



OAKLAND COMMUNITY COLLEGE™

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GLS 2905: Topics in Global Studies

Topic: A Journey to China:

Exploring its Culture and Society

Fall, 2021 (9/23/21-12/16/21)

Last day to drop: 11/19 /2021; “N” mark report day: 10/7/2021

Instructor Information

Name: Dr. Youmin Lee (“she”, “her”, “her”)
OCC Email: yhlee@oaklandcc.edu
Office Hours: Remote via Zoom and by appointment
Office Location: D221B, Royal Oak Campus, OCC

Course Information

Section Number(s): R1299 (171259)
Meeting Days and Times: Topic: A Journey to China: Exploring its Culture and Society. This course includes predominantly a virtual study abroad component. Required class meetings will take place at the specified day and time via Zoom. Meeting link and a schedule of specific meeting dates will be provided in the course syllabus. This is an online course. A one-time, successful completion of the Online Learning Readiness Course, oaklandcc.edu/olrc, is required prior to registration. Access to the D2L course site opens seven days prior to the start date. No campus meeting is required.
Classroom Location: Remote via Zoom

Course Catalog Description

GLS Topics in Global Studies course description: This interdisciplinary course focuses on a problem of global concern or concentrates on a geographic area of interest. It provides opportunities to examine issues from multiple points of view. The specific topics vary from semester to semester but are intended to enable students to analyze the issues from several perspectives including those of politics, economics, history, environment and biology, sociology, business and/or the humanities.

Experiences in this course will vary by semester and include a service learning, study abroad, or domestic study away component as well as a group project. Refer to the specific section using OCC's online system for current topics. BILLABLE CONTACT HOURS: 3

GLS 2905: A Journey to China: Exploring its Culture and Society - Course Description: This course intends to provide a Virtual Study Abroad experience to China. Students will delve into China's rich cultural landscape by exploring how history and geography have shaped China's culture and society. Each week we will consider different aspects of China's society and culture in terms history, geography, ethnicities, languages, dialects, traditions, architectures, foods, people, places and things, and much more. This course will assist students in the development of their intercultural skills and an awareness of China's society and culture through readings, lectures, guest speakers, discussions, virtual tours to schools, cultural sites, museums, in-country "home visit", people-to-people conversations, and experiences, and group presentations. The class will cover 10 interactive lectures, visit 9 museums, 5 campuses, 3 family visits and cooking demos, and numerous cultural sites.

Course Prerequisites

Placement into ENG 1510

Course General Education Outcomes

Global Understanding and Responsibility

Course Learning objectives/Outcomes

Through reading materials, lectures, guest speakers, virtual tours to museums, schools, cultural sites, "home visit", people-to-people discussions, writing assignments, reflections, presentations, students will:

1. Learn highlights of Chinese history and see how history and geography have shaped China's culture and society.
2. Get acquainted with different Chinese ethnic groups, language dialects, foods, and symbolism.
3. Explore Chinese arts and compare/contrast to see how artistic expressions and aesthetics of different cultures can intersect with each other.
4. Experience Chinese regional foods and learn how to cook a couple of favorite dishes.
5. Develop some appreciation for China's traditional classic as well as regional architecture, landscapes, nature, people, places, and things.
6. Share experiences and analyze differences and/or similarities between global cultures, situations, and issues through conversations and dialogues.
7. Demonstrate an understanding of relationships among global cultures, situations, and issues through group discussions and reflective writings.

Textbook and Supplementary Materials

College textbooks tend to be prohibitively expensive for students. To save you money and also provide an optimal educational experience, most of the class materials you need will be free Open Resource

articles, pdf files, and videos from online resources. Emphasis is laid on immersive, in-country experiences and lectures by professors and specialists in China. However, the following are suggested books for those who are keen on more in-depth reading:

Tubilewicz, Czeslaw. *Critical Issues in Contemporary China: Unity, Stability and Development*. New York: Routledge, 2017.

Keay, John. *China: A History*. New York: HarperCollins, 2009.

Harris, Richard B. *Wildlife Conservation in China: Preserving the Habitat of China's Wild West*. New York: Routledge, 2008.

