Focus Designation Proposal Form  
Spring 2015  

For individual instructors who want a Focus designation for their Spring 2015 course section(s)  

Instructions. Fax this page and the requested information (see pp. 2–10) to the General Education Office (fax: 956-9170). Please keep the original form for your records. A Faculty Board will review the materials and contact you if clarification or additional information is needed.  

Deadline. FRIDAY, SEPTEMBER 19, 2014  

Subject: ASIAN  
Course #: 120C  
Title: Asian Nations Study: China  
# of credits: 3  

If the course is officially cross-listed, please provide the following:  

Cross-listed subject:  
Cross-listed course #:  

Does the course have an honors counterpart?  
☐ Yes  ☑ No  

Successful proposals may be shared with faculty and departments who request a sample Focus proposal. Initial here if you DO NOT want your proposal to be shared:  

FOCUS AREA(S) REQUESTED  
Contemporary Ethical Issues (pp. 2-3)  
Hawaiian, Asian, & Pacific Issues (pp. 4-6)  
Oral Communication (pp. 7-8)  
Writing Intensive (pp. 9-10)  

NOTE: Requests for multiple designations must include  
1. an integrated syllabus that shows how all requested Focus areas will be addressed; and  
2. information (see pp. 2-10) for all requested Focus areas, even if some approvals are still active.  

Instructor’s printed name:  
Catherine H. Clayson  
Instructor’s email address: clayson@hawaii.edu  

Department Chair’s printed name:  
Barbara Watson Andaya  
Signature:  

Date: 9/2/14  
Instructor’s UH #:  
Phone #: 6-5317  
Date: 10/02/14  
Dept. Phone #:  

Important Points to Note:  
- Instructors with Focus approval for a course that is active will have that designation placed on their Spring 2015 section listed in Banner as the instructor of record before students  
- Requests to remove an active Focus designation from a Spring Office by Friday, October 17, 2014, before the designation  
- Courses that fulfill a Foundations requirement are not eligible  
- New Focus requests are given a 3-year approval. Renewal  
- Directed reading/research/study courses (e.g., 499) receive  
- This form should not be used for an unstaffed section. Department Chairs should submit the “STAFF Focus Designation Proposal Form” to request a Focus designation for a section that does not have an assigned instructor.  

Footnotes:  
1 Complete this form if you will be teaching in Spring 2015 and a) you do not have active Focus approval for your Spring 2015 course(s) or b) you want an additional Focus designation for one of your already-approved Spring 2015 Focus courses. (Check active approvals on the “Focus Status list” at www.hawaii.edu/gened.)  
2 Proposals received by the September 19 deadline will have first priority for review by the Faculty Boards. Proposals submitted between September 20 and October 17 will be reviewed by the Boards thereafter, with the understanding that there may not be time for the negotiation that is sometimes necessary to secure approval.  
3 Check the correct box to identify the requested focus designation(s). Indicate whether the request is “new” (you are applying for the first time) or “renewal” (you previously applied as the instructor and received approval).  
4 The addition of another Focus area presumes a shift in how the course is taught. Therefore, submission of Focus information for all requested areas is required.
**ORAL COMMUNICATION: Request for an O Focus Designation**

To request an O Focus designation, please complete the chart below. The information will allow the O Focus Board to determine whether your class meets the O Focus Hallmarks. The Board will contact you if clarification or additional information is needed.

| Hallmark 1: Each student will conduct or participate in a minimum of three or more oral communication assignments or a comparable amount of oral communication activity during the class. In addition, list each oral communication assignment or activity during class that involves the O Focus (e.g., presentation, discussion, oral critique of others' performance). | Hallmark 2: At least 40% of the final grade for a 2-credit course (100% for a 3-credit course, 80% for a 4-credit course) will be a function of the student's oral communication ability. Explain what the instructor will do PRIOR to having students engage in oral communication activities (e.g., lecture or effective public speaking skills, showing a videotape to instruct students). | Hallmark 3: Each student will receive specific feedback, criticism, and grading of oral communication assignments or activities from the instructor. Indicate how the instructor will provide feedback regarding the students' performance on each oral communication assignment. | Hallmark 4: Will the instructor provide feedback primarily to individual students or to groups? **(For Renewal Proposal Only)***

| Hallmark 4: The class will be numbered in the 300- or 400-level | Hallmark 4: The class will be numbered in the 300- or 400-level | Hallmark 4: The class will be numbered in the 300- or 400-level | Hallmark 4: The class will be numbered in the 300- or 400-level |

