

## Term Information

Effective Term Autumn 2015

## General Information

Course Bulletin Listing/Subject Area Chinese  
Fiscal Unit/Academic Org East Asian Languages & Lit - D0527  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 1232.01  
Course Title Interactions btw Chinese Media, Public Opinion & Government  
Transcript Abbreviation Cn Media & Pub Opn  
Course Description Analyze the structure & function of Chinese government & media, their relationship and roles in Chinese society. Discuss topics such as How media function in China, How Chinese government regulates media and manages public opinion, How public opinion in China influence media and government. Analyze the nature of Chinese censorship.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered Less than 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Workshop, Independent Study, Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Sometimes  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites EALL1231 or permission of instructor  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0301  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Individual and Groups

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Understand and analyze the structure and function of Chinese government and media. Assessed via quizzes
- Analyze the relationship among public opinion, government and media in Chinese society in contrast to that of the U.S. Assessed via Quizzes and reflection journals
- Understand that "public" is composed of individuals who differ greatly in idea and interest by role-playing in groups and online survey activities. Learning outcome is assessed through reflection journals and presentations
- Understand that shared values are led, taught and influenced through role-playing in groups who are tasked to influence others' ideas and votes. Learning outcome is assessed through reflection journals and presentations
- Acquire skills in building relationships in a group and making alliances with other groups to virtually influence "public opinion," "media opinion" and "government opinion" by role-playing in group interactions. Assessed via survey
- Draw the basic landscape of information flow in contemporary China by following public, government and media opinions on an event that is happening in China. Assessed via reflection journals and presentations
- Analyze behavior patterns of interest groups across covered events and relate group behaviors to group interests. Assessed via reflection journals and presentations.
- Learn to prioritize and maximize personal and group interests in context of compromising and making alliances. Assessed through presentation, journal writing and term paper

### **Content Topic List**

- Media system and media regulative structure;
- Information formation and flow in Chinese society;
- Government and media responsibility and credibility;
- Social responsibility, morality and censorship;
- New media, union of media, future of media and its implications
- Motivation, purpose and interest in determining public and media opinions.
- Historical, cultural and geographical constraints in determining groups' interests and stances.
- Political and economic constraints in determining government policies and interest groups' opinions
- Constraints to personal opinions by group opinions and peer pressures.

## Attachments

- syllabus of 1232v17\_regular.pdf: Syllabus  
*(Syllabus. Owner: Wang, Jianqi)*
- GE Rationale for Chinese 1232 final.pdf: GE Rationale  
*(Other Supporting Documentation. Owner: Wang, Jianqi)*
- Chinese 1232 GE Assessment Plan.pdf: ELOs Assess Plan  
*(GEC Course Assessment Plan. Owner: Wang, Jianqi)*

**Comments**

- Reloaded "GE Rationale" and "ELOs Assessment Plan" files. Double-checked these two files before uploading them.  
*(by Wang,Jianqi on 04/06/2015 11:34 AM)*
- System says that rationale document and assessment plan are damaged files. Hence, adobe cannot open those files. *(by Vankeerbergen,Bernadette Chantal on 03/18/2015 03:54 PM)*
- The syllabus refers to GEC and doesn't reflect GE category language. Furthermore the syllabus does not use the boilerplate language required for Academic Misconduct and Disability services. Please review closely using the operations manual. *(by Heysel,Garett Robert on 04/17/2014 05:56 PM)*
- revision is needed on course requirements *(by Bender,Mark A on 03/13/2014 10:29 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Wang,Jianqi	03/05/2014 04:30 PM	Submitted for Approval
Revision Requested	Bender,Mark A	03/13/2014 10:29 AM	Unit Approval
Submitted	Wang,Jianqi	03/13/2014 11:26 AM	Submitted for Approval
Approved	Bender,Mark A	03/13/2014 01:33 PM	Unit Approval
Approved	Heysel,Garett Robert	03/17/2014 08:36 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/20/2014 03:07 PM	ASCCAO Approval
Submitted	Wang,Jianqi	03/24/2014 09:47 AM	Submitted for Approval
Approved	Bender,Mark A	03/24/2014 10:47 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	04/17/2014 05:56 PM	College Approval
Submitted	Wang,Jianqi	04/21/2014 12:00 AM	Submitted for Approval
Revision Requested	Bender,Mark A	01/28/2015 03:25 PM	Unit Approval
Submitted	Wang,Jianqi	01/28/2015 04:08 PM	Submitted for Approval
Approved	Bender,Mark A	01/29/2015 02:59 PM	Unit Approval
Approved	Heysel,Garett Robert	01/30/2015 09:53 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/12/2015 01:09 PM	ASCCAO Approval
Submitted	Wang,Jianqi	02/16/2015 10:21 PM	Submitted for Approval
Revision Requested	Bender,Mark A	02/24/2015 03:58 PM	Unit Approval
Submitted	Wang,Jianqi	02/24/2015 11:25 PM	Submitted for Approval
Approved	Bender,Mark A	02/25/2015 08:54 AM	Unit Approval
Approved	Heysel,Garett Robert	03/12/2015 07:24 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/18/2015 03:54 PM	ASCCAO Approval
Submitted	Wang,Jianqi	04/06/2015 11:35 AM	Submitted for Approval
Approved	Bender,Mark A	04/06/2015 12:26 PM	Unit Approval
Approved	Heysel,Garett Robert	04/07/2015 08:28 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	04/07/2015 08:28 PM	ASCCAO Approval

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Chinese 1232.01:  
Chinese Media and Public Opinion

Instructor: Jianqi Wang, Associate Professor

SYLLABUS

1. Course Description
2. Times and Locations
3. Instructors and Office Hours
4. Textbooks and Materials
5. Requirements and Grading
6. Disability and Academic Misconduct
7. Weekly Schedule

**1. Course Description**

Chinese 1232.01 is a GEC Course: It fulfills the “Social Science--Individuals and Groups” requirement.

Goals for “Individuals and Groups:” Students understand the systematic study of human behavior and perception; the structure of human societies, cultures, and institutions; the processes by which individuals, groups, and societies interact and communicate; the power of human, natural and economic resources and technology in shaping individual and group behaviors and cognition.

**A. Expected Learning Outcomes for “Individuals and Groups:”**

- a. Students understand the social, political, cultural and economic structure of China in contrast to that of the United States.
- b. Students understand the interface and interaction among media, public opinion and government of China in comparison to that of the United States.
- c. Students recognize the role of individual in groups and pattern of group interactions in interest and information inter-connected societies such as China and the U.S

**B. Course Description and Objectives:** The course is designed to deepen student understanding about the relationship between an individual and a group, and among groups in context of East Asian culture, with a focus on Chinese political system, media architecture and public opinion. The course will build on certain themes introduced in EALL 1231, East Asian Humanities. A major objective of the course is to help students understand and analyze the structure and function of Chinese government and media, their relationship and roles in Chinese society, and how political measures and policies are generated, implemented and enforced, and how media realizes its function in China by interfacing public opinion and the government. Students are expected to gain insight into the political, social and media systems of China, and how the media is affected by historical, social, cultural, economic, and geo-political factors. Students will learn to view differences in ideology, opinion and structure through cultural and developmental perspectives rather than black and white lenses.

**C. Skills to be acquired and enhanced:** Through role-plays in groups in an innovative online aspect of the course called “Virtual China,” students will experience and acquire skills in building relationships in a group and making alliances with other groups to virtually influence “public,” “media” and “government” opinions. Students will be able to draw the basic landscape of information flow in contemporary China by following an event that is happening in China and by simulating and analyzing the behaviors of interest groups during various phases of event reporting, critique and analysis in “Virtual China.”

**D. Format:** This course has two major portions, divided between offline group research and online simulation and face-to-face contact hour lectures, presentations, debates and discussions.

