

HURON UNIVERSITY COLLEGE  
DEPARTMENT OF FRENCH AND ASIAN STUDIES  
**CHINESE 1650G: Perspectives on China**  
**Winter 2019**

**Classes:** Wednesday 2:30 pm – 5:30 pm in HC Classroom W112

**Instructor:** Dr. Clare Gordon

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**Office Hours:** Monday, Tuesday, and Thursday 11:30am – 12:20pm

**Course Description and Class Methods:**

This course examines China as it emerges in the era of globalization. Content includes territory, people, society, language, science and technology, development and sustainability. Analysis of dominant and diverse realities will provide an essential basis for an appreciation of continuity and change occurring in China. Students will learn how to access major sources of information and critically to evaluate perspectives and debates.

China is the most populous country in the world. With the progress of its internal reforms and its openness to the “outside” in recent decades, China has risen to a global status. This course invites students to explore and discuss topics in contemporary China selected from multiple disciplines in different publication formats. By analyzing and reflecting on the identified concepts and topics, students will develop an informed understanding of some facts and issues of China’s progress and problems in its continuing transformation.

Perspectives on and debates about China are critically evaluated by the study of assigned readings. Discussions help students to develop an appreciation of how the illumination of differing perspectives casts an intensified light on deceptively simple issues. Lectures will be structured around five basic issues outlined in the *Lecture and Discussion Topics* section of this syllabus. Students are expected 1) to keep up with the assigned weekly readings and other resources and 2) to be prepared with their analysis of the assigned readings to discuss questions in class on the topics listed.

**Course Objectives:**

After successful completion of this course, students will have

- acquired a knowledge and understanding of:
  - o the main parameters of China Studies;
  - o basic definitions of China and the Chinese;
  - o key concepts in China Studies;
  
- enhanced their ability and skills in:
  - o discussing and analyzing China as an informed person;
  - o critical reading and thinking and use of research methods;
  - o evaluating the relevance and importance of different ideas.

**Required Textbook:**

Brown, Kerry (2015) *Contemporary China*. 2<sup>nd</sup> ed. (London, UK: Palgrave.)

**Additional Readings:**

Recommended readings and resources are provided for students wishing to explore further a specific topic and for essay purposes. A complete listing will be found at the course OWL area where students can conveniently access the readings.

<b>Evaluation:</b>	<b><u>Weight and Remarks</u></b>	<b><u>Due Dates</u></b>
Class performance	10% (contributions)	Weekly starting from January 23
Written Exercises	10% 200-250 words, Critical Reading: Evaluating sources	due beginning class January 30
	10% 200-250 words, Critical Reading: Assessing content	due beginning class March 6
Progress Test	25% 50 multiple-choice questions Covers all material until Feb. 6 class session. <i>If you fail to write the Test on the scheduled date and time, you will be given zero, except for documented emergency reasons. See appendix for relevant policy.</i>	Written in class February 13
Essay Proposal	10% 200-250 words, Details of the requirements for the Proposal will be given in class.	due beginning class March 13
Pro vs Con Team Debate	5% (Topic selected by Teams)	Argued in class April 3
Essay	30% 1000-1300 words, Details of the requirements for the Essay will be given in class. <i>For both the Proposal and Essay, a late penalty of 10% per day will be applied. Late submissions of more than 7 days will not be accepted for credit in the course.</i>	due beginning class March 27

**Lecture and Discussion Topics:**

2019

**Week 1 (Jan. 9)****Course Introduction**

Emergence and Development of China Studies  
Importance of the critical evaluation of perspectives  
An Overview of 21<sup>st</sup> Century China in the world

**Week 2 (Jan. 16)****Conceptualizing China**

Conceptions of “Facts of Life” in China  
Connotation of “China”  
Chinese Dragon Culture

- Week 3** (Jan. 23)     **What is China?** (Issue 1)  
 Naming China and Chinese places  
 Inner/Outer /Greater China  
 Cultural China
- Week 4** (Jan. 30)     **What is China?** (Issue 1)  
 One China  
 Two Chinas  
 Multiple Chinas
- Week 5** (Feb. 6)     **What is Chinese language?** (Issue 2)  
 Written characters  
 Spoken dialects  
 Pinyin alphabets
- Week 6** (Feb. 13)     **What is Chinese language?** (Issue 2)     **Progress Test**  
 Chinese languages  
 The language of China  
 Cyber expressions
- Feb. 20     No Classes     Winter Reading Week*
- Week 7** (Feb. 27)     **What is “socialism with Chinese characteristics”?** (Issue 3)  
 Nation, State, and Party  
 The party politics  
 Core beliefs and practices
- Week 8** (Mar. 6)     **What is “socialism with Chinese characteristics”?** (Issue 3)  
 Population dimensions  
 Networked  
 The rule of law
- Week 9** (Mar. 13)     **What is Chinese Society?** (Issue 4)  
 Economic development  
 Gaps and traps  
 Sustainable development
- Week 10** (Mar. 20)     **What is Chinese Society?** (Issue 4)  
 Class and Prestige  
 Demographics by design  
 Great Expectations
- Week 11** (Mar. 27)     **What is China’s cultural identity?** (Issue 5)  
 Modernization and Progress  
 Arts and Media  
 Popular culture
- Week 12** (Apr. 3)     **What is China’s cultural identity?** (Issue 5)  
 Confucius & Confucian Institutes  
 The “China Dream”  
 A Global Super-Power

## Appendix to Course Outlines

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:  
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student’s ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and

Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<https://huronuc.ca/student-life-campus/art-social-science>