**SAN JOSE STATE UNIVERSITY**

Department of Aviation and Technology

TECH 198, Section 1 (#28774)

Technology and Civilization China

Course Outline Spring 2018

Wednesdays 1800 to 2045 p.m. in DMH 208

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**Faculty Team**

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**Catalog Description**

History, development and use of technology in different cultures. Technology's impact on society, global development, the workplace, cultural values, gender roles, and newly industrialized countries of the world. (Prerequisites: upper division standing, passage of WST and CORE GE) 3 units.

Tech 198 is cross listed with ME, AE, ENGR and CompE. This class meets the SJSU Studies Area V requirement.

**Prerequisite:** For students beginning continuous enrollment in Fall 2005 or later, completion of, or registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units (having own HEGIS code).

**Purpose of Course**

Technology and Civilization is an SJSU Studies course (formerly, advanced general education course) in Area V: Culture, Civilization & Global Understanding that is designed to introduce students to the realm of history and usage of technology in society from an international perspective and to increase their awareness of both the uncertainties as well as the promises of the utilization of technology as a creative human enterprise.

While science and technology are often decried as pervasive agents of social change, this courses focuses on the role individuals can play in the management and control of technological forces toward human achievement. Emphasis in this section of the course will be on technology in the country of China and the role of technology in shaping human history. The perspective is to regard technology both as affecting and being affected by culture. This focus should help you broaden your view of technology and its role and effect on society, in particular the interaction of technology and culture in the country of China.

East Asia is a region of the world that is by the day becoming more important to the United States and the West. The growth of the East Asian region and the increasing interdependence of the U.S. and Chinese economies have focused our attention on this part of the world. The course examines the and political, social, economic, and cultural history of China and Taiwan. The major thrust of this course will be on China and Taiwan since 1949.

This course is part of the College of Engineering's Global Technology Initiative. For SJSU students to thrive in the highly competitive global economy, it is critical to develop international perspectives and knowledge. In this light, the SJSU Charles W. Davidson College of Engineering has established a $1 million Global Technology Initiative, with the mission of giving SJSU students a global perspective with a focus on technology and business developments in the Asia Pacific region. Students in this class will travel to Taiwan in July to complete the course requirements.

This course builds upon basic skills in reading, writing, speaking, critical thinking, and research, and knowledge from Core GE to provide a comprehensive view of the interaction of technology and society. Readings for this course will comprise a wide range of materials, including scholarly articles, films, literature, journalism, and more.

**General Course Goals of Tech 198**

1. Acquire a perspective on history and an understanding of the factors that shape human activity.

2. Develop critical thinking through the study of diverse interpretations of historical events.

3. Analyze the technology as it interrelates with China's history and culture.

4. Compare the development and use of technology in China and Taiwan and other countries around the world.

5. Analyze the place of Taiwan in regard to its relations with China and other countries.

6. Apply critical thinking through analysis of primary and secondary sources.

**Student Learning Objectives for Area V of SJSU Studies (Advanced GE)**

1. Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

(The web-based unit activity one, and the Reflection Paper will assess this learning objective.)

2. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. (Research paper one addresses this learning objective.)

3. Explain how a culture outside the U.S. has changed in response to internal and external pressures.

(Unit exercise two and research paper two assess this learning objective).

**Required Texts (reading assignments listed in the course schedule)**

Chang, Jung. *Wild Swans: Three Daughters and China*. New York: Simon and Shuster, 1991.

Rigger, Shelley. *Why Taiwan Matters: Small Island, Global Powerhouse*. New York: Rowman & Littlefield (updated edition), 2014.

**Highly Recommended Reference Text:** Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th edition (University of Chicago Press, 2013).[If you already have the 7th edition or can obtain one inexpensively it should suffice.]

**Unit Objectives**

**Unit One: History and Culture of China**

a) describe the major periods in Chinese history

b) analyze the major intellectual, social and political characteristics of traditional Chinese society

**Unit Two: Technology in Chinese History**

a) analyze the development of technology over time and in different cultures

b) synthesize Chinese contributions to modern science and technology

c) compare Western and non-Western contributions in the history of technology

**Unit Three: China in the Twentieth Century**

a) analyze the conflicts between traditional China and the post-Industrial Revolution West

b) develop an understanding of the forces behind China's revolution

c) analyze the successes and failures of key leaders Mao Zedong and Deng Xiaoping

d) compare gender roles in traditional, revolutionary and post-Mao China

**Unit Four: Taiwan in the Twentieth Century**

a) analyze Taiwan's traditional role as an island impacted by outside forces

b) study the development of an ethnically and linguistically diverse population on Taiwan

c) develop an understanding of how Taiwan's role as "The Republic of China".

d) analyze the rise of Taiwanese nationalism.

