

GEOG 164 / GLOBAL 151Q: Global China

Spring 2022

Instructor: Dr. Crystal Chang
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Office Hours (Wed 12:45-2pm, Fri 11:30am-1:15pm)
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Lecture: T/Th 2:00-3:30pm
Location: 310 Hearst Mining
Take-Home Due: Mon, 5/9 @ 10pm

COURSE DESCRIPTION

Over the past two decades, China has emerged as an important player in the international arena. The country has the world's largest population (1 in 5 people), and its economy is on target to become the largest in the world in the coming decade. To become an active participant in today's global economy requires a basic understanding of China's historical development and its growing role in the Asia-Pacific region and beyond.

This course introduces students to the emergence and transformation of modern China from the Opium Wars to the present, with an emphasis on the role of the Chinese Communist Party in shaping the country's political system and economy and relations with the outside world. No prior knowledge of China is required.

COURSE OBJECTIVES

- Understand the historical trajectory of the Chinese political and economic system
- Identify the provinces, administrative regions and key cities of China on a map
- Intelligently discuss Xi Jinping's "China Dream" and vision for China's role in the world
- Explain the complex relationships between the PRC and Taiwan and the PRC and Hong Kong
- Appreciate the value of informed debate
- Confidently articulate complex ideas in a public setting
- Collaborate effectively in a diverse team

COURSE REQUIREMENTS

Requirements for Academic Credit

Participation and Attendance	7%	Attendance, participation, and in-class quizzes tracked via Poll Everywhere.
Course Engagement	7%	Course Engagement is assessed at end of the semester.
Map Quiz*	7%	Map quiz will be given at the beginning of class on Thursday, 3/3.
Critical Thinking Exercises	25%	CTEs due by 10pm on Thursdays. Four will be graded.
Team Debate*	27%	Individual Motion Brief due by 10pm on the Monday before your debate. Team Slide due by 1pm on the Wednesday before your debate. Debate Reflection due by Thursday after your debate.
Take-Home Final Exam*	27%	Take-Home Final Exam is due by 10pm on Monday, 5/9.

NOTE: In order to pass, you must submit ALL course requirements marked with an asterisk above and receive a 70% in the course. Failure to complete one of the course requirements could result in an automatic 'F' in the course.

Required Texts and Technologies

1. The assigned readings and videos can be accessed from the Modules section of bCourses. There are no purchases required for this course.
2. Students are required to download the Poll Everywhere app. All students should be automatically enrolled. If you cannot access our course, let me know. I will use this app to track attendance and participation. All activities will be launched at <https://pollev.com/drcrystalchang>.
3. Students are required to sign up for a free Zoom account with their Berkeley email address and attend lectures with their real first and last name. Sign up at: <https://berkeley.zoom.us/>.
4. Students are required to sign up for a free Gradescope account with your Berkeley email address and SID. Most assignments and exams will be submitted to Gradescope via the Assignments section of bCourses. This is where the GSIs and I will leave comments and feedback on your written assignments. Sign up at: <https://www.gradescope.com>. The entry code is **3Y3YY4**.
5. Students are encouraged but not required to participate and contribute to our Ed Discussion forum (<https://edstem.org/us/courses/16558/discussion/>). All students should be automatically enrolled. If you cannot access the forum, let me know.

Participation and Attendance – 7% of final grade

Attendance at both weekly lectures is required. Your active and respectful participation in classroom discussions is not only a crucial part of your grade, but also contributes to a more engaging and productive learning environment for the class. Poll Everywhere will be used to track attendance and conduct in-class surveys. If you see a discrepancy in your Poll Everywhere points, you must bring the issue to my attention via email within one week of the class in which the points are disputed. If you have a documented absence and you notify me **before** your absence, I may dismiss you from missed points. Otherwise, missed Poll Everywhere points cannot be made up via extra credit.

Course Engagement – 7% of final grade

Course Engagement will be assessed at the end of the semester according to the rubric below. This portion of your grade will reflect your personal interest and investment in the course. A score 4 is earned by 1) listening carefully to what others say, 2) staying up to date on the assigned materials, 3) consistently contributing to class discussions, 4) staying off of laptops and phones during class, and 5) paying close attention in lecture. If you are less inclined to speak up in class, you can make it up by coming to office hours.