Course Requirements

This course **requires your active participation and engagement** with all immersive experience and activities planned, including reading materials, lectures, guest speakers, visiting schools, museums, cultural sites, homes, discussion forums, etc. Without participation and engagement, it would be like entering a country and sleeping all days in hotels. ALL readings, interactive lectures, immersive activities, and assignments are indicated in the attached Course Schedule and posted in D2L course site.

You will **complete a weekly journal** (no more than one page) during the semester. The journal basically encompasses two parts of the learning and reflective thought processes:

1. What do I see, hear, observe, read (feel, smell, and taste) from this week's lectures and immersive activities? What have I learned this week about aspects of Chinese culture and society?
2. How do I reflect, relate, and make connections of what I have learned here to my immediate world, as well as the world at large (What do I think and feel about those I see, hear, observe ...? What is my opinion about ...? How can I make some kind of connections and see relationship between ... and ...? For example, do I see similarities/differences or causal relationship? Does this remind me of something else that is interesting, significant, compelling, obtrusive or objectionable?)

Towards the end of the semester, you will submit a final reflective essay (5 pages) where you deliberate and reflect on your whole semester's VSA experiences, gains, learnings, and reactions.

All writing assignments (weekly journals and final reflective essay) must be submitted via D2L "Assignment" folders. Your writing assignments should be typed with double spaced lines. Please identify your assignments clearly with your name, type of assignment (Week 4 Journal on Chinese architecture, Week 3 Journal (Chinese Food Symbolism), Final Reflective Essay, etc. and dates.)

This course includes a virtual study abroad component, and most of the class sessions will be conducted synchronously on Thursday mornings from 9:00-11:50 in remote mode via Zoom. Due to the 12-hour time difference between U.S. and China (our Eastern Time 9:00 am, daylight saving time, is China's 9:00 pm), it is required that 1) we must be punctual in attending (log-in) the class and lectures/activities;

2) out of courtesy, it is highly recommended to turn video on while attending the Zoom class. If it is not possible, please place a photograph instead.

Tips for successful attendance and completion of this VSA course remotely:

- Take your responsibilities to attend the class by logging in Zoom class meeting every Thursday on time at 9:00 am. In fact, log in a few minutes earlier is better as being late will likely result in being held at the “waiting room” for a long time.
- Be active and engaged in learning by interacting with our guests and asking questions. Stay in class the whole class session.
- Complete a weekly journal as soon as possible while your memory is still fresh and thoughts are still focused the topic.
- Go through all the required and supplementary materials posted in D2L course site to solidify the cultural understanding and appreciation. There are materials tailored specifically for this class, as well as online lectures of more in-depth, insightful and thought-provoking topics on China issue or U.S.-China relationship issues for you to delve deeper. There may be extra credit earning opportunity from there.
- Submit the Final Reflective Essay that truly represents your active learning, critical and reflective thinking, and any type and level of connections you can make.
- Submit your assignments on time remotely via D2L course site.

Grading Policies

Each assignment/component will be graded by points based on rubrics (posted in D2L course site). To convert a point grade to a letter grade, please see the Grading Scale on the next page.

Grading for Weekly Reflective Journals depends on good faith efforts and quality on two parts: 1) This is what I see, hear, observe...., and 2) this is what I think, feel, like, agree/disagree "Good faith effort and quality" is defined as representing college level good work in at least one fully developed and adequate paragraph to one page for each journal with meaningful thoughts.

Some possibilities for meaningful reflective comments include, but are not limited to:

- Based on what the guest speaker said, I predict....
- I understand some of the ...and appreciate some
- This aspect of Chinese culture reminds me of _____ because....
- This lecture is highly effective/ineffective because...
- This point is important because it shows/reveals ...
- This detail seems out of place/effective/important/revealing because...
- I didn't expect the Chinese to have/do/say/this because...
- I didn't expect people to react this way because...
- The perspective/attitude of this speaker/author/expert makes me feel _____ because...
- This speech/topic is particularly effective/shocking/depressing because...
- Sometimes I feel just like this person when...
- The message the speaker/author is trying to convey is...

- I learned ____ from _____, and I think _____.
- I agree/disagree with _____ because...

Deadline for each assignment submission is set, and late assignment will receive penalty in points. The final grade is based on all assignments, including attendance & engagement of the course.

