

China: Money, Power and the 21st Century

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Course Description

The greatest migration of people in the history of the world is occurring right now, in China. Hundreds of millions of people, whose families have lived in rural China for thousands of years, are moving to rapidly urbanizing cities. This migration is being driven by a country transitioning from a rural to an industrial and technological economy in less than two decades. This course analyzes the dramatic impact of this warp speed growth upon jobs, economies, families and individuals in China, the United States and the rest of the world. Through on line discussions, videos, readings, and independent research, students will have the opportunity to form their own viewpoints as to whether the 21st century will become known as —The Chinese Century.

Course Learning Goals

After completing this course, you will be able to:

- Identify challenges facing a rapidly growing, urbanizing economy.
- Understand reasons for economic change in China.
- Articulate the dichotomy of one country/ two economic systems.
- Describe the economic ramification of industrialization upon urban, suburban and rural areas.
- Understand and describe positive and negative aspects of wealth transformation.
- Understand and articulate Hong Kong's economic impact.
- Compare and contrast differing perspectives relative to individual liberties and societal responsibilities.
- Understand and explain the costs of modernization on neighborhoods and families.
- Articulate the cultural and social changes being experienced by urbanized young people.
- Understand and explain the impact of China's energy and environmental policies on its economy and the world.
- Describe and articulate the relationship between Chinese economic savings and investment on the U.S. and the world.

- Understand and explain how technology is changing Chinese business and society.
- Describe the impact of official indifference to for-profit businesses in a Communist country.
- Evaluate the conditions of rural China in a rapidly urbanizing and industrializing nation.
- Comprehend the major reasons for China's dominance in manufacturing.
- Understand and explain the significance of foreign investment in China for the U.S. and the world.
- Describe the evolving relationship between China and Taiwan and its importance.
- Understand and explain the history and rationale of the Communist Revolution.
- Evaluate and describe the driving forces behind China's Economic Revolution away from Communism toward Capitalism.
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- Evaluate and describe the driving forces behind China's Economic Revolution away from Communism toward Capitalism.
- Demonstrate a strong understanding of competencies.
- Display a solid knowledge of the course content.
- Articulate analysis of the current and future role of China in world economics, manufacturing and world financial markets.

If you opt to address an A-3-F competence, you will be able to:

- Compare two or more philosophical perspectives on the relationship of the individual to the community.
- Compare and contrast differing perspectives relative to individual liberties and societal responsibilities.

If you opt to address an H-1-C competence, you will be able to:

- Explain the emergence, maintenance or evolution of an economic or political institution.
- Evaluate the impact of a rapidly evolving economy and changing values upon a society and its people.

If you opt to address an H-5 competence, you will be able to:

- Analyze issues and problems from a global perspective.
- Analyze the impact of rapid urbanization in China upon its citizens and the world economy.

If you opt to address an H-1-H competence, you will be able to:

- Describe and analyze the challenges faced by communities in urban, suburban or rural areas.

Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
A-3-F	Can compare two or more philosophical perspectives on the relationship of the individual to the community. This competence will compare and contrast differing perspectives relative to individual liberties and societal responsibilities.
H-1-C	Can explain the emergence, maintenance or evolution of an economic or political institution. This competence will evaluate the impact of a rapidly evolving economy and changing values upon a society and its people.
H-1-H	Can describe and analyze the challenges faced by communities in urban, suburban or rural areas.
H-5	Can analyze issues and problems from a global perspective. This competence will analyze the impact of rapid urbanization in China upon its citizens and the world economy.

Course Resources

- Fallows, J. (2009). Postcards from Tomorrow Square: Reports from China. NY: Knopf Doubleday Publishing Group. ISBN-13:9780307456243.
- Fishman, T. C. (2005). China, Inc. NY: Scribner. ISBN-13:9780743257350
- Links to required internet readings and videos will be posted on D2L.

To buy your books, go to <http://www.mbsdirect.net> .

Hint: type DePaul for name of the school.

Click here for help buying your books.

Required Reading:

Both textbooks listed under Course Resources will be required to be read in their entirety following the weekly assignment schedule.

