To print this course outline, use the "Syllabus" menu in the top left. Students do not need to login to Concourse.

MEETING TIMES

Introduction

A course introduction session will be held at 5pm on Wednesday 11 February in the Australian Centre on China in the World (CIW) and online. A training session for Adobe Connect will be held at 5pm on Thursday 12 February in the same places.

Online tutorials

Beginning on Wednesday 18 February, there will be weekly online tutorials conducted using Adobe Connect at 5pm. In weeks 4, 6, 8, and 10 student debates will be held in place of tutorials.

CONTACT INFORMATION

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Office: 6125 7090

DESCRIPTION

While questions about China have become ubiquitous at the time of its return to international prominence, public debates have often been polarised around simplistic answers. This course is not about finding the right answers to these questions but rather about providing students with the appropriate background to
form independent opinions about the most significant debates that surround China in the 21st century. Students will be exposed to a range of ideas about China from the perspectives of both humanities and social sciences, so as to develop an understanding of China's present and future in the context of its past.

Each week, one of CIW's academic staff (including Geremie R. Barmé, Jane Golley, Benjamin Penny and Luigi Tomba) will introduce and discuss major issues and debates surrounding one “Big Question”, such as: What is China and why study it? Is China capitalist? Is the Party in control? What do Chinese people believe? Is China a threat?

This course is designed to be delivered online. CIW will organise opportunities for on-campus students to interact with lecturers and tutors, including regular office hours and "CIW student days".

LEARNING OUTCOMES

At the conclusion of this course students will be able to

1. recognize and contextualise basic concepts that are recurrent in the study of China and that will be useful to them if they wish to pursue a professional or academic career involving China;
2. grasp and employ aspects of China’s history, economics, politics and culture that contribute to explain questions about the country’s recent transformation;
3. form, express and defend educated opinions about these complex questions;
4. explain how and why China has become central to public and policy debates in and develop the capacity to critically analyse such debates.

SCHEDULE

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 0</td>
<td>Course Introduction and Adobe Connect Introduction</td>
<td>Two Sessions at CIW and Online</td>
</tr>
<tr>
<td>11 &amp; 12 February</td>
<td>Introduction</td>
<td>- Wednesday 11th 5pm – Course introduction</td>
</tr>
<tr>
<td>CIW &amp; Online (Both sessions)</td>
<td></td>
<td>- Thursday 12th 5pm – introduction to Adobe Connect</td>
</tr>
<tr>
<td>Week 1</td>
<td>What is China and Why Study it?</td>
<td>Geremie Barmé</td>
</tr>
<tr>
<td>18 February</td>
<td>How Big is China?</td>
<td>Luigi Tomba</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
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<tr>
<td>Week 2</td>
<td>How Big is China?</td>
<td></td>
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<tr>
<td>25 February</td>
<td></td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Is China Capitalist?</td>
<td>Jane Golley</td>
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<tr>
<td>4 March</td>
<td></td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Is China Buying the World?</td>
<td>Jane Golley</td>
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<tr>
<td>11 March</td>
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<td></td>
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<tr>
<td>Week 5</td>
<td>What Kind of Legal Systems does China Have?</td>
<td>Elisa Nesossi</td>
</tr>
<tr>
<td>18 March</td>
<td></td>
<td></td>
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<tr>
<td>Week 6</td>
<td>What Rights do Chinese People Have?</td>
<td>Elisa Nessosi</td>
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<tr>
<td>25 March</td>
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</tbody>
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### ASSESSMENT OVERVIEW

#### Summary

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forum</td>
<td>10%</td>
<td>1 (2,3)</td>
<td>One post of at least 250 words and one response to another post, every week except for debate weeks.</td>
</tr>
<tr>
<td>Essay Plan</td>
<td>10%</td>
<td>2,3</td>
<td>A 500 word essay plan due in week 7.</td>
</tr>
<tr>
<td>Debate</td>
<td>15%</td>
<td>2,3</td>
<td>In week 1 choose one of four debate topics. Debates will be held in weeks 4, 6, 8 and 10.</td>
</tr>
<tr>
<td>Padlet Exercise</td>
<td>20%</td>
<td>3,4</td>
<td>Prepared from Week 1, released on week 12.</td>
</tr>
<tr>
<td>Essay</td>
<td>45%</td>
<td>2,3,4</td>
<td>4000 words, due in Week 12</td>
</tr>
</tbody>
</table>

#### Grading Scale

According to the ANU policy on assessment ([https://policies.anu.edu.au/ppl/document/ANUP_004603](https://policies.anu.edu.au/ppl/document/ANUP_004603)), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, which demonstrates comprehensive understanding of the subject matter, mastery of relevant skills, sophisticated or original critical and conceptual analysis, and outstanding quality in clarity, precision and presentation of work.</td>
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<tr>
<td>D</td>
<td>70-79%</td>
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ASSESSMENT ITEMS

To pass this course, you need to submit all assessment items and achieve an overall mark of at least 50%. You are welcome to contact the Convenor to discuss any aspects of the course or the assessment tasks.