“Virtual China” with group-role-play constitutes the online simulation part of the course. Group roles include Chinese Government Agencies (agency groups), Media Outlets (outlet groups), Special Interest Groups (special groups) and Public Opinion (all students from all groups). Groups interact and promote group interests. When functioning in a group, an individual member’s stance must align with the group’s stance when announcing decisions or voicing opinions regardless of the member’s personal opinion. During “public opinion poll” however, individual member can cast his/her vote differently from the group s/he is in. (see “Requirements” below for more details)

- E. **Example:** On a typical week, students are divided into groups under one forum and work on group projects. The forum deals with one crucial issue or incident that is heatedly discussed and debated on Chinese media and online communities in real life. Designated student groups in the forum represent the Chinese (national, provincial or local) government agencies, media outlets, and special groups with respective group interests. A group’s task in group interactions is to explain, guide, manipulate and predict the next moves of the other groups. Leading public and media opinions and prompting government actions/reactions toward a more favorable development of the concerned event is the goal for any given group. Follow-up classroom contact hours are devoted to discussing, reflecting and rationalizing each group’s moves. Assessment of the effectiveness a group’s move is determined by a post-discussion onsite but online “public opinion poll.” Focus will be given to whether the moves would have prompted other groups’ reactions as intended as if it were under real life situations.

#### F. Themes:

The content of this course covers six topics: 1. The system and structure of China, its political system and administrative structure, its media system and media regulative structure, its social system, social units and social structure. 2. The information formation and flow in Chinese society; Class and social hierarchy; Media hierarchy, official and unofficial information outlets; Public and private media. 3. Government agencies’ responsibility and credibility; Media types and credibility; Differences between metropolitan and rural areas in terms of information generation, dissemination and credibility; Interpersonal relation and trust in terms of information gathering, passing and manipulating. 4. Social responsibility, morality and censorship. News corruption and news report manipulation. 5. New media, the union of media, the future of media and its implications, focusing on the potential of new media and its implication to Chinese society. 6 The emerging middle class, influential figures on social media and the implications. Constraints to personal opinions by group opinions

G. **Assessment of outcome:** Students are expected to reflect on their experiences in simulations through online and in-class group discussions, presentations and homework assignments in the form of group field reporting. In addition to quizzes, essays and a short group term paper, both pre-class and post-class cultural attitude/skill surveys will be conducted to gauge students’ achievements

## 2. Time and Locations

08/25/2015 - 12/17/2015

Wednesday 12:45pm – 2:05 pm

Friday 12:45 pm – 2:05 pm

Sessions at CARMEN CONNECT (ONLINE)

## 3. Instructors and Office Hours

E-mail is checked regularly during the week. **Please do not e-mail for test results or explanations of key review terms before tests.** Instead, set up an appointment with a TA for discussions of lecture/review material or speak to an instructor in the classroom before or after class. Also, always include “Chinese 1232” in the subject of your e-mail, if not it may be deleted as spam. See the explanation of the grade posting policy below. Urgent messages may be left at the Department Office (398 Hagerty).

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Main instructors: Jianqi Wang  
 Department of East Asian Languages and Literatures  
 Email: [wang.551@osu.edu](mailto:wang.551@osu.edu); Tel. 292-5871  
 Office hours: TBA

#### 4. Textbooks and Materials

- a. Sun, Wanning; Chio, Jenny. ed. (2012) *Mapping Media in China, Region, Province, Locality (MMC)*. Routledge 2012. 256 pages. (Main Textbook)
- b. Kong, Shuyu (2014) *Popular Media, Social Emotion and Public Discourse in Contemporary China (PMSP)*. Routledge 2014. 192 pages (supplement textbook)
- c. Collection of video/audio clips from Chinese and American televisions, Films and radios (main samples)
- d. Videos from TED.com (expanded ideas)
- e. Turner, John; Oakes, Penny (1986). "The significance of the social identity concept for social psychology with reference to individualism, interactionism and social influence". *British Journal of Social Psychology* **25** (3): 237–252. doi:[10.1111/j.2044-8309.1986.tb00732.x](https://doi.org/10.1111/j.2044-8309.1986.tb00732.x).
- f. Tajfel, H. (1974). "Social identity and intergroup behavior". *Social Science Information* **13** (2): 65–93. doi:[10.1177/053901847401300204](https://doi.org/10.1177/053901847401300204).
- g. Hogg, Michael A.; Williams, Kipling D. (2000). "From I to we: Social identity and the collective self". *Group Dynamics: Theory, Research, and Practice* **4** (1): 81–97. doi:[10.1037/1089-2699.4.1.81](https://doi.org/10.1037/1089-2699.4.1.81).
- h. Haslam, S. A.; Oakes, P. J.; Turner, J. C.; McGarty, C. (1995). "Social categorization and group homogeneity: Changes in the perceived applicability of stereotype content as a function of comparative context and trait favourableness". *British Journal of Social Psychology* **34** (2): 139–160. doi:[10.1111/j.2044-8309.1995.tb01054.x](https://doi.org/10.1111/j.2044-8309.1995.tb01054.x).
- i. Brown, Rupert (2000). "Social Identity Theory: past achievements, current problems and future challenges". *European Journal of Social Psychology* **30** (6): 745–778. doi:[10.1002/1099-0992\(200011/12\)30:6<745::AID-EJSP24>3.0.CO;2-O](https://doi.org/10.1002/1099-0992(200011/12)30:6<745::AID-EJSP24>3.0.CO;2-O).
- j. Lea, Martin; Spears, R., de Groot, D. (2001). "[Knowing Me, Knowing You: Anonymity Effects on Social Identity Processes within Groups](https://doi.org/10.1111/j.1471-6402.2001.001275002)". *Personality and Social Psychology Bulletin* **27** (5): 526–537. doi:[10.1111/j.1471-6402.2001.001275002](https://doi.org/10.1111/j.1471-6402.2001.001275002).

#### 5. Requirement and grading:

a. Students are expected to follow closely on what is happening in China politically, economically, socially and culturally via the internet, community forums and traditional media outlets – in English/Chinese/both languages/or other languages (this will vary by student ability), because all class assignments including simulations are closely tied to what is going on in China.

b. Students are required to take online quizzes and tests as scheduled (see weekly schedule for exact dates) which constitute 30% of the final grade. Any online quiz can be retaken. Scoring 80% or higher on a quiz passes the test taker to the next quiz. A less than 80% scoring will fix the test taker to this quiz for retakes until s/he passes it.

c. Student groups are expected to compare their moves to the moves of the agencies or interest groups that they represent in real China to assess the likelihood of their moves and to write the group field reports.

d. Individual students rate each group's moves on a 0-10 scale which forms the "public opinion poll." A student group's performance is graded by "public opinion poll," i.e. the average of all students' numeric voting result. Members of the same group receive the same grade as his/her

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group peers in “virtual China” simulation performances. **Instructors and GTAs do not grade students’ performance in “virtual China” simulations, but rather the participants, i.e. “the public” do it via “public opinion poll.”**

e. During contact hours, where student group’s moves are reflected, critiqued and discussed, students reveal how they feel about other party’s moves and strategies. Student’s participation in classroom discussion and group’s private session reflection are summarized and recorded by ALL (cannot be fewer than ALL) members of a group AFTER class into a 5 minute audio file and uploaded to Carmen Dropbox to receive grading.

f. A short term paper written by a group collectively in no fewer than 10 double-spaced pages is required. Please refer to the last section in the Weekly Schedule for due date and requirements. Members of the same group receive the same grade on their group term paper.

g. A final group video presentation reflecting on what the group has learned in this course by ALL (cannot be fewer than ALL) members is graded by all participants of this class via online “public opinion poll.” Members of the same presenting group receive the same grade on their final group presentation video. Refer to the last section of the Weekly Schedule for more info.