**Unit Five: Society and Culture in Taiwan**

a) analyze the roles of various religions in Taiwan

b) compare gender roles and family customs in Taiwan with those elsewhere

c) examine the modern urban culture of Taiwan's cities

**Unit Six: The Economy in Taiwan**

a) analyze the circumstances and policies with enabled Taiwan to build a successful economy.

b) compare the nature of Taiwan's economy compared to those of China and other countries.

c) develop an understanding of Taiwan's role in the high-tech economy.

**Unit Seven: Taiwan's relations with China and other countries**

a) examine the relationships between China, Hong Kong and Taiwan and their implications

b) analyze Taiwan's relations with its neighbors, the U.S. and the world

c) consider Taiwan's future prospects

**Course Activities:**

**Quizzes:** At the end of most of the class sessions there will be a short quiz that covers the assigned reading for the week and the substance of the class just concluded. These will consist of ten multiple choice questions. The best ten quiz scores will account for ten percent of the student's grade.

**Unit Assignment One:**

1) Go to Dr. Backer's Website:

<http://www.sjsu.edu/people/patricia.backer/history/>

2) Read the introduction

3) Go to the section "Chinese Contributions to Technology" and read the section. You will find three major Chinese contributions discussed: A) paper and printing technology, b) gunpowder, and c) the compass.

4 Select one of the three and write an essay of at least two pages (double-spaced, 12 point type) explaining briefly how and when the technology was developed and why you think it was the most important of China's technological contributions to the world. **Due at the beginning of class on February 21.**

**Unit Assignment Two:**

The parents of Jung Chang, the author of *Wild Swans*, were active participants in the Communist Revolution in China. Choose either her father (Chang Shou-yu, alias Wang Yu) or mother (Xia De-hong) and write an essay of at least two pages (double-spaced, 12-point type) discussing why he or she decided to support the Chinese Communist Party (CCP) and how his or her experience helps to explain why the Communists were able to attract widespread support and win the Chinese Civil War. **Due at the beginning of class on March 14.**

**Research Papers:**

The research papers should utilize a **variety of sources**, all of which should be properly cited in noted according to one of the two standard styles (See the Turabian guide) of notes and bibliography. It is fine to use the course materials, **but you must go beyond these texts.**  Online sources are fine, but use discretion. There are many credible sources on the internet, but also many unreliable ones.

In short papers such as the ones assigned in the class there should be no need for sub-headings. Make your paper a continuous essay that flows smoothly from introduction to conclusion, using internal transitions.

**Research Paper One:** There are two aspects to this paper of at least 1,000 words (double-spaced, approximately 4-5 pages). Discuss how the economic reform program implemented by the Chinese Communist Party since the death of Mao Zedong in 1976 has changed the People's Republic of China and how these changes in have impacted U.S.-China relations and the U.S. position in the world. **Due at the beginning of class on April 25.**

**Research Paper Two:** Taiwan has a flourishing high tech economy and a vibrant democracy, but its future is uncertain. In a paper of at least 1,000 words (double-spaced, approximately 4-5 pages) analyze the reasons why this is the case and consider what role, if any, the United States might (or should) play in determining the outcome. **Due by 5 p.m. on June 18. E-mail to the instructor.**

**Reflection Paper:** This paper will be considered the final exam for the course. This paper of at least 1,000 words (double-spaced approximately 4-5 pages) will be your reflection on your experiences in Taiwan. You should comment on the trip highlights and what you learned from the experience, particularly from your inter-actions and work with students from other cultures. How did they compare in attitude and approach to American students? What do you see as the most important factors in developing successful cross-cultural collaboration? **Due by 5 p.m. on August 20 E-mail to the instructor.**

**Student designed oral presentation:** Details will be explained later, but this will be during the fall semester.

**Evaluation:**

**Assignments Percentage**

1. Unit Activities 10

2. Research Paper One 20

3. Research Paper Two 25

4. Quizzes 10

5. Reflection Paper 25

6. Student-designed oral presentation 10

Due dates are listed on the course schedule as are reading assignments. It is the student's responsibility to read all relevant assignments before class.

No assignments will be accepted late except in exceptional circumstances. Contact the instructor as soon as possible in the event of emergency situations.

All work must be written in proper English. Work that is not done in an acceptable fashion will receive no credit.

Grade distribution: 93-100 A; 90-92 A-; 88-89 B+; 83-87 B; 80-82 B-; 78-79 C+; 73-77 C; 70-72 C-; 68-69 D+; 63-67 D; 60-62 D-; 59 and below F.

This syllabus is subject to change with fair notice.