Grading Rubric for Course Engagement

2.5 points	3 points	3.5 points	4 points
Poor: Did not ask or answer questions in class, but showed some interest in the course materials. Missed a considerable number of classes.	Passing: Occasionally asked and answers questions and showed considerable interest in course materials. Missed a few classes.	Very Good: Frequently asked and answered questions while demonstrating sincere interest in course materials and views of colleagues. Missed 1-2 class meetings.	Outstanding: Consistently, thoughtfully, and respectfully engages every week with instructor, colleagues and course materials. Never missed a class meeting.

Map Quiz – 7% of final grade

There will be an in-class map quiz on Thursday, 3/3. You will be asked to identify provinces and key cities on a current map of Greater China, as well as neighboring countries. Please arrive promptly as the quiz will be given at the beginning of class. You will have 10 minutes to complete the quiz. A study guide will be distributed in class and will also be available for download in the Files Section of bCourses. There will be no make-up map quiz unless you have a documented medical or family emergency. This quiz is mandatory even if you are taking the course P/NP.

Critical Thinking Exercises – 25% of final grade

You are required to submit a CTE every week. CTEs must be submitted to Gradescope directly or via the Assignments section of bCourses by 10pm on Thursdays. **If you have an Individual Motion Brief due, you are not required submit a CTE that same week.**

CTE instructions are the same each week and are as follows:

1. Identify ONE cross-cutting theme that emerges from all of the week’s materials. A theme is more than a simple phrase. For example, “this week’s theme is China’s economy” is insufficient. What did this week’s materials collectively reveal *about* China’s economy? A clearer theme would be “this week’s readings discuss the complex and controversial role of the state in the Chinese economy.” Reference and cite four readings in your supporting evidence.
2. Pick ONE reading and carefully critique the author’s methodology, evidence, tone, underlying assumptions, and/or biases. You should not praise the author or work, but rather identify and articulate what you see as a flaw in the work or the author’s approach. **Be critical and specific.** It may be helpful to critique a quote (which you should cite) or to compare this author’s approach against that of another author.
3. Offer ONE clarifying question about one of the readings (e.g., something you didn’t understand) or a thought-provoking question for discussion section. Good questions may link one week’s readings and ideas to that of another week or to current affairs. Avoid questions that are too general or rhetorical.
4. Each CTE is limited to 350 words. A template can be found in the Files section of bCourses. Please carefully follow this template for full credit.

An outstanding CTE carefully and thoughtfully answers all the questions highlighted above, presents a cogent and well-articulated theme, demonstrates critical thinking, stays within the word limit, includes in-text parenthetical citations referencing most if not all the week’s assigned materials. An in-text citation should include the last name of the author and the year of publication (and the page number if you are including a quote). An example of an in-text citation would be (Roy 2018, 33).

Each CTE will be scored out of 4 points per the rubric below. At the end of the semester, we will drop your lowest CTE grade. **Half a point will be deducted every 24 hours the CTE is late past the 10pm deadline, up to 72 hours past the deadline.** CTEs will not be accepted after that. Missing CTEs cannot be made up via extra credit. These short assignments are intended to encourage students to stay on top of the weekly readings, think critically, and hone their writing skills.

Grading Rubric for Critical Thinking Exercises

<2.8 points	2.9-3.2 points	3.3-3.5 points	3.6-4 points
Not passing-Barely passing: CTE reflects almost no effort or is incomplete.	Sufficient: CTE reflects minimal engagement with readings, is absent of clear analysis, and/or exhibits limited comprehension of texts. No quotes or citations. Violates template and word limit.	Good-Very Good: CTE theme may be too simply or awkwardly phrased and lacks supportive evidence from the readings. Critique may be vague or unclear. Question may be too general or rhetorical. Overall, CTE lacks deep analysis and may have a few spelling and/or grammatical errors. May not adhere closely to provided template and/or violates word limit.	Excellent-Outstanding: CTE includes a well-articulated and cogent theme backed by examples from most readings with properly formatted parenthetical in-text citations, a thoughtful and cogent critique, and a great question for discussion. Demonstrates comprehension, engagement, and analysis of assigned materials. No spelling or grammatical errors. Adheres closely to provided template and stays within word limit.