**The following are what constitutes a final grade:**

Quizzes and Tests 30% (all multiple choice questions. graded by computer)

Group written field reports 10% (graded by instructor)

Group discussion summary audio recording 10% (graded by all students via “public opinion poll”)

Simulation 30% (graded by all students via “public opinion poll”)

Group term paper 10% (graded by instructor)

Group final presentation video 10% (graded by all students via “public opinion poll”)

**Reminder: For “Recorded group oral reporting” and “Group final presentation video,” any group has sufficient ballot coins to give every group 10-points. Be honest and be objective here. Cast your ballot as you feel it. In “Simulation” however, the bank account of any participant does not carry enough balance to vote ALL groups into 10 points – unless of course one opts to vote his/her own group down to zero. Until you have casted your votes on all groups (including group oral report, group simulation performance and group final presentation video,) your performance in this course is considered “incomplete” and you will receive an “incomplete” or failure grade. Instructor reserves the right to adjust individual student’s final grade based on his/her overall performance in this class.**

**All assignments due the next Monday 12:00 a.m. after announced.**

**Term paper is due on Saturday midnight of the examination week.**

A = 100-92	A- = 91.99-90
B+ = 89.99-88 B = 87.99-82	B- = 81.99-80
C+ = 79.99-78 C = 77.99-72	C- = 71.99-70
D+ = 69.99-68 D = 67.99-60	E = sorry

**Note: This class is graded on a curve of square root times 10**

**6. Disabilities and Academic Misconducts:**

**Disabilities:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; Telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

**Academic misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>



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## 7. Class Weekly Schedule:

### Week 1. Orientation and Introduction

W. Introduction to the course. Students get familiar with requirements of the course, especially out-of-classroom group activity requirements.

**Question:** Is Wikileaks a press, a media outlet? How a group is formed? When a group is formed, do its members shift their identities?

**Reading:** Turner, John; Oakes, Penny (1986). "The significance of the social identity concept for social psychology with reference to individualism, interactionism and social influence". *British Journal of Social Psychology* 25 (3): 237–252. doi:10.1111/j.2044-8309.1986.tb00732.x.

**Watch:** Sebastian Seunge "I am my connectome" on [www.ted.com](http://www.ted.com)  
[http://www.ted.com/talks/sebastian\\_seung](http://www.ted.com/talks/sebastian_seung)

**Watch:** Nicolas Perony: Puppies! Now that I've got your attention, complexity theory  
[www.ted.com](http://www.ted.com)  
[http://www.ted.com/talks/nicolas\\_perony\\_puppies\\_now\\_that\\_i\\_ve\\_got\\_your\\_attention\\_complexity\\_theory](http://www.ted.com/talks/nicolas_perony_puppies_now_that_i_ve_got_your_attention_complexity_theory)

**Assignment:** find your partners and form a group of four and register it to Virtual China or a designated site (TBA). (If there isn't enough students left for you to form a group of four, what should you do?)

F. What is media? The differences between Chinese media and American media.

**Assignments:** 1<sup>st</sup> group reporting: Pick an international event that is currently taking place, contrast the reports from U.S. media and Chinese media on this event, and record a 5-minute audio file that highlights your group's discussion on these reporting differences. Drop your audio file to Carman dropbox. Your group audio reporting will be listened and graded by all participants including members from your own group. This applies to all the audio recording assignments.

**Question:** To what degree can an American press and a Chinese press refuse their governments' orders/mandates?

**Reading:** Tajfel, H. (1974). "Social identity and intergroup behavior". *Social Science Information* 13 (2): 65–93. doi:10.1177/053901847401300204.

Andy Greenbeig (2011) Is WikiLeaks A Media Organization? The First Amendment Doesn't Care at <http://www.forbes.com/sites/andygreenberg/2011/04/21/is-wikileaks-a-media-organization-the-first-amendment-doesnt-care/>

**Watch video:** Julian Assange with Chris Anderson: Why the world needs wikileaks at [www.ted.com](http://www.ted.com)  
[http://www.ted.com/talks/julian\\_assange\\_why\\_the\\_world\\_needs\\_wikileaks](http://www.ted.com/talks/julian_assange_why_the_world_needs_wikileaks)

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## Week 2. The system and structure of China I

W. Chinese political system and administrative structure, in contrast to that of the U.S.

**Question:** What is the relationship between CCP (Chinese Communist Party) and Chinese government? How powerful is the Politburo Standing Committee of the CPC? How about the American political parties as to federal and state governments?

F. Chinese media system and media regulative structure, in contrast to that of the U.S.

**Question:** How does Chinese government regulate media? How does the U.S. federal government regulate media? How about states and provinces?

**Assignments:** Read MMC part one: “[Localizing Chinese Media: An Introduction, by Wanning, Sun and Jenny Chio](#)”

**Take quiz 1**

**Watch video:** Sasa Vucinic: Why we should invest in a free press on [www.TED.com](http://www.ted.com)

[http://www.ted.com/talks/sasa\\_vucinic\\_invests\\_in\\_free\\_press](http://www.ted.com/talks/sasa_vucinic_invests_in_free_press)

## Week 3. The system and structure of China II

W. Chinese social system, social units and social structure

**Questions:** Does China have a middle class? What does Danwei (employer unit that one works for) mean to Chinese employees? Do Americans perceive differently on their employers? How about Japanese?

F. Chinese government, social system as to the structure and characteristics of Chinese media

**Questions:** How does Chinese government manage/control media? Can an American businessman set up a press in China? Can a Chinese businessman set up a press in China? Can either one of them set up an Internet news outlet in China or wherever that targets at Chinese audience within China?

**Assignments:** Read MMC part one: “[Localizing Chinese Media: A Geographic Turn in Media and Communication Research,](#)” by Wanning Sun

1<sup>st</sup> Group two-page writing: The differences between Social Identity Theory and Social Categorization Theory and how to use them in the study of human behavior.

**Simulation I:** TBA based on a current event that is fermenting or taking place in China

**Watch video:** The generation that’s remaking China? By Yang Lan on [www.ted.com](http://www.ted.com)  
[http://www.ted.com/talks/yang\\_lan](http://www.ted.com/talks/yang_lan)

## Week 4. The information formation and flow in Chinese society I

W. Channels and layers of information flow in China

**Questions:** Where does one get government viewpoints, unofficial viewpoints, public viewpoints? Does China do public opinion polls? Who are the pollsters?

F. National, provincial and local news

**Questions:** Can the local governments contest the central government?

**Assignments:** Read MMC part 2: “Local Politics: Contesting the Centre 2. Provincial Papers, National Power: The Scaling up of the Nanfang Daily Media Group,” by Yuezhi Zhao and Guoxin Xing

**Take quiz 2**

**Watch video:** David Michael: How to connect with the emerging Chinese middle class at [www.ted.com](http://www.ted.com) <http://www.ted.com/watch/ted-institute/ted-bcg/david-michael-how-to-connect-with-the-emerging-chinese-middle-class>

### Week 5. The information formation and flow in Chinese society II

W. Social hierarchy and media hierarchy, who does what and why?

**Questions:** Can a provincial newspaper run by a provincial CPC publish international news?

F. Official and unofficial vs. institutional and individual vs. public and private

**Questions:** Can Sina.com, Tencent News draft original reports on CPC political events?

**Assignments:** Read MMC part 2: “Local Politics: Top-Down Policies versus Grassroot Resistance: The Management of Illegal Satellite Dishes in Chinese Villages,” by Wusan Sun, translated by John Alexander

2<sup>nd</sup> Group 5-minute audio reporting: Group discussion on the structural differences between Chinese social system and American social system

**Simulation II:** TBA based on a current event that is fermenting or taking place in China

**Watch video:** Understanding the rise of China, by Martin Jacques on [www.TED.com](http://www.TED.com) [http://www.ted.com/talks/martin\\_jacques\\_understanding\\_the\\_rise\\_of\\_china](http://www.ted.com/talks/martin_jacques_understanding_the_rise_of_china)

### Week 6. Government responsibility and credibility I

W. The role of government in media and public opinions

**Questions:** What does the government think of itself? How do the media think about it? How about the general public? Any difference between China and the U.S.?

