Course Guide

SINO1003 Greater China: A Multi-disciplinary Introduction

Course conveners:
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** The tutors will provide details about tutorials via email. Please check your HKU email regularly. Also remember that if you drop this course, please also drop the tutorial.

Time of the course:
- Thursdays, 10:30 am - 12:20 pm

Venue:
- CPD 1.21

For announcements and the **most updated course details** check the Moodle page for the course regularly.

PREREQUISITE: None

I. Introduction

This course adopts multi-disciplinary perspectives to examine significant and complex issues of China in the past and present. It is an introductory course required for majors and minors of China Studies in both the Arts Stream and the Social Sciences Stream. As a general survey of China, this course discusses China's historical development, revolutionary past, cultural traditions, formal political structure, the market-oriented economic reform, and geographic, demographic and linguistic diversity, as well as contemporary issues of environment, resistance and mass media. Central themes throughout the course include China's cultural identity, ethnicity, state-society relations, continuities and changes in China's socio-political values, and China's role in the global order. The purpose of this course is to provide students with a base of knowledge of China's historical and contemporary experiences and contexts. It aims to help students understand how China's historical legacy impacts today's society, and how contemporary politics and economics transforms China in a comprehensive way.

II. Format

The course will be delivered in the format of a weekly lecture and several tutorials for one semester. Students are expected to undertake readings and other preparation outside of class to participate meaningfully in classroom discussions.

III. Attendance

In accordance with University and School guidelines attendance is mandatory.

IV. Learning Objectives and Outcomes

All China Studies major and minor students must take this course. This course is also offered to non-BA/BSocSci students for inter-Faculty broadening purposes.
1. The purpose of this course is to give students a solid understanding of the evolution of global understandings of Chinese politics, economy, society, culture and China's place in the world.
2. It provides students with the analytical skills to interpret the ideologies underpinning China Studies, to appreciate the impact of global events on China and to comprehend the contributions of scholars from various backgrounds to global China Studies.
3. Students will acquire basic knowledge of the primary issues experienced by historical and contemporary China in a global context.
4. At the successful completion of this course, students will have developed a deeper understanding of China and will increase their competence in analyzing source materials.
5. Students can develop the ability to engage in general critical thinking and to hone academic writing and presentation skills by addressing relevant topics.

V. Assessment

Students will be assessed on the merit of their performance throughout the semester. The coursework grade is composed of active and constructive participation during tutorial meetings (15%), individual presentation during one of the tutorial meetings (15%), a group final project (30%) and an individual essay test (40%). You will not be assessed or judged on the basis of your opinions or beliefs, but rather on the basis of your ability to express them in a logical manner using relevant evidence and proper citations of high-quality sources, especially the assigned readings.

- Active and Constructive Participation during Tutorial Meetings (15%): Every student will be expected to attend every scheduled tutorial meeting and to participate by listening attentively to other students and the tutorial leader when they are speaking, and to contribute his or her own comments and questions.

- Individual News Presentation (15%): Every student will sign up and deliver a 10-minute news presentation during one of the tutorial meetings. The course instructors and tutorial leader will provide standard guidance about performance expectations.

- Group Project (30%): Students will sign up in groups of 2-4 persons (per group) to work together in an equitable manner (free-riding will be severely discouraged and penalised) to develop a wiki page about one of the topics given by the course instructors. The project is due by December 7, 2017 (Thursday) at 5pm.

- Semester-End Essay Test (40%): Students will write two short essays (based on multiple choices of topics) reflecting upon topics covered in the course during a test held on the last day of the course.

Grading	3.7-4.3	2.7-3.7	1.7-2.7	0-1.7
1. *Active and Constructive Participation in Tutorial Meetings*	Arrives to the tutorial meeting on time. Usually listens attentively to other students. Speaks actively and frequently in class discussions,	Arrives to the tutorial meeting on time. Mostly listens attentively to other students. Speaks semi-actively and semi-frequently in class discussions, both small group and	Arrives to the tutorial meeting on time or is slightly late (0-15 minutes). Listens semi-attentively to other students. Speaks occasionally in class discussions, both small group and whole-tutorial.	Is significantly late to the tutorial meeting (more than 15 minutes). [Absent students will automatically receive 0 points; excused absences must