For the essay and essay plan, you are free to use the referencing system with which you are most familiar, provided it is consistently applied. The Chicago Manual of Style offers a popular and appropriate method (http://www.chicagomanualofstyle.org/home.html)

Discussion Forums (10%)

Every week from week 1 (except debate weeks), you will be asked to participate in a discussion forum by posting short opinions on the Discussion Board, based on the questions provided as part of the week’s lecture material. There is an expectation that you will upload one post of a minimum 250 words per week and at least one reaction/reply to other posts. The guest lecturers will moderate the discussion and the convener will post a short video reply at the end of each week. Assessment will be based on the quality and originality of the posts.

Debates (15%)

In each of weeks 4, 6, 8 and 10, four students will take part in a public debate, two on each side. At the beginning of the course you will be required to enrol in a debate and choose one of two alternative views. Debate questions are articulated to cover two alternative and opposite opinions. An opening statement (no longer than 5 minutes) from each student will be followed by a free interaction moderated by the lecturer. Collaboration is encouraged to make each team’s opinion as strong and as comprehensive as possible. Assessment will be based on the team’s capacity to present and defend a logical and informed opinion, not on whether one opinion has more objective merit than another. Non-debating students are also required to participate in the activity.

Debates will be conducted using Adobe Connect via the course Wattle page. Training and troubleshooting will be provided for all students at the start of the course, however it is expected that students will take the time to further familiarise themselves with the technology.

The four debates:
Is China buying the world? (Week 4)

The growth of China’s economic power is increasingly impacting both the international economy and the domestic economies of developed and developing countries. Its middle classes are becoming more and more important, for example, in the global real estate and educational markets. Some people see these phenomena as a threat, while some others view them as win-win situations. Are we: 1) going towards a world where China will keep growing its economic influence without limitations and limitlessly increase its influence? Or 2) is China’s power overestimated and will be contained by domestic and international factors?

Is there a particular Chinese understanding of rights? (Week 6)

China has repeatedly been accused of violating the basic rights of its population (from freedom of expression to labour rights, to the right to political participation). On the other side, the Chinese government has argued that during the first six decades of the PRC it has focused on improving material conditions and that rights will only become central once the basic needs of the population are guaranteed. The Chinese government also asserts that the universal nature of human rights is not applicable to China’s cultural norms, while foreign governments have tried to advance a Universalist understanding of rights. While the legal framework and social conditions have improved greatly the debate is still highly polarized. In this context, please defend 1) the position of the Chinese government by highlighting its rationale. Or 2) the position of international organizations and human rights activists.

What is more important, economic development or the environment? (Week 8)

China’s development has produced significant consequences for its natural environment and that of many of its neighbouring countries. With China increasingly becoming an urban consumer society, such consequences are sometimes justified as inevitable and temporary. The current global debate on climate change has sharpened the focus on China’s environmental footprint. Defend one of these two opinions: 1) The Chinese have the same right as everyone else to own a car, travel and consume, and China should not be blamed for producing consumer goods for the global economy. Or 2) China is too big to be allowed to behave in the same way as other consumer societies before. Based on the experience of other big polluters it should be asked to contain consumption and pollution to a much lower level.

Is China a Threat? (Week 10)

China’s growing economic and military power has produced anxiety in East and Southeast Asia, and throughout the world. Some consider China a threat while others are highlighting its weaknesses (military, economic and cultural). Defend one of two positions: 1) China is an aggressive power interested in changing the status quo in international organizations and in expanding its influence in the region and globally. It has accumulated too much power and needs to be contained. Or 2) China’s rise is the result of its return to a historically justified greater influence in the world, both economically and politically, but should be seen more as an opportunity than as a threat. Diplomats and politicians should come to terms with the significance of such global change and engage with China in a constructive way.

Padlet Exercise (20%)

You will be asked to use Padlet (www.padlet.com) to create a visual essay which you will progressively develop and edit between weeks 1 and 12. These visual essays can include images, links to Internet resources, text or video and are supposed to summarise your overall learning experience during the course. In particular your Padlet page should illustrate the ways (if any), in which your opinions about China-related issues have evolved during the duration of the course.
Your Padlet visual essays will be posted in week 12 and then constitute part of the final discussion, in week 13. Instructions on how to use Padlet can be found here https://www.youtube.com/watch?v=UuzciL8qCYM.

Essay Outline (10%) and Final Essay (45%)

You will suggest an essay question and provide a 500 word text outline in week 7 and submit a 4,000 word essay at the end of week 12.

You will be allowed to formulate an essay question related to the content of the course. Your essay question should not only be descriptive, but also include a conceptual puzzle (ex: Why is China seen as a threat? Is China’s growth sustainable? What is the role of history in the legitimacy of the Chinese government?). It could also be inspired by a provocative statement in the readings or by news items. An outline is a text that:

i. articulates the question,
ii. details the main argument, and identifies the key points to be made in supporting that argument
iii. includes a structure of the essay, and
iv. lists the sources that will be used to prove your point
v. indicate an idea of their concluding argument

Please use a mix of different sources including published academic work, news reports and Internet material or blogs. Remember that not all sources have the same authority and some have clear biases. You are expected to show awareness of such biases and to use the sources critically. The lecturer will provide feedback on the outline.