F. The credibility of government in the eyes of the Chinese people

**Questions:** Which profession(s) do the Chinese trust the most?

**Assignments:** Read MMC part 2: “Dialects and Local Media: The Cases of Kunming and Yunnan TV,” by ZhenzhiGuo

**Take quiz 3**

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**Watch video:** The tale of two political systems, by Eric Li on [www.TED.com](http://www.ted.com/talks/eric_x_li_a_tale_of_two_political_systems)  
[http://www.ted.com/talks/eric\\_x\\_li\\_a\\_tale\\_of\\_two\\_political\\_systems](http://www.ted.com/talks/eric_x_li_a_tale_of_two_political_systems)

### Week 7. Government responsibility and credibility II

W. The image of government and the image of media

**Questions:** In ordinary Chinese people's perspective: Are the governments more credible than the media or the other way around? Contrasting that of the U.S. and China?

F. The political, cultural and informative differences between the urban and the rural

**Questions:** Do people living in villages like their governments more than their urban counterparts? Do they trust the media more than their urban counterparts? Contrasting that of the U.S. and China?

**Assignments:** Read MMCPart 3: **“Rural Cultures: Grassroots Practices 5. ‘Village Videos’ and the Visual Mainstream in Rural by Ethnic Guizhou,”** by Jenny Chio

2<sup>nd</sup> Group two-page writing: The differences between Chinese government and American government in the eyes of the general public of China and the general public of the U.S.

**Simulation III:** TBA based on a current event that is fermenting or taking place in China

**Watch video:** Sergey Brin on Google's China decision on [www.TED.com](http://blog.ted.com/2010/02/24/our_focus_has_b/)  
[http://blog.ted.com/2010/02/24/our\\_focus\\_has\\_b/](http://blog.ted.com/2010/02/24/our_focus_has_b/)

**Watch video:** Michael Shermer: The pattern behind self-deception  
[http://www.ted.com/talks/michael\\_shermer\\_the\\_pattern\\_behind\\_self\\_deception](http://www.ted.com/talks/michael_shermer_the_pattern_behind_self_deception)

### Week 8. Media types and credibility

W. The survey results from 2005, 2009 and 2013

**Questions:** How do we know what “the public” thinks? Can that be disguised? Which is more representative to public opinions, the television or the internet? Which is more credible to the general public? to yourself? to your family? How about video news reports on the Internet?

F. Interpersonal relation and trust in terms of information gathering and disseminating

**Questions:** Whose Weibo news does the Chinese general public trust, the government's, the traditional media's, the corporate media's or individuals' news channels? Whom/what do you trust more? How about in daily lives and in face-to-face interactions?

**Assignments:** Read MMC part 3 **“‘Family’ vs. ‘State’ in Media Ritual: Fieldwork in an Ethnic Minority Village in Yunnan Province,”** by JianbinGuo, translated by Jingjing Chen

**Take quiz 4**

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**Watch video:** Joseph Nye: Global power shifts at [www.ted.com](http://www.ted.com)

**Watch video:** Jeff Hancock: The future of lying  
[http://www.ted.com/talks/jeff\\_hancock\\_3\\_types\\_of\\_digital\\_lies](http://www.ted.com/talks/jeff_hancock_3_types_of_digital_lies)

### Week 9. Social responsibility, morality and censorship I

#### W. Social responsibility and market pursuit

**Questions:** What has been propelling China's economic reform? What has been propelling China's media reform? How about political reform? Will the reforms continue? Can reform in one area stand alone without affecting the other(s)?

#### F. Morality and laws

**Questions:** What do media go after? What do journalists go after? How about individual blockers? Why do individuals broadcast their encounters, feelings and opinions?

**Assignments:** Read MMC Part 4: **“Regional Formations: Creative Responses to Globalization Shanzhaiji and the Transformation of the Local Mediascape in Shenzhen,”** by Cara Wallis and Jack Qiu

3<sup>rd</sup> Group's 5-minute recorded reporting: The attitude differences between American audience and Chinese audience toward media

**Simulation IV:** TBA based on a current event that is fermenting or taking place in China

**Watch video:** Behind the great firewall of China, by Michael Anti on [www.TED.com](http://www.TED.com)  
[http://www.ted.com/talks/michael\\_anti\\_behind\\_the\\_great\\_firewall\\_of\\_china](http://www.ted.com/talks/michael_anti_behind_the_great_firewall_of_china)

**Watch video:** Pamela Meyer: How to spot a liar  
[http://www.ted.com/talks/pamela\\_meyer\\_how\\_to\\_spot\\_a\\_liar](http://www.ted.com/talks/pamela_meyer_how_to_spot_a_liar)

### Week 10. Social responsibility, morality and censorship II

#### W. Corruption and news corruption

**Questions:** What makes journalists violate the codes of profession? Where are the laws when this happens?

#### F. News corruption and news manipulation

**Questions:** How are news twisted and manipulated? Are public opinions too?

**Assignments:** Read MMC Part 4: **“Regional Formations: Creative Responses to Globalization Contemporary Art and Mediatization in Brand PRD™,”** by Carolyn Cartier

#### Take quiz 5

**Watch video:** Yasheng Huang: Does democracy stifle economic growth?  
[http://www.ted.com/talks/yasheng\\_huang](http://www.ted.com/talks/yasheng_huang)

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**Watch video:** Ben Ambridge: 10 myths about psychology, debunked  
[http://www.ted.com/talks/ben\\_ambridge\\_10\\_myths\\_about\\_psychology\\_debunked](http://www.ted.com/talks/ben_ambridge_10_myths_about_psychology_debunked)

### Week 11. Social responsibility, morality and censorship III

W. The evolution of Chinese censorship system

**Questions:** How does Chinese censorship relate to Chinese political, social and media structures? How does it relate to the Soviet system in the 1930s-1950s?

F. Censorship, self-censorship and the pale of both?

**Questions:** What do you consider as progresses in the past 30 years in terms of news reports in China? What do you make out of disaster reports from Chinese news agencies in the past 30 years? Does the Chinese slang “The sky is high and the emperor is far away” apply to media in remote areas in China?

**Assignments:** Read MMC part 4: “**Sliding Scales: The Mediated Lives of Miao Pop Singer A You by Duo,**” by Louisa Schein

3<sup>rd</sup> Group two-page writing: What is the difference between the Chinese regulatory and the American regulatory on media?

**Simulation V:** TBA based on a current event that is fermenting or taking place in China

**Watch video:** Dan Ariely: “Our buggy moral code”  
[http://www.ted.com/playlists/222/5\\_talks\\_on\\_the\\_truth\\_about\\_lyi](http://www.ted.com/playlists/222/5_talks_on_the_truth_about_lyi)

**Watch video:** Jay Walker: The world's English mania on [www.TED.com](http://www.TED.com)  
[http://www.ted.com/talks/jay\\_walker\\_on\\_the\\_world\\_s\\_english\\_mania](http://www.ted.com/talks/jay_walker_on_the_world_s_english_mania)

### Week 12. New media, the union of media, the future of media and their implications I

W. New media as to the government, traditional media and the public

**Questions:** What is new? What is not new? What does the ‘new’ mean? Why Weibo (micro block) became so popular all of the sudden?