Team Debate – 27% of final grade

Each student will be assigned to a 3-person team and compete in an Oxford-style debate. Students taking the course P/NP must participate in a debate. To be clear, this is not high school debate where “anything goes.” While it is important to develop persuasive arguments, debate teams should not purposely misuse and cherry pick statistics or intentionally mislead the class. **Check and cross-check your facts.** One or two key statistics may be useful for your argument, but they should be drawn from high quality sources, not deliberately taken out of context, and cited during the debate. Keep in mind that the primary purpose of these debates is to inform and educate your classmates on all aspects of the issue and allow them to make up their own minds. **NOTE: All statistics referenced during the debate and in individual motion briefs must be cited.** Students do not need to turn in a CTE during the week they are participating in a debate.

1) Individual Motion Brief (20%): To prepare for the debate, each student will write an Individual Motion Brief which will be graded according to a 25-point rubric that is explained in Gradescope and highlighted below. This short research paper must: 1) state whether you support or oppose the motion, 2) offer THREE compelling arguments in support of your position that are backed by cited evidence from your research, and 3) address ONE potential counterargument by the other side. This counterargument should reflect what you perceive as the greatest threat to your position on the debate motion. Thoughtfully addressing this counterargument will help you prepare for your debate. Each argument and counterargument should start with a succinctly written topic sentence. Your brief must be uploaded to Gradescope by 10pm on the Monday before your debate to give your team time to coordinate, prepare and practice your presentations together before the debate. I strongly encourage you to read the example in the Files section of bCourses.

Carefully follow the Microsoft Word template while preparing your brief. The brief must be single-spaced, typed in 12-point font, limited to 800 words, and include author-date, parenthetical in-text citations - such as (Bremmer 2007, 44) - and a reference list according to the Chicago Manual of Style.

Do not include your name on the paper or in the file name but do include the word count. This allows me to grade the briefs blindly as objectively as possible. Late briefs will be penalized 2 points per 24 hours after deadline.

While team members should closely collaborate, each member is required to do their own research. Debate briefs must not cite all of the same sources. Although you may reference materials from the course, your paper must cite in the brief a variety of outside sources and include **at a minimum:**

1. TWO required readings for that week. These are the sources that the other students will be reading, so it is important that you read them also.
2. ONE book from UCB libraries, either from a major University Press or a major publisher (limited to: Routledge, Springer, W.W. Norton, Simon & Schuster, Vintage, Penguin, Wiley & Sons, Palgrave Macmillian, SAGE, and M.E. Sharpe). **You must include a photo of your book for full credit.**
3. TWO peer reviewed journal articles from the UCB library website. Make sure your journal articles are properly cited.
4. TWO Chinese news sources (South China Morning Post, Taipei Times, Caixin Global, China Digital Times, Xinhua News). Do not cite Opinion or Editorial pieces.
5. TWO articles from a major English language newspaper (limited to: *New York Times*, *Washington Post*, *Wall Street Journal*, *Forbes*, *Bloomberg*, *Fortune*, *The Atlantic*, *The Guardian*, *BBC*, *NPR*, *Newsweek*, *Politico*, *Al Jazeera*, and *The Economist*). Do not cite Opinion or Editorial pieces, and refrain from using materials published by think tanks.
6. Any exceptions to this approved list of sources must be approved by the instructor prior to submission.

Grading Rubric for Individual Motion Brief

<17.25 pts	17.5-19.75 pts	20-22.25 pts	22.5-25 pts
Poor: Assignment reflects minimal	Passing: Assignment reflects some effort and engagement with	Acceptable/Very Good: Assignment shows engagement with the topic and	Excellent/Outstanding: Brief is well-researched and carefully follows the provided template. Arguments are

effort or is incomplete.	the debate topic but is short on analysis and/or evidence. Does not follow guidelines. Major grammatical errors and problems with citations and references.	draws evidence from vetted sources. Decent support of position but does not adequately consider counterarguments. Meets most but not all guidelines. Some grammatical and spelling errors. Some issues with citations and references.	nuanced, thoughtful and well-supported by scholarly evidence. Brief clearly demonstrates deep engagement with key issues on both sides of the debate. Meets all guidelines and list of required sources. Limited grammatical/spelling errors. Multiple in-text citations. Works Cited page is flawless.
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Each debate will be organized as follows. Team A **supports** the motion, while Team B **opposes** the motion.