The final essay will be due in week 12 and be based on your outline. Please refer to this page for guidelines on how to write a good essay: https://academicskills.anu.edu.au/taxonomy/term/100

COURSE EXPECTATIONS

This course uses material from www.thechinastory.org (http://www.thechinastory.org). Students are expected to be familiar with the site and its contents, especially the yearbooks.

It is expected that students should spend a minimum of 10 hours per week on all activities.

Wattle

All courses at the Australian Centre on China in the World use the ANU’s online learning environment, Wattle. Each course has its own unique Wattle site, which is accessible only to staff and students enrolled in that course. Lecturers use Wattle in different ways, which may include lecture recordings, lecture notes, further reading suggestions, and discussions on their course Wattle sites.

Assignment Submission

Essays and essay plans must be submitted electronically in Word format via Wattle https://wattle.anu.edu.au/, and you should retain soft and hard copies for your records.

Assessment tasks must have:

- a clear, legible font no smaller than 12 points;
- references (footnotes, endnotes or in-text) cited in a consistent style;
- numbered pages; and
- double-spaced text.

Reference citations are NOT included in the word count. Non-citation (explanatory) text in footnotes/endnotes IS included in the word count.

Extensions and Late Submissions

Extensions can only be given by the subject lecturer. Presentation of a certificate from a medical practitioner or from the ANU Counselling Centre is required. Part-time students requesting extensions due to pressure of work need to provide email and phone contact details for their work supervisor. Requests for extensions must be made before the due date of submission.

From January 1, 2015 there will be a university-wide penalty structure for late assessment task submission. Where an assignment is submitted after the due date, students are penalised by five per cent (5%) of the possible marks available for the assessment task per working day or part thereof. The relevant documentation can be found at:


Student Responsibility

1. Student feedback on and formal evaluation of subject

All courses will be evaluated using the Student Experience of Learning and Teaching surveys, administered by Statistical Services at the ANU. These surveys will be offered online, and students will be notified by email to their ANU address when the surveys are available in each course. Feedback is used for course development so please take the time to respond thoughtfully.

1. Enrolment

It is the student’s responsibility to ensure that they are correctly enrolled in each subject and that the subjects are correct for their course of study. Students should confirm their subject enrolment details online, and carefully check the census date for each course to enable course changes without penalty.

1. Attendance

Regular attendance at online tutorials and debates is expected.

1. Email
All information updates from the program and the School, and most University communication is made through email using the ANU student email address, which is studentnumber@anu.edu.au (e.g., u1234567@anu.edu.au).

Lecturers use the news forum in Wattle to make announcements to the whole class, and these messages are sent to your ANU email account. You can choose to receive these Wattle messages singly or as a daily digest (the default setting).

You must regularly access messages sent to your ANU email account. If you wish to forward your ANU email to another address please go to http://anumail.anu.edu.au, then go to Options, Settings and use the Mail Forwarding box at the bottom of that page.

Announcements made through email and on the Wattle course site are deemed to be made to the whole class.

ANU POLICIES

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: http://policies.anu.edu.au/ (http://policies.anu.edu.au/)

Students are expected to have read the Student Academic Integrity (https://policies.anu.edu.au/ppl/document/ANUP_000392) Policy before the commencement of their course.

Key policies include:

- Student Assessment (Coursework) (https://policies.anu.edu.au/ppl/document/ANUP_004603)

Academic Integrity

It is the responsibility of each individual student to ensure that:

- you are familiar with ANU policy for academic integrity
- work submitted for assessment is original
- appropriate acknowledgement and citation is given to the work of others
- you declare your understanding of, and compliance with, the principle of academic integrity when submitting assessment items

For information on academic honesty and integrity please refer to http://academichonesty.anu.edu.au/ (http://academichonesty.anu.edu.au/)

Assessment Requirements

The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit the ANU Online (http://online.anu.edu.au/turnitin
Students may choose not to submit assessment items through Turnitin. In this instance you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.

**Student Appeals and Complaints**

If you are concerned about a mark that you have been awarded you should approach the course convener to discuss the reasons for the mark being awarded.

Beyond this, you have the right to seek a review of your final result in a course. However, you should first raise any questions or concerns about the overall result of a course with your course convener. See the ANU College of Asia and the Pacific policy on assessment review and appeals for guidance: [http://asiapacific.anu.edu.au/students/student-centre/appeals-and-complaints](http://asiapacific.anu.edu.au/students/student-centre/appeals-and-complaints)

**Student Feedback**

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.


**Support for Students**

- The University offers a number of support services for students. Information on these is available online from [http://students.anu.edu.au/studentlife/](http://students.anu.edu.au/studentlife/)

**Library**

- Information about the library can be found at [http://anulib.anu.edu.au](http://anulib.anu.edu.au).
- For free courses in Information Skills and Computer Skills see [http://ilp.anu.edu.au](http://ilp.anu.edu.au)/.