F. The aggression of new media. Is it stoppable?

**Questions:** If the clock can be reversed, what would the Chinese government do differently onto new media?

**Assignments:** Read MMC Part 5: “**Rescaling Place: Heritage and Belonging 10. Making an Empty Show of Strength: Media and the Politics of Discernment in Provincial Place Branding Projects,**” by *Tim Oakes*

**Take quiz 6**

**Watch video:** David Puttnam: Does the media have a "duty of care"? [www.TED.com](http://www.TED.com)  
[http://www.ted.com/talks/david\\_puttnam\\_what\\_happens\\_when\\_the\\_media\\_s\\_priority\\_is\\_profit](http://www.ted.com/talks/david_puttnam_what_happens_when_the_media_s_priority_is_profit)

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**Watch video:** Zeynep Tufekci: Online social change: easy to organize, hard to win  
[http://www.ted.com/talks/zeynep\\_tufekci\\_how\\_the\\_internet\\_has\\_made\\_social\\_change\\_easy\\_to\\_organize\\_hard\\_to\\_win](http://www.ted.com/talks/zeynep_tufekci_how_the_internet_has_made_social_change_easy_to_organize_hard_to_win)

### Week 13. New media, the union of media, the future of media and their implications II

W. From one-to-one to one-to-many

**Questions:** Can you recount the journey of media in human history? In what sense do mass forces change histories, examples? Any media involvement in these forces and changes?

F. From One-to-Many to Many-to-Many

**Questions:** Does the internet represent the ultimate media structure or platform for human kind? Does this mean media is finally becoming mass media?

**Assignment:** 4<sup>th</sup> Group two-page writing: The constraints of American media and Chinese media as to voicing the voices of the populace

**Watch video:** Asia's Rise, How and When, by Hans Rosling on [www.TED.com](http://www.TED.com)  
[http://www.ted.com/talks/hans\\_rosling\\_asia\\_s\\_rise\\_how\\_and\\_when](http://www.ted.com/talks/hans_rosling_asia_s_rise_how_and_when)

Is China the New Idol for emerging economies? By Dambisa Moyo on [www.ted.com](http://www.ted.com)  
[http://www.ted.com/talks/dambisa\\_moyo\\_is\\_china\\_the\\_new\\_idol\\_for\\_emerging\\_economies](http://www.ted.com/talks/dambisa_moyo_is_china_the_new_idol_for_emerging_economies)

### Week 14. New media, the union of media, the future of media and its implications II

The future of Chinese media opinion and public opinion and the role of the government in them

**W. Group final presentations** on what you have learned from working with your group and interact with other groups in performing your roles in this course

**F. Group final presentations** on what you have learned from working with your group and interact with other groups in performing your roles in this course

**Watch video:** Nicholas Negroponte: A 30-year history of the future on [www.TED.com](http://www.TED.com)  
[http://www.ted.com/talks/nicholas\\_negroponte\\_a\\_30\\_year\\_history\\_of\\_the\\_future](http://www.ted.com/talks/nicholas_negroponte_a_30_year_history_of_the_future)

### Week 15. New media, the union of media, the future of media and its implications III

**W. Group final presentations** on what you have learned from working with your group and interact with other groups in performing your roles in this course.

**F. Group final presentations** on what you have learned from working with your group and interact with other groups in performing your roles in this course

**Watch video:** The birth of a word by Deb Roy on [www.TED.com](http://www.TED.com)  
[http://www.ted.com/talks/deb\\_roy\\_the\\_birth\\_of\\_a\\_word](http://www.ted.com/talks/deb_roy_the_birth_of_a_word)

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**Watch video:** Kevin Allocca: Why videos go viral  
[http://www.ted.com/talks/kevin\\_allocca\\_why\\_videos\\_go\\_viral](http://www.ted.com/talks/kevin_allocca_why_videos_go_viral)

**All group presentation will be recorded by your designated partner student who is not from your own group and be uploaded online for “public opinion vote.” All groups must present their final reflection presentations in front of the entire class. Pre-recorded video cannot be used to replace this collectively coordinated and all-member conducted face-to-face presentation. If not all groups finishes their final presentation during the last two weeks, additional time will be allocated into the examination week until all groups presents their reflections collectively. So plan ahead, be on schedule and be on time.**

**Reminder: Final term paper is due on Saturday midnight of the examination week.**

**The group term paper should focus on researching ONE issue raised in this class by your group or a member of your group. It should make a hypothesis on the cause of the issue, cites a theory to frame the issue and finds evidences to prove or disprove the hypothesis. It may or may not suggest a solution to the issue. It may or may not verify the suggested solution to the issue. It however must advance the understanding of this issue from where it is raised. For instance, if a group has raised the issue of the non-existence of Chinese middle class in a class or group discussion and desire to further study it, the group’s term paper must either prove the non-existence of middle class in contemporary China or further its argument on the economic, political and or cultural impact it has on media, public and government opinions. It must answer questions such as if Chinese middle class does not exist, why private independent media have become strong enough to be noted by traditional media and by the government. Any topic chosen by a group for its term paper must relate to the interrelationship between an individual and a group or among groups.**



## GE Rationale for Chinese 1232.01

After a decade of research, Dr. Chambliss and Christopher G. Takacs find in their *How College Works* that the most important factor in shaping students' college experience is the people they meet rather than the programs they are in. This course is designed to have students interact with each other as individuals and in groups while acquiring the skills of influencing others, the public, the government, and the media on background of comparing and contrasting real life events and information dissemination in China and the U.S. This course falls into the GE category of "individual and group." The following paragraphs lay out plans for achieving GE expected learning outcomes and implementing assessment measures.

### I. How do the course objectives address the GE category expected learning outcomes?

The GE category of "individual and group" expects the following learning outcomes (ASC Curriculum and Assessment Operations Manual p48):

"Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.(ELOs-i)

Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.(ELOs-ii)

Students comprehend and assess individual and group values and their importance in social problem solving and policy making."(ELOs-iii)

The course objectives, reading assignments, topics and writing assignments address these learning outcomes as follows:

#### 1.) Course objectives in corresponding to the three learning outcomes

- ELOs-i) Learn the social identity theory and the social categorization theory and apply them to analyzing intra-group and intergroup behaviors.  
Acquire skills in building relationships in a group and making alliances with other groups to influence "public opinion," "media opinion" and "government opinion/policies" by role-playing in group interactions.  
Learn to prioritize and maximize personal and group interests in context of compromising and making alliances.  
Understand that public opinion is represented in statistical figures which do not necessarily reflect the real picture of the public.
- ELOs-ii) Analyze the relationship among public opinion, government policy and media opinion in Chinese society in contrast to that of the U.S.  
Analyze the behavior patterns of interest groups across covered events and relate group behaviors to group interests.  
Understand that "public" is composed of individuals who differ greatly in idea and interest.  
Understand that public opinion poll or public vote can be lobbied and influenced by individuals and or groups with designed measures and or incidental occurrences.
- ELOs-iii) Understand that shared values are led, taught and influenced via role-playing in interest groups who are tasked to influence other individuals' and other groups' opinions and votes.  
Understand and analyze the structure and function of Chinese government and media.

Draw the basic landscape of information flow in contemporary China by following public, government and media opinions on events that are fermenting or taking place in China.

