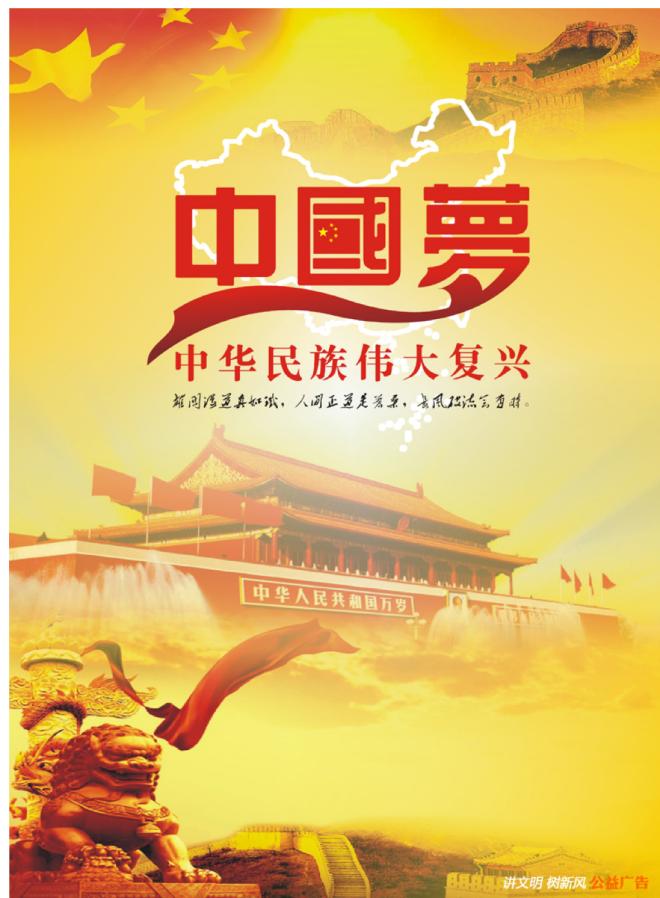


This is a sample outline. Please email
languages@otago.ac.nz if you would
like to have more information about
this paper.



Department of Languages and Cultures

Kā Reo me kā Tikaka o te Ao Whānui



CHIN 241

CONTEMPORARY CHINESE SOCIETY

Paper Description

This introductory paper examines some of the momentous transformations that took place in the People's Republic of China (PRC) after 1979. This knowledge will be used to help students acquire an appreciation of the forces shaping mainland Chinese society. At a broader level, this paper is designed to help students develop teamwork skills, cultural competence, and cultural empathy. These skills will enable students to learn how to work as a team member and see the world from a different perspective. These attributes are highly sought after by employers around the world.

This paper is taught in English.

Prerequisites: 18 points

Schedule C: Arts and Music

Paper Objectives

By the end of this paper, students will be able to:

- i. Identify 6 key features of post-1979 China
- ii. Explain the ways in which these 6 key features shape everyday life in post-1979 China
- iii. Compare and contrast the ways in which these 6 key features of post-1979 China are similar to or different from one other country

Teaching Staff

Paper Coordinator & Lecturer

Name: Dr. Sin Wen Lau
Office: Burns 3S3
Email: sinwen.lau@otago.ac.nz
Office Hours: TBC

You should contact languages@otago.ac.nz with any administrative enquiries about the course.

Course Delivery

Lecture: Mondays, 16:00 - 17:50

Tutorial: Tuesdays, 17:00 - 17:50

Course Calendar

The course calendar below details scheduling information. Note that this calendar may change as the course proceeds. Any changes will be announced in lectures and be detailed on Blackboard.

Students are expected to prepare for and attend all classes to gain full benefit from the paper. Students unable to attend a lecture are expected to catch up on missed material. Unless stated otherwise, all aspects of the course are examinable.