1. A Poll Everywhere vote will be taken to see where the audience stands on the motion.
2. Team A Presenter #1 will have 2.5 minutes to deliver an opening statement that supports the motion. The opening statement should grab the audience’s attention and present key arguments/evidence.
3. Team B Presenter #1 will have 2.5 minutes to deliver an opening statement that opposes the motion. The opening statement should grab the audience’s attention and present key arguments/evidence.
4. Both teams given 3 minutes to discuss and prepare rebuttals.
5. Team A Presenter #2 will have 2.5 minutes to offer a rebuttal to Team B Presenter #1’s opening statement and provide a somewhat different angle and set of arguments than Presenter #1.
6. Team B Presenter #2 will have 2.5 minutes to offer a rebuttal to Team A Presenter #1’s opening statement and provide a somewhat different angle and set of evidence than Presenter #1.
7. Team A Presenter #3 will have 2.5 minutes to deliver closing remarks, which is an opportunity to reiterate their team’s key points, sell their argument, and convince the audience to vote for their team.
8. Team B Presenter #3 will have 2.5 minutes to deliver closing remarks which is an opportunity to reiterate their team’s key points, sell their argument, and convince the audience to vote for their team.
9. Each team will have an opportunity to ask the other team 1 question after the debate. Each team member will have a chance to respond. Time permitting, the audience will have an opportunity to ask one question to each team.
10. A final Poll Everywhere vote will be taken to determine the winner of the debate. The winner is the team which gains the most votes from the pre-debate poll.

2) Debate Slide and Performance (5%): A single uncluttered team slide (Google Slide) that lays out your team’s main arguments and/or evidence must be emailed to the instructor by 1pm on the Wednesday before the debate so the instructor can provide feedback. See example in the Files section of bCourses. The debate slide and performance will be graded according to the 4-point rubric below and will be shared by all team members unless there was a clear underperformance by one of the team members.

Grading Rubric for Debate Slide and Performance

2.5 points	3 points	3.5 points	4 points
Poor: Team does not demonstrate preparation or understanding of key issues.	Passing: Team demonstrated minimal preparation but was ill-prepared. Comprehension of key issues and evidence presented was weak. Team performed poorly during Q&A.	Very Good: Team demonstrated good grasp of key issues. However, the statements were not well-rehearsed, well-coordinated, and/or did not adequately address the opposition’s arguments. Good performance during Q&A.	Outstanding: Team demonstrated strong grasp of key issues. Presentations were well-organized, rehearsed, and delivered persuasively. Team slide was clear, compelling, and submitted on time. Team shows internal cohesion and was clearly prepared to handle counterarguments presented by the other side. Excellent handling of question during Q&A.

3) Debate Reflection (2%): A debate reflection must be uploaded to Gradescope via bCourses by 10pm on the Thursday following the debate. A template will be provided. Follow it carefully.

Take-Home Final Exam – 27% of final grade

The final paper will be distributed on the last day of class and due by 10pm on Monday, May 9. The exam will ask you to synthesize and reflect upon material from the entire semester. Late exams will not be graded and will automatically result in an “F” in the class.

COURSE POLICIES

bCourses

There is a bCourses site for this class. I urge you to download the Canvas app to your smartphone and visit the Announcements and Modules section often to 1) see what is on the agenda for each upcoming lecture, 2) download the required readings, 3) check for upcoming assignment due dates, and 4) stay on top of any changes to the syllabus. The Modules section of bCourses will serve as your guide to the course.

Course Etiquette

Please treat all members of our classroom with the utmost respect. That means raising your hand to be called and refraining from personal attacks. Our collective goal should be to create an inclusive environment where all students feel welcome and comfortable expressing their views and lived experiences.

We will touch on many sensitive topics that I hope we can approach with an open mind and an open heart. Accomplishing this requires everyone’s buy-in and participation. If at any time you feel that the classroom has become hostile or uncomfortable, please notify me immediately and I will seek to address the problem promptly.

Smartphones, tablets and laptops should not be open during lectures, guest lectures, or debates. There will be times when I ask that you take out a device, but otherwise, they should be put away in your backpacks.