	both small group and full-class. Leads and helps other students in small-group activities.	whole-tutorial formats. Helps other students in small-group activities.		be reported immediately] <u>Does not listen attentively</u> to other students. <u>Participates minimally</u> in class discussions, both small group and whole-tutorial, and small-group activities.
2. *Essay Test*	The paper is responsive to its research question, and is thoughtful and logically organized. Its arguments are well supported by evidence presented.	An average, run-of-the mill paper. The argument is reasonable but lack sufficient support. There are some errors of grammar and spelling but not excessive.	There are some major problems with its arguments, and also the essay poorly organized. Many grammatical problems are present.	In general, the essay is unresponsive to the assigned question and demonstrate little knowledge about the topic.
3. *Individual Presentation in Tutorial Class*	Clearly defines the topic of project and its significance. Provides sufficient evidence to the argument. Effectively includes smooth transitions to connect key points. Maintain eye contact.	Introduces the topic clearly Supports the thesis and key findings with evidence. Demonstrates some knowledge by responding appropriate to the question raised by audience. Combines existing ideas to form new insights.	Introduce the topic. Supports the thesis with some evidence. Demonstrates some knowledge by responding appropriate to the question raised by audience. Speaks clearly and unclearly in different portions. Some incorrect grammar.	Does not clearly introduce the Topic. Does not establish or maintain focus on the topic. Does not support the thesis with evidence Does not engage audience Serious grammar problems.

4. Group Project: Wiki	Raise a research question of considerable significance. Find fabulous data source with high level of collaboration. Research design and analysis is well finished. Each member contributes evenly in a valuable way to the project.	The research question is reasonable though not new. Members were collaborating in most of time finding enough information for their arguments. Have a clear Research design and analysis. Sufficient information was obtained and most sources were valid	Research question is poorly defined. Members have some level of collaboration. Does not have enough evidence for the argument. Research design is valid but analysis is not well organized. Some sources of data lack validity.	Research question is not well defined. Does not include related evidence to the research question. Research is poorly designed and analysis is not valid. Work individually rather than as a team.

VI. Plagiarism Policy

As stated in the University of Hong Kong's *Full-Time Undergraduate Handbook for the 2007/2008 Session*, [1] plagiarism is defined in the University's Regulations Governing Conduct at Examinations as:

"...the unacknowledged use, as one's own, of work of another person, whether or not such work has been published."

Plagiarism occurs when all forms of information taken from books, journals, databases, websites and other sources are not acknowledged to be someone else's information. When using information for your essay you need to state where it comes from. You need to acknowledge the sources of your information consistently and in a precise manner throughout your writing. Adequate referencing is also indispensable even when paraphrasing information from these sources. All material used for writing an essay needs to be clearly identified as such. The author or origin of the information must be acknowledged in order to prevent a misappropriation of intellectual property. In order to do so, referencing systems exist which serve as a framework for correctly citing information used for essays, reports, and other academic writing.

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[1] The University of Hong Kong's *Full-Time Undergraduate Handbook for the 2007/2008 Session* can be found at: http://www3.hku.hk/student/handbook/fulltime. Further information can be found in the booklet entitled *"What is Plagiarism"* that is enclosed in the Student Registration Folder. Every student receives the Student Registration Folder upon admission into the University of Hong Kong.

There are two main referencing systems commonly used in the Social Sciences, Arts, and Humanities. One is called "MLA" referencing; the other one is called "Harvard-style" or "author-date" referencing. Consult with the *MLA Handbook* or the *Chicago Manual of Style*, both of which you can find at the HKU Main Library. The main point to remember is to reference consistently throughout your essay, using one of the styles mentioned above. Please do not switch between styles; choose one and stick to it.

Plagiarism is a serious offence and will be followed up by disciplinary action as determined by the responsible authorities. All members of the University are required to familiarize themselves with, follow, respect, and abide by the University of Hong Kong's rules and guidelines regarding appropriate referencing and quotation techniques. Not knowing about the University's plagiarism policy is <u>not</u> an excuse!

VII. Course Outline

Week 1 (September 7, 2017): China Studies as Topic and Method

Week 2 (September 14, 2017): What is China? Who is Chinese?