2.) **Readings and other study materials corresponding to the three learning outcomes**

- ELOs-i) **Turner, John; Oakes, Penny** (1986). "The significance of the social identity concept for social psychology with reference to individualism, interactionism and social influence". Learn social identity theory as to investigating individualism, interactionism and social influence.  
**Sebastian Seunge** "I am my connectome" to learn how an individual form ideas and remember them.  
**Nicolas Perony**: "Puppies! Now that I've got your attention, complexity theory" to learn complexity has simple rules that shed light on individual and group behavior patterns.  
**Tajfel, H.** (1974). "Social identity and intergroup behavior" to learn intergroup behavior under social identity theory.  
**Michael Shermer**: "The pattern behind self-deception" to learn that people believe what they need to believe and thus behave correspondingly.  
**Jeff Hancock**: "The future of Lying" to learn possible changes that new technology brings to human behavior and trust.  
**Pamela Meyer**: "How to Spot a Liar" to learn the nature of white lies and self-glorification as to media functionality in creating, maintaining social legends and stability in a society.  
**Ben Ambridge**: "10 Myths about Psychology, Debunked" to learn different ways of analyzing orthodox theories and innovative ways of investigating established methodologies.  
**Dan Ariely**: "Our Buggy Moral Code" to learn why people can behave against their ethical norms.  
**David Puttnam**: "Does the media have a 'duty of care'" to learn ethical norms for media as the public expect and why media outlets frequently break the norms.  
**Deb Roy**: "Birth of a Word" to learn new ways of analyzing individual, group and media behaviors with the assistance of technologies.  
**Wanning Sun**: "Localizing Chinese Media: A Geographic Turn in Media and Communication Research" to learn basic structure of Chinese society, government and media and the research of them.  
**Kevin Allocca**: "Why videos go viral" to learn the changing behavior of individuals in online activities and its impact to the public and media.
- ELOs-ii) **Andy Greenbeig** (2011) "Is WikiLeaks A Media Organization" to learn that different interests generate different views on the same social entity.  
**Chris Anderson and Julian Assange** "Why the world needs wikileaks" to learn different foci generate different views on the same social phenomenon.  
**Sasa Vucinic**: "Why We Should Invest in a Free Press" to learn Media functionality and value as to society, groups and individuals.  
**Yang Lan**: "The generation that's remaking China" to learn generation gap and changes that have been taking place in China and Chinese media.  
**David Michael**: "How to connect with the emerging Chinese middle class" to learn the emerging Chinese middle class who would likely change the landscape and power of Chinese social structure, media and public opinion.  
**Eric Li**: "The tale of two political systems" to learn a different model of political, economic and social system in contrast to what an American student has been familiar with.

**Martin Jacques:** “Understanding the rise of China” to view China on a global platform and place “China problems” in perspectives of media, public opinion, economy and politics.

**Sergey Brin:** “Google's China decision” to learn censorship of China from a foreign firm’s perspective.

**Joseph Nye:** “Global power shifts” to view China on a global platform and place “China concerns” in perspectives of media, public opinion, economy and politics.

**Cara Wallis and Jack Qiu:** “Regional Formations: Creative Responses to Globalization Shanzhaiji and the Transformation of the Local Mediascape in Shenzhen” to learn influence of globalization to Chinese society and media and to place China in a developmental perspective.

**Michael Anti:** “Behind the great firewall of China” to learn how Chinese netizens react to government control of internet media and to place Chinese internet regulation in an evolutionary perspective.

**Carolyn Cartier:** “Regional Formations: Creative Responses to Globalization Contemporary Art and Mediatization in Brand PRD™” to learn diversity in China under the background of globalization.

**Yasheng Huang:** “Does democracy stifle economic growth” to learn different perspectives on political and economic systems and humanity development.

**Louisa Schein:** “Sliding Scales: The Mediated Lives of Miao Pop Singer A You” to learn the changing life in China and the dancing of the Chinese public between the past and the present.

**Jay Walker:** “The world's English mania” to learn Chinese youngsters’ trend of westernization as reflected in their studies of the Chinese and the English languages.

**Hans Rosling:** “Asia’s Rise, How and When” to learn from a big data perspective about Asia and China on history of the modern world.

**Dambisa Moyo:** “Is China the New Idol for emerging economies” to learn contemporary China on the world economic stage from a liberal perspective.

ELOs-iii) **Wanning, Sun and Jenny Chio** “Localizing Chinese Media: An Introduction” to learn the basic structure of Chinese society and media.

**Yuezhi Zhao and Guoxin Xing** “Local Politics: Contesting the Centre 2. Provincial Papers, National Power: The Scaling up of the Nanfang Daily Media Group” to learn media landscape and power distribution in contemporary China.

**Wusan Sun, translated by John Alexander** “Local Politics: Top-Down Policies versus Grassroot Resistance: The Management of Illegal Satellite Dishes in Chinese Villages,” to learn Chinese centralized policy making and its geo-political reality.

**Zhenzhi Guo :** “Dialects and Local Media: The Cases of Kunming and Yunnan TV” to learn geo-political forces in China as reflected in language choice and its media representation.

**Jenny Chio:** “Rural Cultures: Grassroots Practices 5. ‘Village Videos’ and the Visual Mainstream in Rural by Ethnic Guizhou” to learn rural Chinese media and ethnic diversity in contrast to that of the metropolitans of China.

**Jianbin Guo, translated by Jingjing Chen:** “‘Family’ vs. ‘State’ in Media Ritual: Fieldwork in an Ethnic Minority Village in Yunnan Province” to learn Chinese social units, building blocks and ethnic diversity in minority areas of China.

**Tim Oakes** “Rescaling Place: Heritage and Belonging 10. Making an Empty Show of Strength: Media and the Politics of Discernment in Provincial Place Branding Projects” to learn the uncertainty of current state of Chinese society and possible changes in near future.

**Zeynep Tufekci** “Online social change: easy to organize, hard to win” to learn the possibility of changing behaviors of media and the public, and thus the government on background of technology advancement and information instantaneity and popularity.

**Nicholas Negroponte:** “A 30-year history of the future” to study future development of technology, press, media, society and individuals in such an inter-connected society.

### **3.) How do the topics of the course address the GE category expected learning outcomes?**

The content of this course covers six major topics and addresses corresponding GE category expected learning outcomes as follows:

1. The system and structure of China, its political system and administrative structure, its media system and media regulative structure, its social system, social units and social structure in contrast to that of the U.S. -- addressing “differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.” (ELOs-ii)

2. The information formation and flow in Chinese society; Class and social hierarchy; Media hierarchy, official and unofficial information outlets; Public and private media. -- addressing “behaviors of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.” (ELOs-ii)

3. Government agencies’ responsibility and credibility; Media types and credibility; Differences between metropolitan and rural areas in terms of information generation, dissemination and credibility; Interpersonal relation and trust in terms of information gathering, passing and manipulating. Political and economic constraints in determining government policies and interest groups’ opinions. Motivation, purpose and interest in determining public and media opinions. -- understanding “the theories and methods of social scientific inquiry as they apply to the study of individuals and groups” and addressing the comprehension and assessment of “individual and group values and their importance in social problem solving and policy making.” (ELOs-i and ELOs-iii)

4. Social responsibility, morality and censorship. News corruption and news manipulation. Historical, cultural and geographical constraints in determining groups’ interests and stances. -- understanding “the theories and methods of social scientific inquiry as they apply to the study of individuals and groups,” especially the ethical codes of individuals, groups and media in an inter-connected society with diversified interests and information instantaneity. (ELOs-i and ELOs-ii)

5. New media, the union of media, the future of media and its implications. -- addressing “differences and similarities in social and cultural contexts of human existence, and the processes by which groups function” and the comprehension and assessment of “individual and group values and their importance in social problem solving and policy making” on background of

individuals, groups, media and government adapting to the new landscape of information generation and flow. (ELOs-ii and ELOs-iii)

6. The emerging middle class, influential figures on social media and their implications. Constraints to personal opinions by group opinions – addressing “the theories and methods of social scientific inquiry as they apply to the study of individuals and groups” and addressing the comprehension and assessment of “individual and group values and their importance in social problem solving and policy making on background of social structural change and adaptation to new wealth and new identities. (ELOs-i and ELOs-iii).

**4.) How do the written assignments and recorded oral reports address the GE category expected learning outcomes?**

**1<sup>st</sup> 5-min. recorded group oral report** that contrast reports from China and the U.S. on the same international event to address GE required learning outcome of understanding “the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.”

**1<sup>st</sup> Group two-page writing** that compares “The differences between Social Identity Theory and Social Categorization Theory and how to use them in the study of human behavior” to address GE required learning outcome of understanding “the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.”

**2<sup>nd</sup> 5-min. Recorded Group Oral Report** that highlights the structural differences between Chinese social system and American social system means to help “students comprehend and assess individual and group values and their importance in social problem solving and policy making.”