| 1. Structure Discussion Activities | 15% In-class workshops, with handouts, will be held prior to each activity. Instructing students on effective preparation methods and speaking skills. Students will prepare in-class activities in groups. Informal class discussions will be held. **Scale up** the oral skills necessary for each assignment. | Time will be taken at the end of each activity to reflect on class, with each strategy and skill worked on, both for speakers and listeners. Instructor will fill out feedback forms giving specific suggestions to individual presenters. | Individuals and groups | n/a |

| 1A) role-playing game | (5%) | | |

| 1B) group debate | (5%) | | |

| 1C) read-ahead discussion | (5%) | | |

| 2. Student Symposium | 20% | In-class workshops on how to give effective presentations will be held prior to the symposium. Panel groups will meet with each other and the instructor during class time prior to the symposium. | Instructor and students will fill out feedback forms for each presenter. In addition, instructor will give detailed written feedback to each presenter and to the group. | Individuals and groups | n/a |

| China in Ten Words: Rethinking the China Miracle? | | | |

| 3. Oral Final Examination | 10% | | | Individuals | n/a |

| Communicating under Pressure will be held prior to the final exam. | | | | |

| TOTAL: 45% | | | | |

* Courses worth 4 or more credits must have a minimum of 36%, along with the following declaration: “Students must adequately complete all oral communication assignments to pass the course.”

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ASAN 320C: Asian Nation Study: China
University of Hawai‘i at Manoa  Spring 2015
M & W 2:30 - 3:45, Moore 228
Instructor: Dr. Cathryn Clayton
Moore Hall 408 (mailbox in Moore 416)
956-5237, celayton@hawaii.edu
Office Hours: Tu & Th 1 – 2:30 or by appointment

Course Description
China today: it’s everywhere. Be it in the news, in business, in politics, in popular culture or in travel, China is portrayed as something to be feared or desired, exploited or emulated. But many reports in the popular media either simplify China, talking about it as if it were a unitary thing, or suggest that an outsider can never really comprehend the incredible diversity and complexity of this country of over 1.3 billion inhabitants. This course will attempt to chart a course through the Scylla of simplicity and the Charybdis of complexity. Through a combination of scholarly analyses, primary documents, film and memoirs, we will examine the themes of continuity and change, unity and diversity, and ideas of what constitutes “justice” and “the good life” in China past and present.

This course satisfies the UH-Manoa General Education definition of both a WI (writing intensive) and OC (oral communication) focus course. OC courses “provide students with training in oral delivery and offer them the opportunity to do individual and/or group oral reports;” undergraduates must complete one 3-credit OC course at the 300 or 400 level in order to graduate. WI courses “help students both to learn course content and to communicate through writing;” undergraduates must complete five 3-credit courses at the 300 or 400 level in order to graduate. The course design and grading structure reflect the requirements of these programs. For more information on focus requirements, please see http://www.catalog.hawaii.edu/corequisites/grad-requirements.htm.

Learning Outcomes
By the end of this course, you will be able to:
* gain a deeper understanding of the diversity of China and of the major political, economic, social and cultural trends in China today;
* understand the basic contours of 20th century Chinese history and how it has shaped contemporary China;
* demonstrate familiarity with the conventions of using written English to produce and communicate knowledge in an academic setting;
* use spoken English to produce and communicate findings from research and coursework in a confident, persuasive and professional style;
* gain a greater appreciation of the diversity of human experience, and deepen your understanding of the meaning of, and need for, critical inquiry into this diversity.

Required Texts
The following book is required for the course and may be purchased at the UH-Manoa bookstore or online:


Additional short required readings will be made available on the course Laulima site and, if you’d like, as a hard-copy reader available for purchase at Professional Image, 2633 S. King St (near Kokua Market), tel. 973-6599. A list of these readings can be found on the last page of this syllabus.
ASAN 320C: Asian Nation Study: China
University of Hawaii at Manoa  Spring 2015
M & W 2:30 - 3:45, Moore 228

Course Requirements and Grading

A. 45% of your grade will come from 3 kind of writing assignments:
There will be six major writing assignments throughout the semester:

1. formal essay: One 5-7 page mid-term paper with required rewrite = 15%.
2. reflection papers: One 2-3 page reflection paper at the end of each of four 2-week units
   (2000-3000 words total) = 5% each, total 20%.
3. formal write-up of the oral presentation. Written draft of symposium presentation due day
   after presentation (5-8 pages) = 10%.