Final grades will be determined as follows:

Components	Points or Weight
Attendance & Engagement (Self-reported grade with Rubric)	40%
Weekly Reflective Journals	30%
Final Reflection Essay on Learning/Gains	30%

Grading Scale for Attendance/Engagement (Discussions) & Weekly Journals

Letter Grade	Total of 100 points (10 points for each: 10X10=100)
A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D+	69-67
D	66-60
F	Below 59

Grading Scale for Final Reflection Essay

Letter Grade	Percentage Scale
A	94 to 100%
A-	90 to 93%
B+	86 to 89%
B	83 to 85%
B-	80 to 82%
C+	76 to 79%
C	73 to 75%
C-	70 to 72%
D+	66 to 69%
D	63 to 65%
F	Below 63%

N Mark (Grade) Non-Attendant Policy

This mark is awarded to students who, though registered, never attended class, did not officially drop, and (if an online or hybrid class) have no gradable work. Marks of "N" do not satisfy prerequisites and are non-transferable. This mark is not used in the calculation of GPA, but it may affect eligibility for financial aid. Instructors confirm non-attendance by the "N" Mark Report Date (found in MyOCC for each section) and then submit their "N" marks to the institution. Students who have received an "N" mark will not be permitted to enter the class, nor will the student be able to drop the class. After the "N" mark has been submitted, a change of grade will not be accepted for the student. For more information refer to [OCC's Grading Policy](#).

Class Policies

Introduction of the course:

It is important for you to be functional and proficient in D2L environment as well as getting access to Zoom. Also, you need the necessary resources and equipment, such as a computer with Wi-fi connection and a webcam for Zoom session (a cell phone will do too).

Your e-mail address, telephone and fax numbers:

It is the College policy that you must use your OCC E-mail address to communicate with your professor as OCC system has a firewall to block certain commercial addresses. Keeping your professor informed and updated on any changes of e-mail address, phone and fax numbers is essential for a successful completion of this remote online course.

Online Communications and Email Response Time:

Please feel free to contact me through email for questions, concerns, and clarifications on anything related to the course. However, **I am NOT 24 hours/7 days a week online**. Please allow enough time for me to respond to you. Generally speaking, **allow 48 hours during the weekdays** for turn-around time.

Zoom Sessions and Participation

Zoom sessions will be conducted weekly during scheduled class time. **Regular and active class participation is vital for a successful completion of this VSA course.** Zoom will also be utilized for office hours and individual conferences by appointment **ONLY** and on an optional basis whenever situations call for. No student may record any classroom activity without documented permission from the instructor. If you have a documented disability, such that you need to record classroom activities, please contact the ACCESS office to coordinate that accommodation.

E-mail & Netiquette:

Always specify your name and the class you belong to clearly. On Subject line specify briefly the reason you are writing, e.g., "Jane Doe's absence from discussion forum".

Please review best practices for [Netiquette](#) and keep them in mind when posting to the weekly discussions throughout the course.

Please check [OCC Zoom Netiquette Infographic \(desire2learn.com\)](#) guidelines during Zoom Session. We encourage:

- Respectful discourse Difference of opinions
- Active listening Avoidance of speaking over another

Please do not post or share Zoom classroom details (meeting ID number and password) on any public forum or social media sites.

Plagiarism:

Don't do it. Plagiarism is NOT permitted in college or university! Most colleges and universities will expel students who plagiarize. **D2L is equipped with "Turnitin", an anti-plagiarism tool to check your submitted work against published academic works.** That is why it is required that you submit all writing assignments to specific D2L folders. In this class, you will receive a grade of 0 for assignment found to be plagiarized. If a portion of the paper is plagiarized, you will be given a chance to rewrite that part or receive a grade of 0. Therefore, make sure you preserve a paper or electronic "trail" of all your work, particularly drafts, to show when and where you got your information and how you used it in your papers. Handwritten notes and early drafts will be especially valuable.

Student Code of Conduct

Per the OCC Handbook:

1. Be on time. **(This is particularly important as we have arranged numerous guest speakers and immersive activities. Be respectful and courteous to our foreign guest speakers by showing up on time and/or turning on your video or showing your photograph, please.)**
2. Spend time in class to learn and understand. **(Be engaged by asking questions.)**
3. Demonstrate high ethical standards—For example, no cheating or plagiarism.
4. Remain in class until dismissed. **(Points will be deducted by leaving early.)**
5. Respect differences in others—harassment of any kind is not tolerated.
6. Refrain from using vulgarities.
7. Abide by the College's rules and regulations.

