

**School of Arts & Science
Social Sciences**

**ASIA 222 - Contemporary China
Winter 2004**

COURSE OUTLINE

The Approved Course Description is available on the web

✦ *Please note: It is recommended students keep this outline for their records.*

1. Instructor Information

- (a) Instructor Dr. Peter Maidstone
- (b) Office hours TBA
- (c) Location Paul 230
- (d) Phone 370-3369
- (e) E-mail maidstone@camosun.bc.ca (brief messages only)

2. Intended Learning Outcomes

- 1. The student can demonstrate a knowledge of the major events that have shaped contemporary China.
- 2. The student can critically assess China's shifting patterns of development, and how these shifts are reflected in diverging forms of social organization, ideology, and relations with the West.

3. Required Materials

- (a) Texts

Dietrich, Craig. *People's China*, 3rd ed. New York: Oxford University Press, 1998.
Link, Perry, et al. *Popular China: Unofficial Culture in a Globalizing Society*. Lanham, Maryland: Rowman & Littlefield, 2002.
Seybolt, Peter. *Throwing the Emperor from His Horse*. Boulder, Colorado: Westview, 1996.

- (b) Other

Required reading:
Selected articles on reserve in the library.

4. Course Content and Schedule

Course Objectives:

The object of the course is to provide the student with an understanding of the major historical events that have shaped contemporary China. Focusing on the period from the establishment of the People's Republic, China's social and economic development will be traced with the goal of explicating the social structure and ideology, and the relationship with the West that defined each historical period. The intent of the course is to furnish the student with not only an understanding of the events that comprise modern Chinese history, but also with the means to differentiate and critically evaluate them. Thus, the aim is to enable the student to go beyond the historical chronology.

Topic Areas:

1. **An Introduction to the Perspective of the Course.** The aim of this unit is to make the student familiar with the issues of the course: development and under-development, class and ideology, and relations with the West.
2. **Old China.** The object of this unit is to examine 20th Century China prior to the establishment of the People's Republic in terms of the issues of the course.
3. **The People's Republic.** This unit will explore the changes that developed with the establishment of the People's Republic. The differences between Old China and the emerging new society will be highlighted in terms of the course issues.
4. **Socialist Transformation.** This unit will examine the First Five-year Plan, the Hundred Flowers Campaign, The Great Leap Forward, and the consequences of the Great Leap. Focusing on the course issues, the unit will critically analyze the socioeconomic transformations attempted in this period.
5. **The Cultural Revolution.** The three stages of the Cultural Revolution will be explored. By focusing on class and ideology, development and under-development, and relations with the West, the unit will attempt to provide a critical understanding of the social changes and turmoil of this era, and their implications both for China and other developing countries.
6. **The Post-Mao Era.** This unit will examine the socioeconomic transformations that emerged with the Four Modernizations. These changes will be analyzed in terms of the course issues with the objective of highlighting the similarities and differences between this era and the Old China, and the other historical periods that have been studied in the course.
7. **Tiananmen Square.** The events leading up to the tragedy at the Square, and their aftermath will be examined in terms of their implications for China.
8. **The Nineties.** This unit will explore the transformations that China has undergone in this decade. Focusing in particular on economic "reforms", this unit will examine their consequences with respect to the key issues of the course.
9. **The Global Era.** The impacts of globalization on China will be examined.

5. Basis of Student Assessment

(a) Assignments

Article analysis: Each student is responsible for completing a three-page typewritten analysis of a current newspaper or magazine article that deals with China. This assignment, which will be explained more fully in class, will be evaluated on a Pass-Fail basis. A copy of the article together with the analysis is due February 6 .(10%)

(b) Exams

Midterm exam: The exam will be an "objective style" multiple choice exam, but will attempt to test one's conceptual rather than factual knowledge. It will focus on material covered to date in the course, and will be written in class February 27. (30%)

Final exam: The second exam will focus on material covered since the midterm. It will be an "objective style" multiple choice exam, but will attempt to test one's conceptual rather than factual knowledge. It will be written during the final exam period. (25%)

(c) Other

Term paper: Each student is responsible for completing a research paper of one thousand five hundred words, with a bibliography and references. Possible paper topics will be identified at the beginning of the course, and the student's specific topic must be selected by February 20. The completed paper is due March 19. (35%)

6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%

A = 90 - 94%

A- = 85 - 89%

B+ = 80 - 84%

B = 75 - 79%

B- = 70 - 74%

C+ = 65 - 69%

C = 60 - 64%

D = 50 - 59%

F = 0.0 - 49%

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html