

**CHIN 4035-6035:**  
**Chinese-Americans Interactions: A Documentary Survey**  
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**Course Description**

China and the United States – the most important bilateral relationship, also the most complex and most consequential one – in the world today. The ability to effectively interact with each other becomes a must. Yet the reality leaves much to be desired. Through a documentary survey of the Sino-U.S. journey-shared, this course examines the love\hate relationship between China and the United States, how and why Chinese and Americans have misunderstood or misinterpreted each other in verbal and nonverbal communication and interaction. This course seeks to identify the distinctive patterns of thought and action that account for the configurations of Chinese and American attitudes, way of thoughts and mutual interactions. The goal is to foster students' understanding of Sino-U.S. historical interaction in shaping each other's perspectives, thus enabling students to acquire skills that will enhance better understanding and more positive attitudes.

**Course Objectives**

Upon completion of the course, students will be able to

1. Articulate how Chinese and American historical experiences provide basic cues to understanding each other's cultures and generate insight into norms of Chinese and American group and individual behavior.
2. Analyze how Chinese and American cultural personalities help to explain differing patterns of personal behavior; values, myths, ideals, and roots of misunderstanding and conflict.
3. Explain how Chinese and American ethnocentrism play out in terms of condescending attitudes, judgmental tendencies, negative stereotypes, and behavior.
4. Evaluate lessons we have learned in the course of numerous misunderstandings and misinterpretations.

**Course Materials**

Extensive visual materials will be used to explore Sino/American institutions, values, and traditions. Documentaries will include *A Journey Shared*, *100 Years' Humiliation*, *Misunderstanding China*, *Stilwell in China* (史迪威在中国), *The Flying Tigers* (飞虎队), *The Dixie Mission* (迪克西使团), *Leighton Stuart* (司徒雷登), *The Chinese Revolution*, *The Korean War*, *Zhou Enlai Waijiao Fengyun* (周恩来外交风云) *High Points of Zhou Enlai's Foreign Policy*, *Ping-Pong diplomacy*, *Nixon's China Game*, (and video episodes on U.S. presidents and China since Nixon), *Made in China*, *Why Are American Companies Leaving China*; and a selection of feature films, including *The Empress of China*, *Lin Zexu*, *55 Days in Peking*, etc.

Readings will include the US State Department's bilingual publication, *A Journey Shared* (共同走过的历程), articles from American and Chinese media, and Internet materials.

**Course Activities**

Prior to viewing videos, films, and reading assignments, students will be given a list of questions which they will try to answer before class on their own or in small groups. Class meetings will focus on 1) lectures to provide background information; 2) discussions based upon questions on visual materials and readings; 3) essays and classroom presentations; 4) quizzes; and 5) simulations/debates. Students are expected to abide by Georgia Tech's Honor Code.

### **Grade Breakdown:**

**A. Essays (30%).** There will be three essay/presentation tests (10% each), on the above Course Objectives. A visual presentation should accompany each of the essays. Presentations should trigger a short discussion question for the class.

#### **Grading components:**

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| Topic relevance                          | 1% |
| Research depth                           | 2% |
| Quality of written/oral language use     | 2% |
| Critical commentaries of selected topics | 2% |
| Clarity and coherence                    | 2% |
| Engagement of audience                   | 1% |

**B. Quizzes (15%)** There will be 5 brief Q&A quizzes (3% each) for each Unit listed in syllabus.

**C. Participation (15%)** You are expected to participate actively in all class discussions.

#### **Grading components:**

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| Frequency of communication                            | 5% |
| Amount of Chinese used in class                       | 2% |
| Ability to communicate ideas clearly                  | 2% |
| Creativity of thought                                 | 2% |
| Mini-presentations                                    | 2% |
| Respectful attitude towards classmates and instructor | 2% |

A discussion guide for each unit is available on T-square to help you prepare for class discussion. You are responsible for viewing each film and reviewing the guide before each class. Participation grades will be posted on T-square monthly

**D. Simulation/Debates (10%)** There will be two simulations or debates (5% each) after Unit 2 and 4.

#### **Grading components:**

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| Depth of research   | 3% |
| Team presentation – based upon clarity and persuasiveness | 2% |

### **E. Final Project (30%)**

#### **Grading components:**

##### **Writing (20%)**

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| Quality of research<br>(No errors of fact; reliable scholarly sources) | 5% |
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|---|----|----|
| Organization  | 5% |    |
| (Structure, clarity, analysis, interesting to read)               |    | 5% |
| Writing   |    | 5% |
| (Writing skills such as vocabulary, grammar, and authentication.) |    |    |

**Visual production and presentation (10%)**

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| Design and development   | 5%   |
| (Cogent delivery of ideas enabling audience to follow without difficulty.) |  |
| Clarity of presentation  | 5% (Avoidance of unnecessary details; dense language; excessive speed; unfamiliar vocabulary.) |