B. 45% of your grade will come from 3 kinds of oral communication assignments:

1. Structured group discussion activities (15%):
   a) Role-playing game (Object Lesson);
   b) Debate (Mao as Hero or Monster?)
   c) Round-Robin Discussion (Change & Continuity in Contemporary China)

2. Student Symposium: China in Ten Words: Rethinking the China Miracle? (20%)
The course will culminate in a symposium focused on Yu Hua’s book China in Ten Words.
Students will be divided into five groups of four students each. Each group will be responsible for
two “words” from Yu Hua’s book. The group will make four separate presentations, three of which
will focus on the “words” themselves, and the fourth which will link together the other three
presentations, tie them to the main theme of the symposium, and raise questions for the class to
discuss. Although the presentations should be done by individuals, the group should work together
on he materials, images, themes and questions for each. After each presentation, audience members
(in their presentation groups) must ask questions; must actively engage with the questions the
presenters have asked; and must fill in feedback sheets designed to give presenters concrete
suggestions for improving their oral performance. Each student’s grade will be a culmination of
his/her performance as presenter, questioner, and engaged critic. More detailed instructions will
follow.

3. Oral final exam (10%)
The final exam will be an oral, one-on-one interview with the instructor (approximately 15
minutes per student, to be scheduled during exam week).

C. 10% of your grade will come from class participation and other in-class assignments.

Attendance is required to succeed in this course. Not only will there be ample in-class
activities designed to allow you to practice skills needed for the larger, graded written and oral
assignments, there will also be short 10-15 minute units (called “workshops” in the syllabus)
providing specific instructions in the art and science of written and oral communication. In-class
assignments such as “minute responses,” pop quizzes, and informal discussions, will no be graded,
but they will be marked as either “complete” or “incomplete,” and calculated as part of the
participation grade.
Rights and Responsibilities in the Classroom

You may bring your laptops to class for taking notes. Please refrain from emailing, texting, playing games and surfing the net during class. It is very distracting to other students.

Please remember to silence your phones, iPads and other electronic devices before class. If you must take an important call please let me know (in advance if you’re expecting it), and leave the room when the call comes in.

Active participation in the classroom is necessary! Please question, challenge and disagree with me and your classmates—but please do so in a respectful manner. Stay focused on the ideas being offered, rather than making personal attacks on the speaker.

Late assignments will be marked off one point for every day they are late. All work due during the semester must be completed before the final exam.

It’s always a good idea to 1) keep copies of every assignment you turn in, and keep graded assignments that have been returned to you until you receive your final grade for the course; and 2) put your name on every page of everything you hand in.

Regularly check your university email address and the course Laulima site. Announcements, outlines, readings and other course materials will be posted to the site. If you email me and I don’t respond, please make sure to follow up!

Evidence of plagiarism or cheating on any assignment will be grounds for a zero on that assignment and, depending on the gravity of the case, a failing grade for the course.

Except in rare cases, your grade for the course will be based on work you have completed during the semester. (No “extra credit” work once grades have been posted).

Any student who feels s/he may need an accommodation due to the impact of a disability is invited to contact me and/or the Kokua program (Office for Students with Disabilities) to work out reasonable arrangements. Kokua can be reached at 956-7511 or 956-7612 (voice/text) in room 013 of the Queen Liluokalani Center for Student Services.

Please talk to me if you are experiencing any problems, have any questions, or need to miss a class. For your other rights, freedoms and responsibilities as a student, please see

Schedule of Class Topics and Assignments

Week 1 Introductions
M Jan 12 Introduction to this Course and its Participants
In-class writing & oral exercises: Object Introductions; China Word Journal.

W Jan 14 China: The Basics
For today: read Blum & Jensen, “Introduction”
In-class discussion: Save the Last Word for Me

Unit I: Foundations of Imperial China (Weeks 2 & 3)

Week 2 Philosophical Foundations
M Jan 19 HOLIDAY Martin Luther King Jr Day

W Jan 21 The Three Teachings: Confucianism, Taoism & Buddhism
Assignment: read Teiser’s “Spirits of Chinese Religion” OR its abridged version at http://afe.easia.columbia.edu/cosmos/ort/teachings.htm (“Three Teachings,” “Confucianism,” “Buddhism,” “Daoism” and “Popular Religions” (this last essay can be reached from a link within the essay on “Three Teachings”)

Week 3 Political & Social Realities
M Jan 26 Politics, Governance, and Daily Life
Assignment: read Gernet, “Introduction” (pp. 14-21) & “Society” (pp. 59-112)

W Jan 28 Discussion Activity #1: “Object Lessons”
You will be assigned, in pairs, the roles of a member of one of the social classes in 13th century Fangzhou discussed in the reading. Based on the reading, your team should find one object (or the photo of an object) that is important to your character in his or her daily life, and will have five minutes to introduce yourself and your life to the class through your relationship with that object. How do you use it? Why is it important to you? After the presentations, as a class, we will hash out the similarities and diversities of daily life in a single Chinese city. (More detailed instructions to follow).