If you are experiencing any difficulties working with your teammates, please email me immediately so we can resolve potential conflicts early. Team cooperation is essential for your success in this course.

Allow up to 48 hours for me to respond to your emails. If you have not heard back from me within this timeframe, feel free to send me a follow-up email.

If you sign up for office hours, please remember to show up or cancel your appointment in advance. I have a limited number of office hour appointments for all of three of my classes. If you miss an appointment without cancellation or notification, you will not be allowed to make another appointment for 4 weeks.

Students who may wish to request a letter of recommendation must meet with me at least once during office hours over the course of the semester so we can get better acquainted. I will not write a letter until final grades are posted and until I have received certain documents from you. Finally, I only write letters for students who take the course for a letter grade and demonstrate sincere interest in the course.

We will follow the Principles of Community as outlined here: <https://diversity.berkeley.edu/principles-communityLinks> to an external site..

Grading Schema for Final Course Grade

A+ ≥ 98%	90 > B+ ≥ 87	80 > C+ ≥ 77	70 > D+ ≥ 67
98 > A ≥ 93	87 > B ≥ 83	77 > C ≥ 73	67 > D ≥ 63
93 > A- ≥ 90	83 > B- ≥ 80	73 > C- ≥ 70	63 > D- ≥ 60

NOTE: A 70 (C-) is required to receive a passing grade if you choose to take the class P/NP.

Cheating and Plagiarism

Academic violations will not be tolerated and could result in an automatic “F”. All exams will be run through Turnitin plagiarism detection software. **Plagiarism is defined as taking someone else’s work – from another student, a scholar, or a webpage – and passing it off as your own without adequate citation.** While I encourage students to form study groups to encourage discussion and comprehension of texts, all written work must be done individually. Do not share your discussion posts or exam study notes with other students. If you quote or cite an author, be sure to cite properly with an in-text citation which includes the author’s last name, year of publication, and page number(s) if you quote directly from a source For more information on what constitutes plagiarism, ask your GSI or see: <http://students.berkeley.edu/uga/conduct.pdf>Links to an external site. .

DSP

I strive to meet the needs of students with DSP accommodations. I kindly ask that students with a DSP letter meet with me in office hours at the beginning of the semester to discuss specific accommodations. If an unexpected personal or medical issue is interfering with your ability to complete an assignment or attend class, please notify me as soon as possible.

COURSE SCHEDULE

The schedule and readings are subject to change. It is your responsibility to stay on top of any updates to the syllabus, so attend class and visit the Modules section of bCourses regularly. To maximize your understanding of the material, I strongly suggest that you finish the assigned materials before that day’s lecture and use an application which allows you to highlight and annotate PDFs (e.g., Notability or Adobe Acrobat). The specific readings and videos can be found in the Modules section of bCourses.

[Week 1 \(1/18 & 1/20\): Introduction to Course](#)

[Week 2 Module \(1/25 & 1/27\): Competing Views on the World Order](#)

[Week 3 Module \(2/1 & 2/3\): Birth of Modern China - From the Xinhai Revolution to the Communist Revolution and After](#)

[Week 4 Module \(2/7 & 2/9\): China Opens Its Doors - Deng Xiaoping and the Transformation of the Chinese Economy](#)

[Week 5 Module \(2/14 & 2/16\): China's Becomes the Factory of the World](#)

[Week 6 Module \(2/22 & 2/24\): The Environmental and Social Consequences of China's Rapid Industrialization](#)

[Week 7 \(3/1 & 3/3\): Xi Jinping, the China Dream, and the Future of the Communist Party of China](#)

[Week 8 Module \(3/8 & 3/10\): China's Rising Inequality](#)

[Week 9 3/15 & 3/17: The Belt Road Initiative and China’s Increasing Global Influence](#)

[Week 10 \(3/21-3/25\): Spring Break](#)

[Week 11 \(3/29 & 3/31\): China’s Quest for Technological Preeminence](#)

[Week 12 \(4/5 & 4/7\): Surveillance State vs. Civil Society in China](#)

[Week 13 \(4/12 & 4/14\): Hong Kong and Taiwan](#)

[Week 14 \(4/20 & 4/22\): The Uncertain Future of U.S.-China Relations](#)

[Week 15 \(4/27 & 4/29\): Course Wrap-up](#)