**2<sup>nd</sup> Group two-page writing** that highlights the differences between governments of China and the U.S. in the eyes of the general public of China and that of the U.S. to address GE required learning outcome of understanding “the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function” and to help “students comprehend and assess individual and group values and their importance in social problem solving and policy making.”

**3<sup>rd</sup> 5-min. Recorded Group Oral Report** on attitude differences between American audience and Chinese audience toward media addresses GE required learning outcome of understanding “the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function” and helps “students comprehend and assess individual and group values and their importance in social problem solving and policy making.”

**3<sup>rd</sup> Group two-page writing** on the differences between the Chinese regulatory and the American regulatory on media addresses GE required learning outcome of understanding “the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function” and help “students comprehend and assess individual and group values and their importance in social problem solving and policy making.”

**4<sup>th</sup> Group two-page writing** that studies the constraints of American media and Chinese media as to the voices of the populace addresses GE required learning outcome of understanding “the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function” and helps “students comprehend and assess individual and group values and their importance in social problem solving and policy making.”

**Final Term-paper writing** focuses on researching ONE issue that has been raised in this class. The paper makes a hypothesis on the cause of the issue, cites a theory and finds evidences to prove or disprove the hypothesis. It addresses the GE learning outcome of “the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.”

**5.) How do the prerequisites provide an appropriate level of preparation for the proposed course?**

The prerequisite course is EALL1231, East Asian humanities. The course lays a foundation of the thought and cultures of China, Japan, and Korea. Among the relevant topics are demography and geography, history, society, cultural continuities in East Asia, traditional and contemporary world views (Daoism, Confucianism, and Buddhism), language, literature, pop culture technology, environmental issues, gender issues, etc. EALL1231 lays a foundation for many discussion issues that will arise in Chinese1232, especially in terms of interrogating traditional media portraits in Western media and querying the differences between behaviors of individuals and groups in the U.S. and China in terms of the interrelationship of government, media and the populace.

**II. GE Assessment plan for student performances in Chinese 1232 combines both direct and indirect methods as follows:**

- a. Every other week, each student is required to take a quiz to assess her/his knowledge based learning, which constitutes 30% of a student’s final grade. The quiz questions are all multiple choices. Students are allowed to retake any of these quizzes for the sake of ensuring test-takers’ mastery of the embedded knowledge. A 80% correct rate is considered a success in each of these quizzes. A sample test question looks like this:

“Which one(s) of the following types of media is authorized to produce original reports on international affairs under Chinese media regulatory?”

- A. China news agency
- B. Sina.com
- C. Beijing Daily
- D. Mr. Wang’s youku channel

(The correct answer is A and A only)”

- b. Every other week, each group of about four students is expected to meet and discuss the issues raised in classes and summarize their group discussion in a 5 minute audio or video file and uploads the file online. This file must record voices from all group members to ensure participation. It also ensures that students work in groups and learn to coordinate and cooperate in groups. Instructor will review these files and assess students’ progress. For example, a student might have thought that Chinese media function under the similar principles as that of the U.S. in his/her 1<sup>st</sup> group reporting. S/he is not supposed to remain so in the second group reporting. If an unusually-slow progress is detected, instructor will discuss with the student or student group in his office hours or scheduled private sessions to find out what hinders student progress and ways to help the student(s). **Instructor however does not grade these audio/video reports. He uses this venue only to monitor students’ progresses and gauge the effectiveness of instruction.** Grading of these reports is done by “public opinion poll” (ref. c. below for rationale).
- c. Each student is required to review all the uploaded audio/video files from all groups and rate each of these files on a 0-10 scale, which constitutes a “public opinion poll” grading mechanism of the course. An average of 6/10 points is considered a pass on the “public opinion poll.” This mechanism enhances students’ peer learning experience. It also enforces the sense of shared interests of a group because members of a given group receive the same

- grade on each of the “public opinion poll” scoring it gets. Public opinion poll represents how students as a whole see a given student group (not an individual students) on a given assignment, and thus force student groups to keep “public” in mind when making any specific move and accomplishing any specific task. Peer assessment here better gauges students’ performances because the goal of this course is to help students localize themselves in groups and situate their groups in a “public sphere.”
- d. Every other week, each group of about four students is required to submit a two-page reflection paper that highlights the key concepts, theories or methods that are emphasized in classes. These papers are to be graded by the instructor. 8 out of a total of 10 points are considered a pass. Topics of these papers coordinate with the content of class discussion, student group reporting and progression of this course. The first group writing for instance requires students to compare Social Identity Theory and Social Categorization Theory and give examples of applying these theories in the study of human behaviors. The instructor does not expect students’ complete comprehension of these concepts or the methodologies that these concepts derive, which after all are to be developed and matured over the course of this course. The students however are expected to know why the concept of social categorization being coined by the same theorist who creates social identity theory and ponder along the line over examples and cases that might be analytical targets for these theories.
  - e. Each group of students is required to give a final group presentation in front of the entire class where all members of the presenting group reflect what they have studied and learned. This presentation is recorded and uploaded online and is subject to “public opinion poll” grading. An average of 6/10 points on the “public opinion poll” is considered a pass. This component of assessment is to facilitate peer learning and to help students, not just the presenting students, consolidate what they have studied during the course. It also gauges what the presenting students have missed and whether remedy measures are required. Private remedy sessions are to be activated when necessary for individual students or student groups.
  - f. Each student group is required to submit a 10-page term paper on a topic relates to individual and group relations and interactions. This short term paper focuses on researching on ONE issue that has been raised in this class by the writing group or a member of that group. It should make a hypothesis on the cause of the issue, cites a theory explain the issue and finds evidences to prove or disprove the hypothesis. It may or may not suggest a solution to the issue. It may or may not verify the suggested solution to the issue. It however must advance the understanding of this issue from where it is raised. For instance, if a group has raised the issue of non-existence of Chinese middle class in a class or group discussion and desire to further study it, the group’s term paper must either prove the non-existence of middle class in contemporary China or further its argument on the economic, political and or cultural impact it has on media, public and government opinions. It must answer questions such as if Chinese middle class does not exist, why private independent media has become strong enough to be noted by traditional media and by the government. Any topic chosen by a group for its term paper must relate to the interrelationship between an individual and a group or among groups.
  - g. Students’ performance data will be constantly collected and aggregated to improve the course in terms of content, delivery and assessment. 1<sup>st</sup> Quizzes are to be improved by students’ successful rate and degrees of difficulty as recorded. 2<sup>nd</sup> Topics are to be improved by students’ responses – the more actively responded topics are to be retained and further developed while less than desirably responded topics are to be replaced. 3<sup>rd</sup> The readings and other study materials are to be evaluated on their effectiveness in helping achieve GE expected learning outcomes. This is mainly done via post class surveys and interviews. 4<sup>th</sup> The peer learning and peer grading system are to be bettered over reliability and validity by comparing instructor’s grading on student groups and that of the “public opinion poll.” 5<sup>th</sup> Follow up study on the effectiveness and participation rates for online sessions and activities are to be compared with that of classroom lectures, discussions and presentations in search of

a classroom-online hybrid model that better fits students' needs. This is also mainly done via post class surveys and interviews. All the above data are to be achieved for future references and studies.