**Grading Scale**

The final letter grade will be based on the following scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 0-59%

**Disability Services**

Reasonable accommodations are provided to self-identified students with disabilities who meet the academic and technical standards requisite to admission or participation in the program of study. Consideration may be given to the substitution or modification of certain course requirements as long as such changes do not detract from the quality of the educational experience and the changes remain within the accreditation criteria for the degree program. Such substitutions or modifications must be approved by the school chair, department head, or college dean, and the Undergraduate Curriculum Committee and/or the Graduate Committee. For further information, please go to <http://disabilityservices.gatech.edu>

**GT Honor Code**

*"Having read the Georgia Institute of Technology Academic Honor Code, I understand and accept my responsibility as a member of the Georgia Tech community to uphold the Honor Code at all times. In addition, I understand my options for reporting honor violations as detailed in the Code."* <http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code>

**Absences**

Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. <http://catalog.gatech.edu/rules/4/>

## Course Topics

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|---|---|
| 1 | I. Course introduction, syllabus<br>II. What comes to mind when you hear the words “China”/“Chinese” and “America”/“Americans”?<br>III. A Bird’s-eye view of China & the U.S – a survey of Sino-U.S history, geography, population; Country comparison, etc. Seeing the stage for future discussions. |
| 2 | Unit 1: (1784 – 1937)<br><b>First encounter – the Old China Trade:</b><br>I. U.S. merchants look to China – <i>The Empress of China</i><br>II. American missionaries in the 19 <sup>th</sup> century<br>III. Early diplomatic contact<br>Essay assignment #1  |
| 3 | <b>Early Diplomatic Relations</b><br>I. Opium wars and the Boxer Rebellion<br>II. Missionaries and educational contacts<br>III. China’s one hundred years humiliation<br>Essay presentation #1  |
| 4 | Unit 2: (1937 – 1949)<br><b>Strategic and military relations</b><br>I. Diplomacy and trade from the Open Door Policy to 1937<br>II. Encountering Chinese in America -- Stereotypes and Exclusion<br>Quiz 1  |
| 5 | <b>Wartime (1)</b><br>I. Allies: Generals Stilwell and Chennault<br>II. Other Important American Wartime Personalities<br>Simulation 1 assignment   |
| 6 | <b>Wartime (2)</b><br>I. Dixie Mission – Americans’ encounter with the Communists<br>II. Lessons learned<br>III. People's Republic of China<br>Simulation 1   |
| 7 | Unit 3: (1949 – 1971)<br><b>Relations frozen</b><br>I. Korean War<br>II. Vietnam War<br>III. Two decades’ Cold War<br>Quiz 2<br>Essay assignment #2   |

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| 8  | <p>Unit 4: (1971 – 1989)</p> <p><b>Rapprochement – Nixon’s China Game</b></p> <p>I. Ping-Pong diplomacy and Nixon’s China game</p> <p>II. How Chinese and Americans reacted – what has changed in Chinese perception of the United States and Americans, and vice versa.</p> <p>Quiz 3</p> <p>Simulation 2 assignment</p>        |
| 9  | <p><b>Relations since Nixon</b></p> <p>I. Liaison Offices, 1973-1978</p> <p>II. China’s “Reform and Opening Up”</p> <p>III. Bilateral relations after Tian'anmen</p> <p>Essay presentation #2</p>  |
| 10 | <p>Unit 5: (1989 – present)</p> <p><b>U.S.-China relations since normalization (1)</b></p> <p>I. Incidents affecting the relationship</p> <p>II. Rise of China and its impact</p> <p>Quiz 4</p> <p>Simulation 2</p>  |
| 11 | <p><b>U.S.-China relations since normalization (2)</b></p> <p>I. China’s rise – threats or opportunities</p> <p>II. Free association – your personal experience</p> <p>Essay Assignment #3</p>   |
| 12 | <p><b>Sino-American relations after 9-1-1</b></p> <p>I. Why mutual understanding is so important and yet so difficult</p> <p>Chinese and American notions of cosmology and religious experience – ideology, faith, belief systems, and social institutions</p> <p>Essay presentation #3</p> <p>Fine-tuning the final project</p> |
| 13 | <p><b>Present Day</b></p> <p>I. U.S.-China economic ties</p> <p>II. U.S.-China relation and its world impact</p> <p>III. Chinese in the U.S./Americans in China</p> <p>Quiz 5</p>  |
| 14 | <p><b>Sino-US relations today and in the future</b></p> <p>I. Both China and the United States need each other</p> <p>As an educated citizen in the 21<sup>st</sup> century, what can you do to fulfill your personal, national, and global obligations?</p>   |
| 15 | Final project presentation   |
| 16 | Final project due  |