Week Commencing	Topic	Important Dates
Week 1	Introduction	---
Week 2	Key Feature 1A: Chinese Dream	---
Week 3	Key Feature 1B: Chinese Dream	---
Week 4	Key Feature 2A: Family	---
Week 5	Key Feature 2B: Family	---
Week 6	Key Feature 3A: State	---
Week 7	Key Feature 3B: State	---
Week 8	Key Feature 4: Work	---
Mid-Semester Break		
Week 9	Key Feature 5: Class	---
Week 10	Key Feature 6A: Chineseness	---
Week 11	Key Feature 6B: Chineseness	---
Week 12	Research Project (1)	---
Week 13	Research Project (2)	---
Lectures end		

Expectations and Workload

In addition to contact hours (lectures 3 hours, tutorial 1 hour per week) you are expected to spend 8 hours per week doing what on self-directed study. This might include such work as reading, team discussions, putting together reports, and carrying out further research into a specific topic.

The University of Otago guidelines recommend that students should spend an average of at least 12 hours per week studying for an 18-point paper.

Course Learning Resources

Readings

The readings for this paper draw primarily from the textbook listed below. Where appropriate, additional readings are assigned.

These readings are selected to support you in developing an understanding of the social, political, and economic context of reform-era China, and the theoretical perspectives covered in this paper. You will need to be able to engage, synthesise and apply core arguments set out in the essential readings in order to excel in this paper.

All readings are available on Blackboard. A hard copy of the textbook is available in the Central Library Reserve. You can also access the text as an eBook from the Library.

There are many more works than those listed in this reading list. Please do not feel inhibited about reading beyond the texts listed. Enquiries about further reading are always welcome.

In addition to the readings detailed below, you are encouraged to keep abreast with the latest development in China. This is because China is developing at a breathtaking pace. There are numerous websites in English (and for students fluent in the language, Chinese) that cover events in China. *Foreign Affairs* (<https://www.foreignaffairs.com>) and the *New York Times* (<http://www.nytimes.com>) are good places to start.

Textbook

Jacka, Tamara, Andrew Kipnis and Sally Sargeson. 2013. *Contemporary China: Society and Social Change*. Cambridge: Cambridge University Press. [Central Library Main DS779.23 T36 2013. eBook is available via the Library]

Background Reading

Students with little or no prior background in the study of China are strongly encouraged to familiarise themselves with the texts listed below. These texts introduce many important events, persons and concepts which will be referred to frequently in class. To ensure that these texts are readily accessible to all students, they have been placed in the Central Library Reserve.

1. Wasserstrom, Jeffrey. 2010. *China in the 21st Century: What Everyone Needs to Know*. New York: Oxford University Press. [Central Library Main DS 779.4.W376 2010]

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2. Yu, Hua. 2011. *China in Ten Words*. New York: Anchor Books. [Central Library Main PL2928.H78 S5513 2012]

Students with little or no prior background in the study of China are strongly encouraged to read the background texts detailed in the section “Reading Assignments” below.

Blackboard

Blackboard is used to email the class or to post announcements related to the paper and assessment, so it is important that you check Blackboard and your student email account regularly.

Forward your University email address to the email address you normally use. Login to your StudentMail account using your student username and password. Click “Options”. Under “Account” select either “Forward your email” or the “Connected Accounts” tab and fill in the details. Note that you can check the box to keep a copy of the emails in your StudentMail account.

Assessments

Assessment	Date & Location	% of Final Grade
Team Activity	On [DATES] in class	5
Reports	Email sinwen.lau@otago.ac.nz by 12 noon on [DATES], unless otherwise arranged	45
Research Project Presentation	On [DATES] in class, unless otherwise arranged	10
Research Project Artefact	Email sinwen.lau@otago.ac.nz by 12 noon on [DATES], unless otherwise arranged	40

Course Requirements

Attendance

Attendance is essential. **Students should attend no less than 80% of all classes** (lectures and tutorials).

Late Assignments

Late assignments will be penalised by a grade deduction of 5% per working day. For example, an essay which received a grade of 65% (B-) and handed in 3 working days late will receive 50% (C-).

Extensions

Extensions will only be considered in the cases listed below. **Documentary evidence must be provided** in support of a request for an extension.