**Academic Integrity Statement (from the Office of Student Conduct and Ethical Development)**

A commitment to learning, as evidenced by enrollment at San Jose State University and the University's Academic Integrity Policy, requires honesty in all academic course work. **Remember that using someone else's words from a book, journal, or the Internet without quotation marks and a proper note, or borrowing someone else's idea without a proper note is plagiarism. This is not acceptable will result in a zero grade on the paper in question.** If you assume that I will not be able to tell the difference, you will run a serious risk of getting caught. Faculty are required to report all infractions to the office of Judicial Affairs. For the complete university policy go to:

http://www.sjsu.edu/senate/policies/pol\_plagarism\_acad\_integrity/

If you have questions about what constitutes plagiarism, read Turabian (pp. 78-82 in the latest edition), see: http://library.sjsu.edu/start-your-research/i-need-help-avoiding-plagiarism or contact the instructor.

**Turnitin.com**

**All project writing assignments must be uploaded to turnitin.com**

**Course Schedule and Reading Assignments** (some additional news articles and commentary on contemporary events will be added to the required reading as they become available)

**January 24:** Presentation by Dr. Chung; course introduction including an introduction to Chinese geography

**January 31:** Unit One: Traditional China: The history and culture of China through the Yuan (Mongol) Dynasty.

 Reading: "Chinese Cultural Studies: Concise Political History of China" (article on Canvas)

**February 7:** Unit One: Unit One: Traditional China: The history and culture of China in the Ming and Qing Dynasties.

 Reading: "Chinese Cultural Studies: Concise Political History of China" (article on Canvas)

**February 14:** Unit Two: Technology in Chinese History

 Reading: Web-based tutorial: <http://www.engr.sjsu.edu/pabacker/history/>

**February 21:** Unit Three: China in Revolution 1911-1948

 Reading: *Wild Swans*, pp. 1-150

 **UNIT ASSIGNMENT ONE DUE**

**February 28:** Unit Three: Mao's China, 1949-1976

 Reading: *Wild Swans,* pp. 151-505

**March 7:** Unit Three: China Under Deng Xiao-ping's Reforms

 "Reforms Under Deng Xiaoping" and "Bad King Deng" (articles on Canvas)

**March 14:** Unit Three: China After Deng

 Reading, "After Deng" and "Born Red" (articles on Canvas)

 **UNIT ASSIGNMENT TWO DUE**

**March 21:** Unit Four: Taiwan to 1979

Reading: *Why Taiwan Matters*, pp. 1-58

**March 28: Spring Break, no class**

**April 4:** Unit Four: Taiwan's Democratization

 Reading: *Why Taiwan Matters*, pp. 59-94, "Governing Taiwan is Not Easy" (article on Canvas)

**April 11:** Unit Five: Taiwan Society and Culture

 Reading: *Why Taiwan Matters*, pp. 95-115

**April 18:** Unit Six: Taiwan's Economy

 Reading: *Why Taiwan Matters,* pp. 117-132; "Brain Drain" (article on Canvas)

**April 25:** University Briefing on Safety While Abroad

 **RESEARCH PAPER ONE DUE AT THE BEGINNING OF CLASS**

**May 2:** Taiwan trip briefing and lecture by Dr. Chung on high technology in Taiwan

**May 9:** Unit Seven: Taiwan and the People's Republic of China, & International

 Relations in East Asia

 Reading: *Why Taiwan Matters*, pp. 133-197 and news articles: "Why Does the U.S. Not Recognize Taiwan?," "Not a Country," China's Playbook," "Trump-Taiwan, and "Taiwan Weapons" (articles on Canvas)

**JUNE 18: 5 p.m. DEADLINE FOR SUBMITTING RESEARCH PAPER TWO BY EMAIL TO INSTRUCTOR**

**AUGUST 20: 5 P.M. DEADLINE FOR SUBMITTING REFLECTION PAPER BY EMAIL TO INSTRUCTOR**

**DURING FALL SEMESTER (TIME TBA): STUDENT PRESENTATIONS**

**Some Important Items to Note**

Prompt attendance at all the scheduled meetings is mandatory.

To be eligible for the GTI 2015 China Tour you must obtain a grade of C or better in Tech 198 or Tech 180J.

Cell Phones/Computer Use: Students must turn off their cell phones and must not answer them or engage in texting during class. Phones should be put away in pocket, purse or bag. Students may use computers, but **ONLY** for class-related activities. These include taking notes, following the lecture on information the instructor has posted, and finding Web sites to which the instructor directs students during the lecture. Students who use their computers for other activities will be asked to leave the class or, at maximum, referred to the Office of Student Conduct and Ethical Development for disrupting the course.

**Americans with Disabilities Act Compliance.**

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with The Accessible Education Center (AEC) (924-6000, located in ADM 110) as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with AEC to establish a record of their disability.

**SJSU Policy S12-3**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.