Chinese1232—Individuals and Groups Assessment Plan

**a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes**

GE Expected Learning Outcomes (ELOs)	Direct assessment of students' performance related to ELOs. Examples of direct assessments are: pre/post surveys/tests; embedded questions; standardized exams; portfolio evaluation including writings, videos/audios of performances	Indirect assessment of students' knowledge, skills, attitudes, learning experiences. Examples of indirect assessment methods include: student surveys about instruction; focus group discussion; student self-evaluations; student peer evaluations)
1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.	Embedded questions on quizzes <sup>1</sup>  Analysis of term paper and group writing <sup>2</sup>  Evaluation of Portfolio <sup>4</sup>	Pre- and Post-course student surveys <sup>3</sup>
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.	Embedded questions on quizzes <sup>1</sup>  Analysis of term paper, group writing and video/audio performances <sup>2</sup>  Evaluation of Portfolio <sup>4</sup>	Pre- and Post-course student surveys <sup>3</sup>
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.	Embedded questions on quizzes <sup>1</sup>  Analysis of term paper group writing & video/audio performances <sup>2</sup>  Evaluation of Portfolio <sup>4</sup>	Pre- and Post-course student surveys <sup>3</sup>

<sup>1</sup> On the quizzes, several questions will be written specifically to assess student progressive achievements of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam and will also be analyzed separately so that the data can be used to improve the course and for GE assessment reporting purposes. Examples of *specific* embedded questions are provided in Appendix A.

<sup>2</sup> In the term paper, each student has the opportunity to demonstrate mastery of GE expected learning outcomes on a research project of his or her group's collective choice. Elements that reprise the three ELOs have been written into the rubric for the term paper. Ref.

Appendix B.

<sup>3</sup> BEFORE and AFTER the course, each student will be asked to fill out an opinion survey. The sample

survey found in Appendix C contains specific questions asking to what extent each student expects to achieve and has achieved the three GE expected learning outcomes from this course.

<sup>4</sup>What students submitted, audio/video files, written journals, term paper, test scores, and survey responses, become students' portfolio. Evaluation of this portfolio enhances instructor's understanding about how well ELOs are achieved. It also helps improve this course for its next offering.

**b) Explanation of level of student achievement expected:**

In general, for exams, success means that students will answer 75% of the embedded GE questions correctly. For the term paper, success means that at least 75% of the students will achieve level 2 or more (out of a possible 4) for all three GE ELOs.

**c) Description of follow-up/feedback processes:**

At the end of the course, the instructor will analyze students' responses to the embedded ELOs quiz questions and the term paper to identify problematic areas and suggest remedy or revision measures for the course to ensure better fulfillment of the three GE ELOs. The instructor will also analyze the self-evaluation questions to determine whether student's perception matched with their performances. If a misalignment is detected, the configuration of the course, the presentation of materials or the assessment mechanism will be evaluated and adjusted accordingly to better reflect students' achievements toward the three GE ELOs. These evaluations and adjustments will be discussed with the curriculum committee. We will also use these data to write a GE report when the ASC Curriculum and Assessment Committee so requests.

**Chinese1232**  
**Assessment Plan: Appendix**  
**A**

On the quizzes, questions will be written specifically to assess student achievement of each GE ELOs. The scores on these questions will be included in the totals for the quizzes and will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes. Examples of *specific* embedded questions are as follows.

**Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.**

Examples:

1. Check all that apply:
  - A. Only the study of a large media company that encompass both traditional and new media can provide credible evidence related to any inquiry into media credibility.
  - B. Only the study of a small but comprehensive media organization such as those who encompass both traditional media and new media, can provide credible evidence related to any inquiry into media credibility.
  - C. Only the study of both a small and a large media organization that encompass both traditional media and new media can provide credible evidence related to any inquiry into media credibility.
  - D. All of the above.

**Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.**

Examples:

1. Check all that apply:
  - A. The operating principles of Chinese media and American media are the same.
  - B. The operating principles of Chinese media and American media are different.
  - C. Some of the operating principles of Chinese media and American media are the same and some are different.
  - D. The operating principles of Chinese media and American media have been changing and the overlapping portion is enlarging.
2. Check all that apply:
  - A. The rules for surveying public opinion in China and in the U.S. are the same.
  - B. The rules for surveying public opinion in China and in the U.S. are different.
  - C. Some of the rules of surveying public opinion in China and in the U.S. are the same and some are different.
  - D. The rules of surveying public opinion in China and in the U.S. have been changing and the overlapping portion is enlarging.

**Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.**

Examples:

1. How does an individual become a member of a group?
  - A. By confirming to group rules.
  - B. By identifying to group values.
  - C. By changing group rules.
  - D. By changing group values.
2. How do media influence government policies? (Check all that apply):
  - A. By informing government officials.
  - B. By informing the public.
  - C. By influencing public opinions.

D. By influencing government opinions.

## Chinese 1232

### Assessment Plan: Appendix B

In the term paper, a group of 3-4 students have the opportunity to demonstrate their mastery of GE expected learning outcomes on a project of their choice. Elements that reprise the three GE expected learning outcomes have been written into the following rubric for the term paper.

**Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.**

(1)	(2) Intermediate	(3) Advanced	(4) Superior
Does not provide clear research question grounded in theory or valid methodology; does not express ideas clearly But does have a valid research question	Describes arguments and organizes data but lacks supportive evidence and clear written expression. (No adequate analysis of the data in light of the research question)	Demonstrates an ability to develop arguments supported with evidence and clear written expression	Articulates sophisticated arguments, analyzes interconnected evidence and develops clear discussion of ideas

**Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.**

(1) Basic	(2) Intermediate	(3) Advanced	(4) Superior
Shows little comprehension of a small social inquiry into a small sample can extend to a bigger social and cultural context	Shows comprehension of concepts listed above and some understanding about individual and group relations	Shows comprehension of concepts listed above, applies and analyzes ideas coherently and cohesively	Shows comprehension of concepts listed above, applies and analyzes ideas coherently and cohesively, extends findings beyond the samples, addresses social and cultural factors accounting for the registered individual and group behaviors

**Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.**

(1) Basic	(2) intermediate	(3) Advanced	(4) Superior
Shows little comprehension of the concepts listed above	Shows comprehension of concepts listed above and offers some examples found in the data	Shows comprehension of concepts listed above, applies and analyzes data coherently, extends the argument beyond the sample	Shows comprehension of concepts listed above, applies and analyzes ideas coherently and cohesively, extends findings beyond the samples, addresses social and cultural factors accounting for the registered individual and group behaviors

## **Chinese1232**

### **Assessment Plan: Appendix C**

At the end of the semester, each student will be asked to fill out an opinion survey. The survey found here contains specific questions asking to what extent each student has achieved the three GE expected learning outcomes in this course.

#### **Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.**

Example:

On the scale of 1 to 5 (1-strongly agree; 2-agree; 3- somewhat agree; 4- disagree; 5-strongly disagree) rate the knowledge that you have acquired in this class:

1. I have learned how to apply Social Identity Theory to the study of how individuals behave in groups.
2. I have learned the basic methods in gathering public opinions
3. I have learned the basic methods in analyzing public opinions

#### **Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.**

Example:

1. Has this class made you think more about the concept of cultural differences in analyzing public opinion, media opinion and government policies? Explain in which respect it did or did not.
2. Has this class made you think more about the interconnected nature of public opinion, media opinion and government policy? Explain in which respect it did or did not.

#### **Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.**

Example:

1. In this class, we discussed and simulated the interaction between public opinion, media opinion and government opinion (policy). How did these discussions influence or change your understanding of how a society works?
2. Did this class make you know more about team work and collaboration and more willing to make friends on campus? Please explain why it did or did not.

**Chinese1232**  
**Assessment Plan: Appendix D**  
**Evaluation of Portfolio**

Evaluation of portfolio compares survey evaluation results with all the other assessment results against the rubric scale from “Basic to Superior” and gauges the matches and misalignments. This mechanism has nothing to do with student’s grades but rather the improvement of the course for future offerings. A one degree misalignment, i.e. Basic vs. Intermediate; or advanced vs. superior is deemed acceptable. A two degree or greater misalignment, i.e. Basic vs. advanced or Intermediate vs. Superior etc. is deemed unacceptable and alarming. Remedy measures will be evoked by unacceptable misalignments. Remedy measures include adding, deleting test and survey questions, modify term paper rubrics, dependant on where misalignment occurs.