Faculty Information:
To obtain the name and contact information of the course section instructor, go to the ‘Home’ page of your course in the Canvas LMS, and click the ‘Instructor’ icon.

Learning Management System: http://canvas.ou.edu/

Course Meeting Time and Location:
Online

Course Prerequisite:
Junior standing

Course Delivery:
Online

Catalog Description:
Introduces students to contemporary Chinese political thought. Attention will be given to other countries as comparison. Students also will be introduced to major characteristics and issues in Chinese history establishing a framework for understanding aspects of Chinese political culture and traditions. (F, Sp)

Course Goals:
Students in this course will be studying recent, current, and emergent political issues shaping domestic and international policies and debates in China and Taiwan. This involves developing foundational knowledge of existing political institutions, pivotal positions, key relationships, and the individuals who currently function within these structural systems of power distribution and operation in China. Such analyses also involve political forces centered beyond China and Taiwan, including relations with other Pacific Rim nations, major trade partnerships, the US government and other international relations, and the United Nations.

A full examination of contemporary political issues with the objective of predictive insights – the ability to analyze emergent trends and evaluate likely outcomes – also requires an understanding of the underlying philosophical and ideological principles and life experiences shaping the positions and policies of political leaders and other influential figures in China, beginning with the collapse of dynastic rule at the turn of the 20th century. The study of Chinese political history will involve the use of analytical concepts from a broad range of disciplines, including sociology, psychology, biography, international relations, economics, anthropology, and cultural studies.

The interdisciplinary approach adopted in this course depends on a similarly dynamic range of learning materials, including: news items detailing current events; expert analyses published in mainstream Chinese, Taiwanese, international, and US media outlets; primary materials such as treaties, official pronouncements, historically significant essays and speeches, and cultural artifacts with political import; biographical materials; academic research; and documentary films. Drawing on these materials students’ work will involve historical overviews, analysis of institutions and power structures, examination of the relationship between cultural practices and political events, exploration of the dynamic relationship between individuals’ biographies and historical processes, and analyses of the current and future implications of contemporary events involving China, both internal, regional, international, and global in scale, including those that develop in real time over the course of the semester.

Activities and assignments include research-based analysis essays (3-4 pages) drawing on high-quality sources of information, brief research papers (4-5 pages) drawing on research-quality sources, discussion board assignments related to course content and current events, and a course-spanning research project dealing with contemporary events resulting in a medium-length (6-8 pages) research paper.
Learning Outcomes:

1. Demonstrate effective written communication skills following APA guidelines for themed essays and research papers.
2. Engage other learners and the instructor in substantive, meaningful, and respectful discussions dealing with complex topics in an online environment.
3. Utilize academic databases and other online resources for scholarly research.
4. Identify, summarize, analyze and discuss the historical, social, cultural, and economic dimensions of important events shaping power relations in China and Taiwan, including domestic, international, and global contexts.
5. Evaluate the various impacts of important historical figures who have impacted socio-political processes in the Chinese sphere of influence.
6. Assess the relationship between political ideology and governmental policies on everyday life in China and Taiwan.
7. Outline the current power structure in China and Taiwan in terms of individuals and institutions.
8. Analyze the role of political dissent in shaping recent and current political developments in China and Taiwan.
9. Draw on recent history, ongoing issues, current events, and emerging trends to hypothesize potential directions of socio-political change in the near-, medium-, and long-term.

Texts and Materials:


Teaching Philosophy:

We in the College of Liberal Studies (CLS) believe that higher education is a crucial ingredient in becoming a successful, personally fulfilled human being and an actively engaged citizen of the state, nation, and world. Further, we operate with the foundational assumption that a University of Oklahoma education should be available to all qualified students regardless of their age, geographic location, or life circumstance.