Recommended reading (not required):

Additional readings relative to weekly topics, assignments and independent research projects.

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80

C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

Course Structure

This course consists of 10 modules. The estimated time to complete each module is 10 weeks. The following table outlines the course:

Week, Module # and Title	Readings	Assignments
Week 1, Module 1: Introduction and Recent History of China	<p>View instructor's video</p> <p>View video, "The Tank Man"</p> <p>View video, "BBC Report"</p> <p>View video, "Students Don't Know the Tank Man"</p> <p>Read A Brief History of China: Democracy or Communist Bureaucracy?</p> <p>Read Tiananmen Square protests of 1989</p> <p>Read What Really Happened at Tiananmen?</p> <p>Read Special Administrative Region of the People's Republic of China</p>	<p>1.1 Introductions Discussion</p> <p>Threaded Discussions</p> <p>1.2 Tiananmen Square Discussion</p> <p>1.3 Students Don't Know the Tank Man</p> <p>1.4 Capitalism in Hong Kong and Macau</p> <p>1.5 Rapid Economic Growth</p> <p>1.6 One country two economic systems</p>
Week 2, Module 2: China's Wealth Transformation	<p>Read Fallows, Chapters 1-4</p> <p>Read China's wealth gap strains social fabric</p> <p>Read Chinese find development has big downside</p> <p>View video, "Mainland Chinese Spur Hong Kong Property Boom"</p> <p>View video, "Hong Kong, Gateway to China, 1938"</p>	<p>Threaded Discussions:</p> <p>2.1 Wealth Transformation and Capitalism</p> <p>2.2. Hong Kong's role What role do</p> <p>2.3 Economic Contradictions</p> <p>2.4. China and</p>

		Manufacturing 2.5. Property for Profit 2.6 Final Project Topic Selection
<p>Week 3, Module 3: The Price of Modernization</p>	<p>Read Urbanization in the People's Republic of China</p> <p>View video, "China: the New Wave, The Price of Rapid Modernization"</p> <p>View video, "Beijing's Vanishing Hutong"</p> <p>View video, "Kung Fu English"</p> <p>View video, "Factory Women"</p> <p>View video, "The Young and the Restless in China"</p>	<p>3.1 Modernization in China Debate (group)</p>
<p>Week 4, Module 4: Growth, Environment, Jobs and Prices</p>	<p><i>Postcards from Tomorrow Square</i> Chapters 5, 6, 7, 8 and 9.</p>	<p>4.1 China's Policies and the US</p>
<p>Week 5, Module 5: The Impact of Technological Change in China</p>	<p><i>Postcards From Tomorrow Square</i>, chapters 10, 11 and 12.</p>	<p>5.1 Role Play: The role of the technology</p>
<p>Week 6, Module 6: China Grows: The World Shrinks</p>	<p>Read <i>China, Inc.</i>, Chapter 1.</p> <p>Read article China Ends America's Century Old Manufacturing Dominance</p> <p>Read the Bloomberg article on the record foreign investment in China in 2010, "Foreign Direct Investment in China in 2010 Rises to Record \$105.7 Billion."</p> <p>View the PBS video: "Is Wal-Mart Good for America?"</p> <p>View the first episodes of the ABC World News Tonight series: "Made in America."</p>	<p>6.1 Role Play: Manufacturing in China (group)</p>
<p>Week 7, Module 7: The revolution against the communist</p>	<p>Read <i>China, Inc.</i>, Chapter chapters 2, 3, 4 and 5.</p>	<p>Complete self-assessment on Capitalism and</p>

revolution	View ABC Lateline Video, China Fears Peoples Revolution	Socialism 7.1 Discussion: The Pros and Cons of Communism and Capitalism 7.2 Rough Draft Final Project
Week 8, Module 8: China, the United States and the World Economy	Read <i>China, Inc.</i> , Chapter 6 -12. Watch video, Can China Maintain Growth During American Recession?	8.1 Intellectual Property Protection
Week 9, Module 9: Completion of Final Papers	Review all course materials. Finalize research if you have opted to complete a term paper or online oral presentation.	Presentations
Week 10, Module 10: Reflections on Whether China Will Rule the World	View, When China Rules the World View, Interview with Martin Jacques	10.2 Share Final Project 10.1 H1H Final Project

