

Chinese Society in the 21st Century
IFSA 21st Century City Program in Shanghai

Suggested US semester credit hours: 3 credits

Contact hours: 45

IFSA-Butler course code: SOCI260

Course length: Semester

Delivery method: Face to face

Language of Instruction: English

COURSE DESCRIPTION

This course for American students provides a topical introductory survey of the culture and society of China since early times, focusing on contemporary China. It will familiarize students with their surroundings, strengthen their academic knowledge of China, and prepare them for research based in Shanghai on China's current development trends, practices, and policies.

In this course, we will examine the complexities of social issues in contemporary China. Starting from people's everyday life, we will learn to approach Chinese culture and social issues through the lenses of globalization and modernization. We will introduce theoretical tools like the body to explore the state's one-child policies, rural/urban division, health care system in urban China. Throughout this course, we are asking what counts as a better life to Chinese people and how they have been pursuing it over the past thirty years.

STUDENT LEARNING OBJECTIVES

- Understand key elements of culture in contemporary China.
- Utilize theoretical tools to analyze social issues in China.
- Strengthen critical thinking skills.
- Become familiar with resources available for further research on contemporary China.
- Make cognitive connections between learning in this course and other learning experiences in the IFSA 21ST Century City program in Shanghai.

COURSE SCHEDULE

Session 01 Course overview

Film: To Live

Section 02 Introduction and Historical background on "transition"

Recommended Readings:

Tang, Wenfang and William L. Parish. 2000. *Chinese Urban Life Under Reform*. New

York:Cambridge University Press; Chapter 1, "Socialist and Market Contracts;" Chapter 2, "The Urban Social World;" Chapter 3, "Life Chances: Education and Jobs"; and Chapter 4, "Economic Rewards".

Session 03 Transition Continues: China Revolution.

Readings:

"Introduction: A Revolution in Consumption" Deborah Davis;

Recommended Readings:

Sun Sheng Han. 2000. Shanghai Between State and Market in Urban Transformation. *Urban Studies*, Vol. 37, No. 11: 2091-2112

Harwit, Eric. 2005. Telecommunications and the Internet in Shanghai: Political and Economic Factors shaping the network in a Chinese City. *Urban Studies*, Vol.2, No. 10 1837-1858.

Assignments:

- **Site Visit 1:** Xintiandi (新天地) and Tian Zi Fang (田子坊)

Session 04 Start from everyday life: Getting to know the field: Methodology

Readings:

Arkaraprasertku, N. "Traditionalism as a way of Life: The sense of Home in a Shanghai Alleyway." *Harvard Asia Quarterly*. 2013;15(3/4):15-25

Lu, Hanchao. 1995. *Away from Nanking Road: Small Stores and Neighborhood Life in Modern Shanghai*. In *Journal of Asian Studies*, Volume 54 Issue 1 93-123

- **Site Visit 2:** You are required to spend one and half hours in a grocery store nearby, observe how Chinese people do their grocery shopping. What kind of food you are familiar with and what are not.

Session 05 Visit Propaganda Museum

Session 06 China, Modernization, Globalization Consumption

Readings:

Veeck, Ann 2000. "The Revitalization of the Marketplace: Food Markets of Nanjing," in *The Consumer Revolution in Urban China*. "

Yan, Yunxiang. 2000. Of hamburger and social space: Consuming McDonalds in Beijing. In *The Consumer Revolution in Urban China*, Edited by Deborah S. Davis, University of California. 201-225

Farrer, J. 2010. Shanghai Bars, patchwork globalization and flexible cosmopolitanism in reform-era Urban Leisure. *Chinese Sociology and Anthropology*.42(2): 22-38.

Recommended Readings:

Rofel, Lisa. 1992. [Rethinking Modernity: Space and Factory Discipline in Contemporary China](#). *Cultural Anthropology* Vol. 7, No.1 :93-114.

Zhan, Mei. 2005. Civet Cats, Fried Grasshoppers, and David Beckham's Pajamas: Unruly Bodies after SARS. *American Anthropologist*. Vol.107, No. 1: 31-42.