Late Policy

Please speak to me about any extenuating circumstances if you'll be absent or late for class or with assignments.

Withdrawal from Class:

Those who cannot be committed and have stopped coming to class should consider dropping the class. Please see top of the first page of this syllabus for last day to withdraw from class this semester.

However, before you take the drastic step of withdrawing from the class, please talk to me. Perhaps I can help you in some way.

Student Policy and Support Information

FERPA Statement: Per the Family Educational Rights and Privacy Act (FERPA), college personnel are not allowed to release a student's personal information to anyone, including other students. For a full description of Oakland Community College's FERPA policy, please refer to: <https://www.oaklandcc.edu/student-services/college-policies/default.aspx>

Americans with Disabilities Act (ADA): Students requiring special assistance (including those affected by the Americans with Disabilities Act) should contact the ACCESS office, which will inform the instructor of any special accommodations pertaining to their learning.

Technology Appropriate Use Regulations: To access the Oakland Community College's policy on technology, please visit: <https://www.oaklandcc.edu/student-services/college-policies/default.aspx>

Public Safety: Oakland Community College has uniformed police officers at all academic locations. Please visit <https://www.oaklandcc.edu/student-services/college-policies/default.aspx>

Academic Support Center

The [Academic Support Center](#) (ASC) provides programs and services that help OCC students to be successful in achieving their academic goals. They offer [tutoring](#), Supplemental Instruction (SI), and study skill seminars.

D2L Technical Support

If you are experiencing technical difficulties in this course and wish to speak directly with a D2L Support Technician, call 855-772-1235. The D2L Student Helpdesk is available 24 by 7. You will be required to provide your Student ID number, your OCC email address, and a phone number to the D2L Helpdesk when asking for assistance. Please review the [D2L Technical Requirements](#), including supported browsers.

D2L Accessibility Information

[D2L Accessibility Standards](#) are available on the D2L website.

Required Minimum Technical Skills

- Web navigation
- Access and use the tools in D2L and Zoom
- Basic word processing and presentation creation
- File management and attachment

Microsoft Accessibility Page

Microsoft has a variety of accessibility information and resources on their [Accessibility page](#).

Technology Appropriate Use Regulations (TAUR)

Information technology resources (computers; voice, video and data networks; electronic data and information) are provided by Oakland Community College to its faculty, staff, administration and students in support of the College mission. Users of the information technology resources will abide by applicable federal and state laws and the College's regulations governing the use of these resources and will use them in support of activities directly related to duties and assignments. Please read [Oakland Community College's Technology Appropriate Use Regulations](#) (TAUR) for more information.

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GLS 2905 Tentative Course Outline

This course will be delivered in online synchronous mode via Zoom, which includes face-to-face meetings on Zoom, online D2L course site, and virtual immersive experiences. Methodology and activities entail readings, lectures, guest speakers, virtual tours of museum, cultural sights, schools, interviews, “home visits”, cooking demos, writings, pre-course questionnaire and post-course self-reflective writing.

Date	Topics	In-country guest speakers, virtual tours, “home visits” or other virtual immersive experiences
Week 1 9/23/21	Introduction and overview – China’s geography, climates, people, ethnicities, languages, dialects, regional diversities, etc., the earliest Chinese civilizations unearthed, Shang, Zhou Dynasty (and their relics).	Orientation on course syllabus, Online D2L course site, Zoom, pre-course questionnaire and survey. Lectures, Virtual tours to Museum, culture sites, videos, etc.
Week 2 9/30/21	“Tiger Mom & Cat Dad”—Reflections on Chinese Educational System Chinese History in a Glance – from Qin – Republic	Professor Liang Li at Huazhong Science and Technology University, Wuhan China; on site tour of Hubei Museum; campus tour See how history shapes society and culture