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Assessment of Learning

Percentage distribution of Assessments

Grading Category:	% of Final Grade:
Discussions	30
Role Plays and Debates	20
Written Assignments	20
Competence Project	30
Total	100%

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

Criteria for Assessment

Assessment will focus on the achievement of outcome measures that are designed to meet the learning goals of the student. Student evaluation will embody the qualities of clarity, integrity, flexibility and empathy. The multiplicity of learning experiences offered in the class affords the opportunity to measure progress through the assimilation of a variety of assessment sources. Among these will be:

- A) Informed participation in group projects and on-line discussions
- B) Written assignments
- B) Independent projects, or
- C) An essay review.

Students will be given the opportunity to prepare their own competence proposals, which will be reviewed with the instructor. These proposals will provide students with a framework from which to assess their progress throughout the course.

Competence Projects

Students registered for particular competencies will be evaluated on projects submitted to the instructor. Competence may be demonstrated by written or oral presentation. Oral projects may be in audio or video form, and will be presented in a class Wimba during Modules 9 & 10. Students may also select the option of completing a final essay examination to demonstrate competence.

All students will be required to submit a competence proposal by Module 3. Competence proposals will be reviewed by the instructor for pertinence to the competence, or competencies, addressed. The instructor will offer suggested research methodologies, strategies and resources to the student.

The suggested length for term papers is seven to ten pages. All term papers must include footnotes and a bibliography, including at least four sources.

Oral presentations should be seven to ten minutes in length. Students making oral presentations must submit a one page outline of their presentation and a bibliography including at least four sources by Module 3.

General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate

students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

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Discussion Forums

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see —Course Expectations in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

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Assessment Criteria for Online Discussion Participation

In the online discussions your responses will be assessed on whether one or more of the following are present:

1. Offering up ideas or resources and inviting a critique of them
2. Asking challenging questions
3. Articulating, explaining and supporting positions on ideas
4. Exploring and supporting issues by adding explanations and examples
5. Reflecting on and re-evaluating personal opinions

6. Offering a critique, challenging, discussing and expanding ideas of others
7. Negotiating interpretations, definitions and meanings
8. Summarizing previous contributions and asking the next question
9. Proposing actions based on ideas that have been developed

The above list was adapted from Gilly Salmon's book *E-Moderating: The key to teaching and learning online*. London: Kogan Page: p.143 (2000).

Online Participation Guidelines

A significant part of your online learning experience involves learning *with* and *from* your classmates and the instructor in the online discussions and group assignments.

Active participation means sharing information and resources and posting you ideas and critiquing and expanding on the ideas of others in a collegial fashion. This discussion is informal in the sense that it is meant to encourage interested discussion. You are expected to follow accepted standards of English spelling, grammar and usage, although you will not be assessed for these particular characteristics when you are participating in the WebBoard discussions.

These discussions are for you to exchange your reflections with your classmates and instructor about what you are learning. The discussions will be organized into forums around the particular topic you are studying each week.

You may be asked by the instructor to take leadership in a certain group for a certain time of the course. You will receive further instructions from your instructor if this occurs.

You should contribute your responses to the particular assignment for that particular discussion heading which will be posted.

For each Discussion Forum, you are required to make at least one original contribution to each topic and respond to one classmate's contribution.

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit

<http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/index.html> for further details.

Plagiarism:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
#370, Student Center, LPC, 773.325.1677

Description of Pass/Fail Grading Options

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but *will not* be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: *There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102; competence L-1), Foundations of Adult Learning (course number LL 250; competences L-2 and L-3), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be*

assessed at grades A through C- will earn a Pass in these classes.

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: Academic Writing for Adults (course number LL 150; competence L-4), Critical Thinking (course number LL 155; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9) and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

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Protection of Human Subjects

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competencies in this course can involve "interactions" —interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>

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Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Mark Enenbach and staff at SNL Online of the School for New Learning of DePaul University.

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