1. Ill-health (Medical Certificate required)
2. Bereavement (Documentary evidence)
3. Personal Difficulties of Serious Nature (Written Statement)
4. Provincial or National Representative Activities (Documentary evidence)
5. Job Interviews outside Dunedin (Documentary evidence)

Academic Integrity

Academic Integrity means being honest in your studying and assessments. Academic misconduct, such as plagiarism, copying, unauthorised collaboration, taking unauthorised material into a test or exam, impersonation, assisting someone else's misconduct or otherwise cheating, is a breach of Academic Integrity and is taken very seriously by the University. Penalties may include forfeiture of marks for the piece of work, a zero grade for the paper, or, in extreme cases, exclusion from the University. Students should ensure that all submitted work is their own and be aware that the University reserves the right to use plagiarism detection tools.

Students are expected to be aware of, and to act in accordance with, the University's Academic Integrity Policy. Visit the University's Academic Integrity website (www.otago.ac.nz/study/academicintegrity) or ask at the Student Learning Centre or the Library for more information.

Grading System

The grading scheme used at Otago is:

A+	90-100	C+	60-64
A	85-89	C	55-59
A-	80-84	C-	50-54
B+	75-79	D	40-49
B	70-74	E	<40
B-	65-69		

Student Learning Support and Information

Student Charter

www.otago.ac.nz/about/otago005275.html

Guidelines for Learning at Otago

<http://hedc.otago.ac.nz/hedc/wp-content/uploads/2012/12/Guidelines-for-Learning.pdf>

Divisional Kaiawhina Maori - Maori Student Support

ana.rangi@otago.ac.nz

Departmental Kaiawhina Maori - Maori Student Support

esther.wells@otago.ac.nz

Divisional Pacific Islands Student Academic Advisor

esmay.eteuati@otago.ac.nz

Departmental Pacific Islands Student Academic Advisor

christiane.leurquin@otago.ac.nz

University Support for International Students

international.support@otago.ac.nz

Departmental Support for International Students

sinwen.lau@otago.ac.nz

Student Learning Centre

The SLC provides learning support, free of charge, to all enrolled students. They run workshops, offer individual assistance and online study skills advice.

slc.otago.ac.nz

Library Support

The Library website provides online access to resources and services, including the catalogue, past exam papers, subject guides and other research resources.

<http://www.otago.ac.nz/library/index.html>

Subject Librarian for Languages

alexander.ritchie@otago.ac.nz

Disability Information and Support

DI&S provides learning support, advice, advocacy and information to students with permanent, recurring or temporary impairments.

www.otago.ac.nz/disabilities

DI&S can also make alternative examination and terms test arrangements for students who experience difficulty sitting exams or tests under conventional circumstances. For example, they can arrange separate rooms, reader/writers, additional time, ergonomic equipment, or the use of a computer.

Policies regarding Special Consideration

Special Consideration during the teaching semester

If you know you will be absent during the semester, discuss it in advance with the paper coordinator to ensure that you can fulfil course requirements.

If you are absent because of illness for a full week or more, you are strongly advised to provide a Health Declaration, particularly when your ability to complete Internal Assessment tasks is compromised. You can download the form from the Examinations Office website.

<http://www.otago.ac.nz/study/exams/otago007621.pdf>

It is good practice to email the Department so that your teachers can be advised of your absence: languages@otago.ac.nz

Special Consideration in examinations

Applications are made through “Examinations and Results” in your eVision student portal, within five calendar days of the last examination for which you are seeking Special Consideration. Please ensure that you attach the relevant documentation to your application.

Student Feedback

We encourage your feedback and take it into account when revising the course. Your feedback may take the form of contacting staff, participating in teaching and course evaluations and communicating with class representatives.

The Class Representative system is an avenue for encouraging communication and consultation between staff and students. Volunteers for the role of class representative will be sought early in the semester and their contact details put on Blackboard. OUSA

provides training sessions, information and support for class representatives. Departmental staff will meet with class representatives during the semester.

If you have any questions or concerns about the course, raise them in a timely manner with the course coordinator directly or through the class representative. If you feel that your concerns have not been addressed, there are University channels which may aid resolution. For further advice and information on these, contact the Departmental Administrator (linda.brown@otago.ac.nz) or the Head of Department (antonie.alm@otago.ac.nz).

Disclaimer

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is a student's responsibility to be informed. Students shall be deemed to have received any information provided in scheduled classes (regardless of attendance), sent to their student email address or made available via Blackboard.