



NC GLOBAL DISTINCTION

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Forsyth Tech

Department:

Humanities World

region:

- Africa
- Asia
- Europe and the European Union
- Latin America
- Middle East and Muslim civilizations
- Other

Course information and description: Humanities 110

This course considers technological change from historical, artistic and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

Number of students enrolled in course: 175 each semester (fall, spring, summer)

- Description: This module focuses on China, the world's second largest economy and an emerging superpower. This module will provide students the opportunity to gain awareness and understanding of China's rise in technology in the twenty first century. Topics will include: The Belt and Road Initiative; facial recognition technology, mobile payments, Shenzhen, China's Silicon Valley, tech companies like Alibaba & Ten Cent; "Left Behind children," and the Coronavirus situation.

Student Global Learning Outcomes (list 2-3):

- Students will increase awareness and understanding of China as rising leader in technology in the twenty first century.
- Students will compare the rise of Shenzhen from a fishing village to the technology capital of China.
- Students will demonstrate knowledge about the implications of modern technology on the Chinese people
- Students will increase awareness of the China's use of modern technology in the fight of the Coronavirus.



Unit A: The Belt and Road Initiative

Objectives:

1. Students will explain China's most ambitious infrastructure to connect Asia with Africa and Europe via land and maritime networks with the aim of improving regional integration, increasing trade and stimulating economic growth.
2. Students will name and describe briefly the countries participating in the initiative.

Procedure: A group of students will prepare a panel discussion about the Belt and Road Initiative and compare it to the ancient Silk Road. Each panelist is expected to make a very short presentation about the project before the floor is opened to questions from "the audience". Some students may role play as concerned politicians, government officials, and investors.

Resources: from NC Live, web links and YouTube videos.

Unit B: facial recognition technology

Objectives:

1. Students will explain how China is using Facial Recognition Technology
2. Students will describe China's use of AI in facial recognition in the large cities and with the Uighurs.
3. Students will compare China's use of facial recognition technology to that of UK's.

Procedure: Students will keep a journal of newspaper articles about the use of facial recognition in China and the UK. Students will share articles with the class weekly throughout the semester.

Resources:

<https://www.bbc.com/news/world/asia/china>

<https://www.cnn.com/china>

<https://www.nytimes.com/>

<https://www.telegraph.co.uk>

Unit C: mobile payments

Objectives:

1. Student will give examples of the use of mobile payments instead of cash or credit cards in China.
2. Students will explain We Chat and Alipay in China.

Procedure:

Student will watch assigned YouTube videos about mobile payments using Alipay or WeChat pay in China, and research countries that use mobile payments on a large scale. Students will speak to ten



different people (from three different adult age group) about their choice in making payments for purchases and bills. Students will share their discovery and results in class.

Resources:

1. BBC
<https://www.bbc.com/news/world/asia/china>
2. China's Great Leap to Wallet-Free Living | Moving Upstream
<https://www.youtube.com/watch?v=75AXINUL47g&t=171s>
3. Discovery WeChat Documentary Film
<https://www.youtube.com/watch?v=EF-E841WYe4>
4. Mobile Payment: China leads the way
https://www.youtube.com/watch?v=d7_FVBunlQQ
5. Wall Street Journal

Unit D: Shenzhen

Objectives:

1. Students will describe the growth and rise of Shenzhen as one of the high-tech cities in China
2. Students will explain the global importance of Shenzhen in the fourth industrial revolution.

Procedure: Students will watch two videos about present day Shenzhen, the Silicon Valley of China. The students will plan a two-week trip to Shenzhen, visiting the major business-like Huawei, Tencent, BYD, Baidu, Sense Time & DJI.

Students will turn in their written report of their research and findings.

Resources:

1. How to Plan a Shenzhen Tour
<https://www.chinadiscovery.com/shenzhen-tours/how-to-plan-a-shenzhen-tour.html>
2. Information on Chinese Visas
<https://china.usembassy-china.org.cn/u-s-citizen-services/local-resources-of-u-s-citizens/information-chinese-visas/>
3. Planning a Trip in Shenzhen
<http://www.frommers.com/destinations/shenzhen/planning-a-trip>
4. Shenzhen: The Migrant Experiment



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<https://www.youtube.com/watch?v=HC9qUlt8RLc>

5. Shenzhen: The Silicon Valley of Hardware (Full Documentary) | Future Cities | WIRED
<https://www.youtube.com/watch?v=SGJ5cZnoodY>

Unit E: Left Behind Children

Objectives:

1. Students will gain awareness and understanding of factory labor conditions in China.
2. Students will explain the situation of left behind children in China due to urbanization and industrialization.

Procedure:

Students will watch “Last Train Home” https://tubitv.com/movies/462504/last_train_home and prepare a PowerPoint presentation of the negative effects of factory labor in China, and the situation of left behind children.

Resources:

1. Binghamton University Chinese Studies
<https://libraryguides.binghamton.edu/c.php?g=217570&p=2814386>
2. China's left-behind children - BBC News
<https://www.youtube.com/watch?v=Nvg0aF4jGgk>
3. China's Left-Behind Generation
<https://www.aljazeera.com/programmes/101east/2016/11/china-left-generation-161130065311382.html>
4. Many Children Left Behind
<http://harvardpolitics.com/columns-old/many-children-left-behind/>
5. What happens to the children left behind by China's industrial boom?
<https://www.youtube.com/watch?v=RljKp39I3jo>
6. UNICEF Annual Report 2017
https://www.unicef.org/about/annualreport/files/China_2017_COAR.pdf

Unit F: China’s use of modern technology to deal with the Coronavirus situation

The outbreak of the Coronavirus started in Wuhan, Hubei Province, China, in December 2019. On January 2020, the World Health Organization (WHO) declared the outbreak to be a Public



Health Emergency of International Concern. On March 11, the WHO recognized it as a pandemic.

Objectives:

Students will provide background information about the coronavirus situation in Wuhan China

Students will identify articles or videos about the use of technology to combat the virus situation.

Students will share a 5-minute presentation about the information found

Procedure:

Instructor will show 3 videos about the Chinese efforts to fight the coronavirus in China.

1. 3 ways China is using drones to fight coronavirus

<https://www.weforum.org/agenda/2020/03/three-ways-china-is-using-drones-to-fight-coronavirus/>

2. Drones and self-driving robots used to fight coronavirus in China

<https://www.dezeen.com/2020/02/20/drones-robots-coronavirus-china-technology/>

3. Surveillance state? China's use of COVID-19 to collect data

https://www.youtube.com/watch?time_continue=50&v=aGfp1xNh7YU&feature=emb_title

After viewing three videos about China's use of technology to control the corona virus, students are to use NC Live to find news articles about the ways the Chinese have used modern technology in the efforts with the coronavirus for a 5 minute report to the class. Information to be included: Name of the article; source; author and date of publication.

Resources

1. NC Live
2. China-- BBC <https://www.bbc.com/news/world/asia/china>
3. China Global Television Network <https://www.cgtn.com/>
4. South China Morning Post <https://www.scmp.com/news/china>