Acting on these assumptions, CLS strives to create significant and meaningful learning experiences through online and accelerated course delivery methods. All CLS courses incorporate interdisciplinary perspectives and provide students with a well-rounded, life-enriching liberal education combined with specialized study in selected program areas, thus preparing them for ever higher levels of learning. CLS faculty members provide instruction, encouragement, timely response, and constructive feedback to broaden and deepen the student's understanding of course materials.

We understand that adult learners prefer, and have the best achievement, within a collaborative and interactive learning environment, while functioning on their own personal schedules. We also believe that all students are capable of learning and we aspire to enable students' self-agency in attaining their personal learning goals.

Expectations:

You can expect instructors to:
- Challenge you to think about and understand the material in this course.
- Encourage you to learn the material in the course and become a lifelong learner.
- Be available to return e-mails in a timely fashion, within 24-48 hours.
- Return written assignments in a week or less, quizzes and exams in 72 hours or less.
- Engage you in discussion.
- Provide feedback.

As the student, you are expected to:
- Accept responsibility for your learning.
- Be engaged in the course by logging in to the course every week, reading course announcements, knowing when
assignments are due, and turning in all assignments on time.

- Set aside enough time to read and understand assigned course materials, successfully complete quizzes and tests, actively participate in class discussions, and write thoughtful essays and research papers. Many CLS courses are offered in compressed formats, so the time devoted to each class per week should be adjusted accordingly.
- Read and apply feedback
- Use only the OU email address for all OU correspondence and assignments.
- Have all textbooks and course materials before the class starts.
- Use the “Ask the Professor” discussion board in the discussion section of https://canvas.ou.edu if you have a question about something related to the course curriculum. If your question is of a personal nature (“My mother is having surgery next week and will be 4 days late on my assignment…”), email the faculty member directly.
- Ask your advisor if you have questions about your degree program or other questions not related to a specific course.
- Have a reliable computer and a reliable Internet connection. Do some pre-planning and have a backup plan ready in the event you should have computer or Internet problems.
- Load all assignments in Canvas; do not email assignments to the professor.
- Practice your writing skills. Familiarize yourself with the Grammarly self-edit tool provided to CLS to check your papers prior to submission for grading.

Learning Activities and Assessments

Activities:

1. Online Discussions - Students engage in meaningful dialog related to the assigned readings and video viewing requirements. This activity requires students to make an initial post and reply to peers and must cite the assigned works in their remarks.
2. Assignments - Students develop analytical skills through weekly essays on particular and assigned topics.

Assessments:

1. Analysis Essays - Analysis essays (units 1 and 4) are approximately 3 to 4 pages in length (1000 to 1300 words), though longer papers are acceptable up to 6 pages. They are research-based compositions on designated topics closely related to unit topics and learning materials. Although original themes are important, the overarching focus, topic parameters, structure, and concepts to be applied in analysis essays are closely defined in the assignment descriptions.
2. Brief Research Papers - Research papers (units 2 and 3) should be approximately 4 to 5 pages in length (1300 to 1600 words), though longer papers are acceptable up to 7 pages. Topics are more open-ended compared to analysis essays. Research papers draw upon research-quality sources, including primary materials, peer-reviewed journal articles, and academic texts.
3. “In the Headlines / Between the Lines” Discussion Board Assignments - In the Headlines / Between the Lines assignments involve two aspects: an initial essay posted on the discussion board in the middle of each unit (at the end of weeks 1, 3, 5, and 7), and then discussion posts due by the end of the unit (weeks 2, 4, 6, and 8). Initial composition posts are very brief essays, about one and a half pages to two pages in length (approximately 500-650 words), though longer essays are acceptable up to 1,000 words. Comments and replies are much shorter, generally a paragraph or two (at least 150 words) and do not require further research. Because discussion topics may be related to late-breaking current events – “in the headlines”, they differ from semester to semester and will be posted on the discussion board a few days prior to the beginning of each unit and may involve learning materials such as news items and analysis not included on the unit learning materials list. In some cases, students will be asked to compare and contrast accounts of key events from differing media sources representing alternative perspectives and interpretations – “between the lines”. These types of topics require students to go beyond discussing the basic facts of a story and analyze the underlying currents shaping differing media representations. Other topics ask students to draw connections between current affairs and deeper historical patterns and the underlying influence of culture. Other topics involve assessing insights from expert analysis of recent development.
4. Course research project final paper - Course research project topic description with references; course research project annotated outline and bibliography
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Learning Activities</th>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td><strong>Demonstrate effective written communication skills following APA guidelines for</strong></td>
<td>Online Discussions Assignments</td>
<td>Analysis Essays</td>
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<tr>
<td>themed essays and research papers</td>
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<td>✓</td>
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<td><strong>respectful discussions dealing with complex topics in an online environment</strong></td>
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<tr>
<td><strong>Utilize academic databases and other online resources for scholarly research</strong></td>
<td>Online Discussions Assignments</td>
<td>✓</td>
</tr>
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<td><strong>Identify, summarize, analyze and discuss the historical, social, cultural,</strong></td>
<td>Online Discussions Assignments</td>
<td>✓</td>
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<td><strong>and economic dimensions of important events shaping power relations in China</strong></td>
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<tr>
<td>and Taiwan, including domestic, international, and global contexts</td>
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<tr>
<td><strong>Evaluate the various impacts of important historical figures who have</strong></td>
<td>Online Discussions Assignments</td>
<td>✓</td>
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<tr>
<td><strong>impacted socio-political processes in the Chinese sphere of influence</strong></td>
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<tr>
<td><strong>Assess the relationship between political ideology and governmental</strong></td>
<td>Online Discussions Assignments</td>
<td>✓</td>
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<tr>
<td><strong>and governmental policies on everyday life in China and Taiwan</strong></td>
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<tr>
<td><strong>Outline the current power structure in China and Taiwan in terms of</strong></td>
<td>Online Discussions Assignments</td>
<td>✓</td>
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<tr>
<td><strong>individuals and institutions</strong></td>
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<tr>
<td><strong>Analyze the role of political dissent in shaping recent and current</strong></td>
<td>Online Discussions Assignments</td>
<td>✓</td>
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<tr>
<td><strong>political developments in China and Taiwan</strong></td>
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<tr>
<td><strong>Draw on recent history, ongoing issues, current events, and emerging</strong></td>
<td>Online Discussions Assignments</td>
<td>✓</td>
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<td><strong>near-, medium-, and long-term.</strong></td>
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| Maximum Points | 200 | 300 | 120 | 210 |
Tentative Schedule:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1:</td>
<td>Headlines initial essay (posted on discussion board)</td>
<td>January 22 2017</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Headlines discussion (comments on initial essays)</td>
<td>January 29, 2017</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Analysis essay: Biography and Historical Generations</td>
<td>January 29, 2017</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Course Research Project Topics and Related References</td>
<td>February 5, 2017</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Headlines discussion (comments on initial essays)</td>
<td>February 12, 2017</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Research Paper; Culture in the Cultural Revolution</td>
<td>February 12, 2017</td>
<td>150</td>
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<tr>
<td>Unit 2:</td>
<td>Headlines initial essay (posted on discussion board)</td>
<td>February 19, 2017</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Headlines discussion (comments on initial essays)</td>
<td>February 26, 2017</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Research Paper: Political Biography of Key Players</td>
<td>February 26, 2017</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Course Research Project: Annotated Outline and Biography</td>
<td>February 26, 2017</td>
<td>40</td>
</tr>
<tr>
<td>Unit 3:</td>
<td>Headlines initial essay (posted on discussion board)</td>
<td>March 5, 2017</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Headlines discussion (comments on initial essays)</td>
<td>March 10, 2017</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Analysis essay: Political Biography of Dissent</td>
<td>March 10, 2017</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Course Research Project: Final Paper</td>
<td>March 10, 2017</td>
<td>150</td>
</tr>
</tbody>
</table>

Total Points: 830

Final Grade:

- Points 747 - 830 Grade A
- Points 664 - 746 Grade B
- Points 581 - 663 Grade C
- Points 498 - 580 Grade D
- Points 497 or below Grade F

Grading Procedures

Students will submit assignments in Canvas at [http://canvas.ou.edu/](http://canvas.ou.edu/). Assignments will be graded, with comments, and returned to the student. Privacy will be maintained and student grades will not be publicly posted. This course is letter-graded.

