CIEE Shanghai, China

Course title: Global Issues in China
Course code: INRE 4021 SACS / EAST 4021 SACS
Programs offering course: Accelerated Chinese Language, Business, Language and Culture, China in a Global Context, Global Sustainability and Environment
Language of instruction: Chinese
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Spring 2021

Course Description
This course is designed for Advanced High students and is taught in Chinese (with only occasional facilitation in English). The course is designed to introduce the important role China plays in a global context and to help students understand Chinese perspectives on global issues that affect the world today.

Learning Objectives
By completing this course, students will:

- Discuss Chinese views on global problems and analyze China's role in global issues.
- Generate and defend their own perspectives on the course topic.
- Conduct research and read academic texts in Chinese.
- Use Chinese language skills to discuss academic and cultural topics in depth and to express complex ideas in formal, written Chinese.

Course Prerequisites
At least two semesters of college-level Chinese language study, or heritage learners with consent of the instructor.

Methods of Instruction
In each week, the first class is usually used for lectures and the second is used for discussion, movie, class debate or exchange with ECNU students. The Instructor will keep in touch with students through email. Field studies will be integrated in the instruction, including several site visits. Students will see one or two films related with this course at class. The ACS program will provide support in the form of study workshops where ECNU graduate tutors help students read materials, write papers, and discuss content.

Assessment and Final Grade
1. Assignments 20%
2. Written Reports 20%
3. Final Oral Presentation 20%
4. Final Oral Examination 20%
5. Class Participation 20%
TOTAL 100%

Course Requirements
Assignments
You should prepare the class and complete the required homework before each class, the electronic or paper version assignments will be given to the instructor before class.

Written Reports
There will be 2 short written reports in the semester, which are usually summaries of what a student has read, watched, or interviewed, and should include the student’s own comments. Each report should be no less than 800 characters.
Final Oral Presentation

Students need to choose a topic related with this course, prepare PPT and have 15 minutes presentation.

Final Oral Examination

After the end of the final course, the instructor will conduct a one-on-one oral test with the students according to the content of the lecture. The main purpose is to examine the students' understanding and acceptance of the course content.

Class Participation

Participation in classroom discussion will also be calculated separately into the final grade, so it is very important to prepare before class, and read the assigned texts to be able to join class discussion. Each hour of unexcused absence will result the deduction of 0.4 points, from attendance and participation categories. Each excused absence will result in the deduction of 0.2 points from the participation grade category. And also, attendance is extremely important and will have a significant impact on the final grade.

Written reports and research papers overdue without valid reason will have points deducted from the assignment grade.

All coursework must be submitted directly to the instructor of record and you should keep hard copies of all assignments (every major paper or take home examination) for up to one year after the completion of the program, in addition to digital copies, to make sure credit is accurately transferred to your home university.

Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:
N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

**Class:** Course Description

The instructor will introduce the course, including contents, learning objectives, basic requirements, reading materials, methods of instruction, assessment and final grade, etc, also discuss with students that what their ideas about this course, and adjust accordingly.

**Reading:**


**Assignments:**

(1) 以广东和福建为例, 谈20世纪70年代末中国社会的基本情况。

Taking Guangdong and Fujian as examples to talk about the basic situation of Chinese society in the late 1970s

(2) 谈谈邓小平在中国改革开放进程中的作用。

Talking about Deng Xiaoping's Role in China's Reform and Opening Process

**Week 2**

**Class:** China’s Reform and Opening Since 1978

The instructor will explain to the students that the policy of Reform and opening is China’s principle policy during 40 years and is also the biggest secret of China’s development. And the instructor need to analysis the whole process and the different periods in which the important historical events.

**Reading:**

China’s Reform and Opening since 1978 (Reader)


**Assignments:**

(1) 中国的改革为什么从农村起步？
Why does China's reform start from the countryside?

What does the development of shenzhen mean?

What changes has been brought to Shanghai by Pudong’s open development?

What is the difference between the development of east China and the development of west China?

---

**Week 3**

Class: One Belt One Road” and China’s New Round of Reform and Opening

The course will focus on the background, content, development, and impact of "One Belt One Road," especially emphasizing how it is a new initiative of China's new round of reform and opening. The course will compare 1978’s reforms and opening with today.

**Reading:**

“One Belt One Road” and China's new round of Reform and Opening (Reader)

**Assignments:**

1. What are the main elements of the “One Belt One Road” initiative?
2. Why does China propose the "One Belt And One Road" initiative?
3. How does One Belt And One Road advance China's new round of reform and opening up?
4. How has the international community responded to the One Belt And One Road initiative?