Required Reading:

Cohen, Paul A. *China Unbound: Evolving Perspectives on the Chinese Past*. London and New York: RoutledgeCurzon, 2003.
"Moving beyond 'Tradition and Modernity'," pp.48–84. [**Available on Moodle**]

Week 3 (September 21, 2017): Identity in Modern and Contemporary China

Required Readings:

1) Fox, Kate. *Watching the English: The Hidden Rules of English Behaviour*. London: Hoddor Books, 2014.
"Introduction: Anthropology at Home" pp.6–32. [**Available on Moodle**]

2) Ko, Dorothy. "Introduction: Gender and the Politics of Chinese History" in *Teachers of the Inner Chambers: Women and Culture in China, 1573-1722*. Stanford: Stanford University Press, 1994: 1–26. [**Available on Moodle**]

Week 4 (September 28, 2017): Political Systems – The Formal Political Structure

Required Reading:

Guo, Sujian. *Chinese Politics and Government: Power, Ideology, and Organization.* Routledge, 2013. Chapter 9 [The whole book provides a good introduction of Chinese political development for anyone who is interested in politics particularly. It is available as e-book on our library website. **Required chapters will be scanned and uploaded to Moodle.]**

Week 5 October 5, 2017: No class due to the public holiday

Week 6 (October 12, 2017): Political Systems – Some Political and Policy Processes

Required Readings:

1) Guo, Sujian. *Chinese Politics and Government: Power, Ideology, and Organization.* Routledge, 2013. Chapter 10 [**Available on Moodle**]

2) Shih, Victor. Factions matter: personal networks and the distribution of bank loans in China. *Journal of Contemporary China* 13 (38) (2004). *Read the first 8 pages, skim the rest.* [**Available on Moodle**]

Week 7 (October 19, 2017): Reading Week

Week 8 (October 26, 2017): Economy – The Socialist Transformation and Economic Reform

Required Readings:

1) Dreyer, June T. China's Political System: Modernization and Tradition. (Longman, 2008). pp.158-177. [**Available on Moodle**]

2) Shirk, Susan. 1993. *The Political Logic of Economic Reform in China*. (Berkeley, CA: The University of California Press, 1993). pp: 129-145. Skim [**Available on Moodle**]

Week 9 (November 2, 2017): New Economic Dynamics – Science and Technology

Required Readings:

1) Hao, Xin, "You Say You Want a Revolution," *Science* 322 (2008): 664-666. [**Available on Moodle**]

2) Suttmeier, Richard P. "State, Self-Organization, and Identity in the Building of Sino-US Cooperation in Science and Technology," *Asian Perspective* 32.1 (2008): 5-31. [**Available on Moodle**]

3) Wen, Jiabao, "Science and China's Modernization," *Science* 322 (2008): 649. [**Available on Moodle**]

Week 10 (November 9, 2017): Socio-Political Conflict and Resolution in Modern History

Required Reading:

Plum, M. Colette. "Orphans in the Family: Family Reform and Children's Citizenship during the Anti-Japanese War, 1937–45," pp. 186–206
from

Flath, James, and Norman Smith, eds. *Beyond Suffering: Recounting War in Modern China*. Vancouver: University of British Columbia Press, 2011. [**Available on Moodle**]

Week 11 (November 16, 2017): Socio-Political Conflict and Resolution in Contemporary Times

Required Readings:

1) Ng, Jason Y. *Umbrellas in Bloom: Hong Kong's Occupy Movement Uncovered.* Hong Kong: Blacksmith Books, 2016. [**Available on Moodle**]
* The Day When Everything Changed, pp.29–35
* The Day After Everything Changed, pp.92–98
Please note there are two parts to this reading – you must read both parts

2) Veg, Sebastian. "Creating a Textual Public Space: Slogans and Texts from Hong Kong's Umbrella Movement." *Journal of Asian Studies* 75.3 (August 2016): 673–702. [**Available on Moodle**]

Week 12 (November 23, 2017): China in the World – One Belt One Road

Required Reading:
Alff, Henryk. "Getting Stuck Within Flows: Limited Interaction and Peripheralization at the Kazakhstan-China Border." *Central Asian Survey* 35.3 (August 2016): 369–386. [**Available on Moodle**]

Week 13 (November 30, 2017): Semester-End Test