presentations/Assignments	= 29 hours

VI. ADDITIONAL INFORMATION

Academic Honesty:

We will spend time in class discussing academic honesty, and its converse, plagiarism, which will not be tolerated in this class. Plagiarism has serious consequences for students in the university community. The university and the program take disciplinary action when a student is discovered to have used someone else's work as their own. Refer to

http://www4.uwm.edu/Acad_Aff/policy/uws14facdoc1686.pdf for more information.

Student Accessibility Center:

If you work with an advisor at the Student Accessibility Center, please send your VISA to us. If you are concerned that you may have a learning disability, visit the SAC office in 112 Mitchell Hall. Computer technologies can sometimes accommodate disabilities; it is your responsibility to provide for your own equipment to meet your needs in this regard, where possible. Be sure to consult with the advisors at the Student Accessibility Center before you contact us with any related concerns.

Personal Notifications:

If there are any accommodations that would make your performance in the class more comfortable and successful, please make an appointment to meet with your teacher. While we must adhere to course policies, we will gladly engage in dialogue to find the best way to accommodate the needs of all students.

Addendum:

FLL subscribes to UWM policies on students with disabilities (ADA), accommodations for religious observances, academic misconduct, complaint procedures, grade appeals, sexual harassment, attendance and safety. A more complete description of these policies can be seen on the FLL bulletin boards in the lobby of the 8th floor of Curtin Hall.

Concealed Weapons:

No weapons are permitted in any building on the UWM campus.

University Policies:

A full list of university policies can be found at:

www4.uwm.edu/secu/SyllabusLinks.pdf

VI. COURSE SCHEDULE (Subject to Change)

*Assigned content for each topic can be found on D2L and should be completed in preparation for class discussion.

**Topics and assigned content are subject to change with advanced notice.

Week & Dates	Major Themes
<u>WEEK 1</u> January 23 & January 25	<u>THEME 1: CHINA'S PAST INFLUENCES THE PRESENT</u> <ul style="list-style-type: none"> • M: Syllabus and China Basics • W: Ancient China and the Dynastic Cycle
<u>WEEK 2</u> January 30 & February 1	<u>THEME 1: CHINA'S PAST INFLUENCES THE PRESENT</u> <ul style="list-style-type: none"> • M: China's Philosophical Roots, Chinese New Year! • W: A Century of Revolution: Part 1
<u>WEEK 3</u> February 6 & February 8	<u>THEME 1: CHINA'S PAST INFLUENCES THE PRESENT</u> <ul style="list-style-type: none"> • M: A Century of Revolution: Part 2 • W: A Century of Revolution: Part 3
<u>WEEK 4</u> February 13 & February 15	<u>THEME 2: CHINA'S ECONOMY</u> <ul style="list-style-type: none"> • M: The CCP Then & Now • W: China's Economy Then & Now
<u>WEEK 5</u> February 20 & February 22	<u>THEME 2: CHINA'S ECONOMY</u> <ul style="list-style-type: none"> • M: Class Structure: The Rich • W: Class Structure: The Rest
<u>WEEK 6</u> February 27 & March 1	<u>THEME 3: CHINA IN TODAY'S WORLD</u> <ul style="list-style-type: none"> • M: International Relations • W: The Chinese Diaspora
<u>WEEK 7</u> March 6 & March 8	<u>THEME 4: GEOGRAPHY & DEMOGRAPHICS</u> <ul style="list-style-type: none"> • M: China by the Map • W: Hong Kong and Taiwan
<u>WEEK 8</u> March 13 & March 15	<u>THEME 4: GEOGRAPHY & DEMOGRAPHICS</u> <ul style="list-style-type: none"> • M: What about Tibet? • W: Population Trends
<u>WEEK 9</u>	SPRING BREAK

Week & Dates	Major Themes
<p align="center"><u>WEEK 10</u> March 27 & March 29</p>	<p><u>THEME 4: GEOGRAPHY & DEMOGRAPHICS</u></p> <ul style="list-style-type: none"> • M: Gender Issues • W: Minority Nationalities
<p align="center"><u>WEEK 11</u> April 3 & April 5</p>	<p><u>THEME 5: ENVIRONMENTAL ISSUES</u></p> <ul style="list-style-type: none"> • M: Air Pollution • W: Water Resources
<p align="center"><u>WEEK 12</u> April 10 & April 12</p>	<p><u>THEME 6: DAILY LIFE</u></p> <ul style="list-style-type: none"> • M: The Role of the Automobile • W: International Travel
<p align="center"><u>WEEK 13</u> April 17 & April 19</p>	<p><u>THEME 6: DAILY LIFE</u></p> <ul style="list-style-type: none"> • M: Food - Regions, Dietary Change, and Food Safety • W: Health
<p align="center"><u>WEEK 14</u> April 24 & April 26</p>	<p><u>THEME 6: DAILY LIFE</u></p> <ul style="list-style-type: none"> • M: Technology and Human Rights • W: Education
<p align="center"><u>WEEK 15</u> May 1 & May 3</p>	<p align="center">FINAL PRESENTATIONS</p>
<p align="center"><u>WEEK 16</u> May 8 & May 10</p>	<p align="center">FINAL PRESENTATIONS</p>
<p align="center">EXAM WEEK</p>	<p>FINAL PAPERS DUE TO D2L DROPBOX W 12-21, 4:00pm</p>