Withdrawal (‘W’) Policy

Because the College of Liberal Studies offers courses in multiple class session lengths throughout the academic year, please refer to the CLS academic advising website for rules and schedules regarding the College and University’s withdrawal policies, procedures, and deadlines: [http://www.ou.edu/content/cls/advising-support.html](http://www.ou.edu/content/cls/advising-support.html).

Dropping or withdrawing from a course may have an effect on your Financial Aid. Contact Financial Aid before you drop or withdraw from a course after the term has started. [isaid.ou.edu](http://isaid.ou.edu), 405-325-2929.

Assignment Completion Policy

The College of Liberal Studies expects students to complete all assignments to earn a final grade in a given course.

Incomplete (‘I’) Policy

For sufficiently extenuating circumstances a student may receive a grade of ‘I’ and receive an extension to complete. To receive a grade of ‘I’ a CLS student must satisfactorily complete a minimum of one-half of the course work, have a legitimate reason for not being able to complete the work during the normal time frame of the course, receive permission of the instructor, and sign an Incomplete Contract Agreement Form. The Incomplete Contract will be completed by the instructor and include a reason for the ‘I’ grade, a description of the remaining assignments due, and the final due date for submitting these assignments for grading.

In most cases, the time allotted to complete the remaining assignments for a CLS course will not exceed 120 days. The maximum time limit allowed by the University of Oklahoma for completion of an ‘I’ is one calendar year. No CLS student may enroll in a subsequent semester with two or more active ‘I’ grades.
Please refer to the CLS academic advising website for more information regarding the College and University’s Incomplete Policies and Procedures: http://www.ou.edu/content/cls/advising-support.html

Additional Support for Learning

The College of Liberal Studies provides links to writing resources in the Content section of each Canvas course section. If you have questions about assignment requirements or would like to request feedback on a rough draft, you are encouraged to communicate with your course instructors while giving them enough lead time to respond before assignments are due.

The OU Writing Center is a wonderful resource available to all students and is funded in part by your student course fees. The Writing Center is equipped to help students both online and in-person: http://www.ou.edu/content/writingcenter.html

OU Libraries resources are available to all CLS students, including the ability to live chat, e-mail, and/or call a reference librarian with questions you may have about finding and evaluating sources for research papers: http://libraries.ou.edu; http://guides.ou.edu/CLS

Additional CLS Policies

Absences & Late Work: While CLS faculty members are expected to communicate with the class throughout the academic session, it is your responsibility to maintain personal communication with your instructors. If you need to miss a class (on-site), or if you are going to be delayed in submitting assignments (online), you should make all efforts to contact your faculty members in advance to let them know about your situation. Keep in mind that in most cases it is at the discretion of the instructor whether to grant an extension or apply late penalties to an assignment received after the posted deadline. Instructors are also allowed to set penalties for missing on-site class sessions.

Faculty members are not obligated to initiate contact with you before giving assignment or final grades. If you have several absences (on-site classes) or outstanding/late assignments, your grade may be seriously impacted.

Netiquette: The College of Liberal Studies has established a set of Netiquette Guidelines to be followed when communicating with your classmates and instructors. This information is available in the Content section of each Canvas course section and should be reviewed before participating in your first discussion topic. Failure to abide by these guidelines can lead to sanctions as outlined in the OU Student Rights and Responsibilities Code: http://www.ou.edu/content/dam/studentlife/documents/AllCampusStudentCode.pdf

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Syllabus Created By: jrb

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