Date	Topics	In-country guest speakers, virtual tours, “home visits” or other virtual immersive experiences
Week 3 10/7/21	Spring Festival Travel Rush in China—implications of China’s Regional Differences; Life of migrant workers	In-country guest speaker by Dr. Liang Li at Huazhong University of Science and technology, Wuhan, China, on site tours to HuangHeLou and East Lake View Oscar-nominated documentary “Road to Home” – life of migrant workers
Week 4 10/14/21	Chinese Foods-- the major eight schools/styles of Chinese cuisines -- Chinese regional cuisines “Home Visit”—Sichuan Food Demo	民以食为天 understand the importance of foods in people’s life Visit a Wuhan family; learn to cook a Sichuan dish; Tour to Chengdu Panda Reserved area - saving China’s wild life
Week 5 10/21/21	A Chat with Professor Liu, Li and team from Wuhan Railway Vocational College of Technology: Chinese vocational training and other topics Visit a Shanghai family and cooking demo; tea with family	Visit Wuhan Railway Vocational College of Technology, Wuhan, China; interactive information and student to student meets and chats. Dr. Liu Li Professor/Director of School of International Culture Exchange
Week 6 10/28/21	China’s Northeast Region—its people, culture and customs; visit Shenyang, the largest provincial capital of the region (its past glory as the earlier capital of the Manchuria Qing Dynasty and its rejuvenation today)	Conversation with Professor Liu, Yi and her students from Foreign Language Institute, Liaoning University; campus visit, student cafeteria; tour of Shenyang’s cultural sites.
Week 7 11/4/21	China’s South Region--Visit Changsha, Capital of Hunan Province; Chinese family life of the younger generation—raising millennial Z kids, Julie Pan from Changsha University, Changsha, Hunan	Home visit to a Changsha family, an interview with Julie Pan, an English teacher of Changsha University; etc. Tour ZHANGJIAJIE China most Amazing National Forest Park (Avatar floating mountains); Hunan Provincial Museum – Mawangdui Han Tomb
Week 8 11/11/21	Ancient Silk Road—land and sea; Chinese arts/cross-cultural influences through Silk Road	Online lecture, online Museums to show artifacts, relics, virtual tour of Dunhuang Grottos, ancient city of Loulang, Xi’an, etc.
Week 9 11/18/21	“Why ‘Garden’: a Tortuous Trip to Chinese Traditional Literati’s Spiritual World”	In-country guest speaker Dr. Yan, Aibin from East China University of Science and Technology, Department of Landscape Architecture and Planning, Shanghai, China;

Date	Topics	In-country guest speakers, virtual tours, “home visits” or other virtual immersive experiences
		onsite tours of building of traditional architecture, Yu Garden, etc.
Week 10 12/2/21	The most mysterious place in China-Tibet; a journey from west Sichuan into Tibet to Lhasa, Rikaze, Everest; following Joseph Rock’s footstep to explore the last Shangri-la Yading, Daocheng and other sites	Online interactive maps, charts, Youtube videos, presentation of travelogue, etc.
Week 11 12/9/21	Chinese Water-bound Town and Vernacular Architecture	In-country guest speaker by Dr. Bin, Huizhong at Shanghai University Academy of Fine Arts, Shanghai, China; on-site tour to Shanghai Bund and Zhou Zhuang Water Town.
Week 12 12/16/21	Final Reflections & presentation	Post-course reflection Essay is due. Chinese Souvenirs and books Give-out

*Programs may have to be adjusted due to unforeseeable situations.

Featuring Guest speakers:

Dr. Liang, Li at Huazhong University of Science and technology, Wuhan, China

Dr. Bin, Huizhong at Shanghai University Academy of Fine Arts, Shanghai, China; Harvard CAMLab visiting scholar

Dr. Yan, Aibin from East China University of Science and Technology, Department of Landscape Architecture and Planning, Shanghai, China; Harvard CAMLab collaborative researcher

Dr. Liu, Li at Wuhan Railway Vocational College of Technology, Wuhan, China

Professor Liu, Yi at Foreign Language Institute, Liaoning University, Shengyang, Liaoning Province

Professor Pan, Chen (Julie) at Foreign Language College, Changsha University, Changsha, Hunan Province

This syllabus is subject to revision as deemed necessary by the instructor. Appropriate notice shall be given to the students.

Any questions? Concerns? Clarifications? Please feel free to talk to me or send me E-mail at yhlee@oaklandcc.edu .