

INTS90008 Education and State Power in China

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.
Time Commitment:	Contact Hours: A 2-hour seminar per week (total 24 hours) Total Time Commitment: 170 hours total
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p>
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Subject Overview:	As the society with the world's oldest tradition of state-sponsored examinations and some of the most radical government-initiated educational reforms in the modern world, China is a particularly significant site for the analysis of relationships between education and political power. This subject analyses the complexities of the relationship between the state and the education system in China, looking at such issues as how political ideas are disseminated through the education system, contradictions between the training of educational elites and the provision of mass education, student political activism, and the changing relationships between teachers, students and government officials. It also looks at the impact of Chinese educational institutions on the global world, including the phenomenon of overseas study in the modern era.
Learning Outcomes:	Appreciate the impact of Chinese educational institutions on the global world.
Assessment:	One research-based essay writing equivalent to 5000 words final version due at the end of the semester (100%). Hurdle requirements: Students are required to attend a minimum of 80% of classes in order to pass this subject.
Prescribed Texts:	Materials provided by the Institute.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<ul style="list-style-type: none"> Show critical thinking and analysis through recommended reading, essay writing and classroom discussion.

	<ul style="list-style-type: none">• Demonstrate research skills through competent use of the library and other information sources.• Demonstrate understanding of social, ethical and cultural contexts of knowledge.
Related Majors/Minors/ Specialisations:	100 Point Master of International Relations 200 Point Master of International Relations Asian Studies Chinese Graduate Diploma in Arts (Advanced) - Asian Studies Graduate Diploma in Arts (Advanced) - Chinese Graduate Diploma in Arts - Asian Studies Modern Languages - 100 Point Program PD-ARTS Asian Studies PD-ARTS Chinese