Unit II: Revolutions & Revolutionaries (Weeks 4 & 5)

Week 4 Making Revolution
M Feb 2 1911 and Beyond
Assignment: read Bitter Revolution, Chp 4, “Goodbye Confucius”
In-class: View Film, China in Revolution, 1911-1937

W Feb 4 Mao and the Making of the New China
Assignment: DUE IN CLASS: REFLECTION PAPER #1
Week 5 Unmaking Revolution
M Feb 9 Tse Cultural Revolution
View film excerpts: Morning Sun
Assignment: view documents and film clips on http://www.morningsun.org/

W Feb 11 Discussion Activity #2: Mao Zedong, Hero or Monster?
Assignment: read Benton & Chun, “Introduction” to Was Mao Really a Monster?
Also: prepare for debate.
In-class: The class will divide into two teams and debate the question of how Mao’s historical legacy may best be evaluated.

Unit III: Economic Reforms & Opening Up (Weeks 6 & 7)

Week 6 Revolution by Another Name
M Feb 16 HOLIDAY Presidents’ Day – no class

W Feb 18 Deng Xiaoping: “Crossing the River by Grasping for Stones”
Assignment: read Vogel, “Introduction” (pp. 1-14) and “China Transformed” (pp. 693-714). [hyperlinks lead to e-book on the Hamilton Library website]

DUE IN CLASS: REFLECTION PAPER #2

Week 7 The “China Miracle?” Economic Developmentalism and its Discontents
M Feb 23 “Capitalism with Chinese Characteristics?”
Assignment: read Yang & Zhao, “Performance Legitimacy…”
In class: Handout midterm essay prompts

W Feb 25 Land Grabs, Favel Houses, and Poisoned Milk
No reading: work on your midterms
In class: view excerpts of Warrens of Qinggong or A Touch of Sin

Unit IV: Social Transformations (Weeks 8 & 9)

Week 8 The Chinese Family
M Mar 2 “The Longest Campaign”: Birth Planning in Reform-Era China
Assignment: DUE IN CLASS: Midterm Paper Draft 1

W Mar 4 Love, Sex & Marriage in Contemporary China
Assignment: read Kam, “Marriage and its Discontents”

Week 9 The Internet & Popular Culture
M Mar 9 A Nation of Netizens
Assignment: browse China Digital Times (http://chinadigitaltimes.net/); bring in one post you found most interesting.

W Mar 11 Discussion Activity #3: Round-Robin Discussion
Week 10 Ethnic Diversity in the PRC
M Mar 16 The Great Family of the Chinese Nation(s)
Assignment: Read Bulag, “Alter/native Mongolian Identity”

W Mar 18 Domestic Violence?
Assignment: DUE IN CLASS: REFLECTION PAPER #3
In class: view excerpts of Diamond in the Dunes

----- March 23-27 Spring Break -----

Week 10 Focus on Writing:
Revise, Revise, Revise

Week 11 Religious Revivals
M Mar 30 Buddhism, Christianity and Islam in Contemporary China
Assignment: Read Weller & Sun, “Religion”

W Apr 1 New Religion?
Assignment: DUE IN CLASS: REWRITE OF MIDTERM ESSAY

Week 12 Greater China?
M Apr 6 “China’s Rise” and the Foreign Relations of the PRC
Read: Shambaugh, China Goes Global (excerpt)

W Apr 8 Hong Kong, Macau and Taiwan

Week 12 Focus on Oral Communication and Writing:
The Art of Presentations and
From Bullet-points to Paper

Week 13 Symposium: China in Ten Words: Rethinking the China Miracle?
M Apr 13 Symposium Prep
Read: Yu Hua, “Introduction,” plus your group’s chapters

W Apr 15 Group I Presents
Read: Yu Hua, Chps 1-2

Week 14 Symposium
M Apr 20 Group II Presents
Read: Yu Hua, Chps 3-4

W Apr 22 Group III Presents
Read: Yu Hua, Chps 5-6

Week 15 Symposium
M Apr 27 Group IV Presents
Read: Yu Hua, Chps 7-8

W Apr 29 Group V Presents
Read: Yu Hua, Chps 9-10
ASAN 320C: Asian Nation Study: China  
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**Week 16 Course Wrap-Up**

M May 3  The Future: China’s Dream?  
Wasserstrom, “The Future” (pp. 127-148)  
In class: Hand out final exam topics

W May 6  Review for Exam  
**DUE IN CLASS: REFLECTION PAPER #4**

**FINAL EXAM: Individual meetings will be scheduled during exam week.**

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**Required Course Readings**