---

**Week 4**

Class: Chinese Political Leaders and Chinese Dream

The instructor will introduce the Chinese leaders at different periods in China and their historical contributions, and focus on the new deal of Xi Jinping and compare the Chinese dream and America dream.

**Reading:**

Chinese Political Leaders and Chinese Dream (Reader)

**Assignments:**

1. How did the first generation of Chinese leaders, represented by Mao Zedong, contribute to China's development?
2. What contribution did the second generation of Chinese leaders, represented by Deng Xiaoping, make to China’s development?
3. What are the historical achievements of Xi Jinping's new policies?
Week 5
Class: Taiwan Issue and Its New Development
本课程将重点讲述台湾问题的由来、背景及发展变化，尤其是两岸关系的新进展。
Reading: Taiwan Issue and Its New Development (Reader)
Assignments:
(1) 谈谈台湾的历史。
Talk about the history of Taiwan.
(2) 台湾与大陆分裂的主要原因是什么？
What are the main reasons for the split between Taiwan and the mainland?
(3) 民进党如何阻碍两岸关系的发展？
How does the DPP block cross-strait relations?
(4) 谈谈台湾在中美关系中的影响。
Talk about the impact of Taiwan in Sino-US relations.

Week 6
Class: China’s Periphery Security
本课程将重点讲述中国周边的一些热点问题，如朝鲜、日本及南海问题，使学生清楚地了解中国的政策主张。
Reading: China’s Periphery Security (Reader)
Assignments:
Finish the first paper

Week 7
Class: From Peaceful Coexist Five Principles to Harmonious World: 60 Yrs Chinese Diplomacy
本课程将重点讨论自1949年以来中国外交政策发展不同阶段的不同特点，并分析这些政策背后的动因及时代背景。
Reading: From Peaceful Coexist Five Principles to Harmonious World: 60 Years Chinese Diplomacy (Reader)
Assignments:
(1) 当代中国外交的核心是什么？
What is the core of contemporary Chinese diplomacy?
(2) 从20世纪50年代以来中国外交是如何发展演变的？
How has China’s diplomacy evolved since the 1950s?
(3) 习近平新时代中国外交有什么新特点？
What are the new features of China’s diplomacy in Xi Jinping's new era?

Week 8
Class: New Deal of Xi Jinping
本课程将集中论述习近平2012年以来经济社会及外交领域的新变化以及中国两个百年目标的实现。
Assignments:

(1) 习近平新政过去五年最大的成绩是什么？
What is Xi Jinping’s biggest achievement in the past five years?
(2) 进入新时代中国当前面临最大的挑战是什么？
What is the biggest challenge facing China in the new era?
(3) 中国两个百年的奋斗目标是什么？
What are the goals of China’s two hundred years of struggle?

Week 9

Class: History of China US Relations

本课程集中对冷战之后的中美关系历史的发展演变做系统的讲解，重点讲述中美三个公报的主要内容及不同阶段中美关系发展的主要特点。

Reading: History of China US Relations (Reader)

Assignments:

(1) 中美三个公报的主要内容是什么？
What are the main contents of the three Sino-US communiques?
(2) 尼克松访华的历史意义？
What is the historical significance of Nixon’s visit to China?
(3) 邓小平1979年访美的历史意义？
What is the historical significance of Deng Xiaoping’s visit to the United States in 1979?

Week 10

Class: China US Relations after Trump’s Presidency

本课程重点以特朗普之后中美关系的发展作为重点，探讨中美之间矛盾的焦点所在以及深层次动因。

Reading: China US Relations after Trump’s Presidency (Reader)

Assignments:

(1) 当前中美关系面临最大的困难是什么？
What is the biggest difficulty facing Sino-US relations?
(2) 特朗普政府对华政策的主要特点是什么？
What are the main features of the Trump administration’s China policy?
(3) 如何提升未来的中美关系？
How to improve the future Sino-US relations?

Week 11

Class: Is Possible for China’s Peaceful Rise?

本课将重点论述中国和平崛起的必然性与可能性，以及中国作为新兴大国发展并不必然挑战守成大国，批驳“修昔底德陷阱”的普适性。

Reading: Is Possible for China’s Peaceful Rise? (Reader)

Assignments:

(1) 中国的硬实力与软实力情况比较。
Compare China’s hard power and soft power.

(2) 中国和平崛起是否能走出“修昔底德陷阱”？
Can China’s peaceful rise be able to get out of the “Thucydide trap”?

(3) 中国和平崛起面临的最大挑战？
What is the biggest challenge facing China’s peaceful rise?

Week 12
Class: 考试及课堂陈述
Assignments: Finish the second paper

Course Materials
Readings