Yan, Yunxiang. 1997. 'McDonald's in Beijing: The Localization of Americana', in J.L. Watson (ed.) *Golden Arches East*, pp. 39-77. Stanford, CA: Stanford University Press

Session 07 From Guanxi to Psycho-Politics

Readings:

Kipnis, Andrew 1997. Producing Guanxi: Sentiment, Self and Subculture in a North China Village. Chapters

Liu, X. 2002. The otherness of self: a genealogy of the self in contemporary China. Ann Arbor: The University of Michigan Press chapters

Yang, Jie 2013. "Fake Happiness:" Counseling, Potentiality, and Psycho-Politics in China. In Ethos. Volume 42. Issue 3/

Film: Why Democracy: Please Vote For Me

Assignments:

- **Site Visit 3:** Interview one or two of your Chinese friends at about your age and ask them to tell you their life stories of growing up as the only child in their family and write down their stories.
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Part II Body, Power, Nation-State

Session 08 Growing up as the only child in the family

Readings:

Fong, Vanessa 2004. Only Hope: Coming of Age under China's One-child Policy. Chapter 2-3

Assignments:

Fieldwork 4: Observe a class in Chinese college

Session 09 Chinese Education

Readings:

Xu, Jing 2014. Becoming a Moral child amidst China's moral Crisis: Preschool Discourse and Practices of Sharing in Shanghai. In Ethos Volume 42 Issue 2.

Hoffman, Lisa. 2010. Patriotic Professionalism in Urban China. Chapter3-4 Philadelphia: Temple University Press.

Recommended Readings:

Anagnost, Ann. 1995. "A Surfeit of Bodies: Population and the Rationality of the State in Post-Mao China." (pp. 22-41.) *In* Conceiving the New World Order: The global Politics of Reproduction. F.D.G.a.R. Rapp, eds. Berkeley: University of California Press.

Handwerker, Lisa. 1998. "The consequences of modernity for childless women in China: medicalization and resistance." (pp178-205). In Pragmatic women and body politics, eds.

Margaret Lock and Patricia Kaufert. Cambridge university press.

Film: Chinese School

Session 10 Rural/Urban Division

Readings:

Chan, K. & Zhang, L. 1999. The *Hukou* system and rural-urban migration in China: Processes and changes. *The China Quarterly*. 160, 818-855

Zhang, Li. 2010. In search of Paradise: Middle class living in a Chinese Metropolis. Chapter 4.

Recommended Readings:

Yan, Hairong. 2003. *Specialization of the rural: Reinterpreting the labor mobility of rural young women in post-Mao China*. *American Ethnologist*, Vol. 30, No. 4: 578-596.

Ngai, Pun. 2003. Subsumption or Consumption? The Phantom of Consumer Revolution in "Globalizing" China. *Cultural Anthropology*. Vol.18, No.4:469-492 .

Woronov, T. E. 2004. In the Eye of the Chicken: Hierarchy and Marginality Among Beijing's Migrant Schoolchildren. *Ethnography*, Vol.5, No. 3: 289-313.

Yan, Hairong. 2003. Neoliberal Governmentality and Neohumanism: Organizing *Suzhi*/Value Flow through Labour Recruitment Networks. *Cultural Anthropology*. Nov 2003, Vol.18, No.: 93-523

Siu, Helen. 2007. Grounding displacement: Uncivil urban spaces in post reform South China. *American Ethnologist*. Vol. 34, No. 2: 329-350

Session 11 Gender and Sexuality

Readings:

Zheng, Tiantian. 2009. Red Lights: The Lives of Sex Workers in Postsocialist China. Chapter 3,4.

Rofel, Lisa. 2007. *Desiring China: Experiments in Neoliberalism, Sexuality, and Public Cul-ture*. Chapters. Durham: Duke University Press.

Assignments:

- **Site Visit5:** You are required to do fieldwork in Lu Xun Park in the morning, from 6:00am to 8:00am.

Session 12 Care of Self: Seek for a better life

Readings:

Building Better Health (BBC)

Farquhar, Judith and Qicheng Zhang. 2005. Bio-political Beijing: Pleasure, Sovereignty, and Self-Cultivation in China's Capital. *Cultural Anthropology*, Vol. 20, No. 3: 303-327

Session 13 Capstone Project Presentation (TBD)

Session 14 Final Exam (TBD)

EVALUATION METHODS

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|------------------------------|-----|
| Class participation | 10% |
| Site Visits and Field Report | 20% |
| Final Exam | 30% |
| Capstone Project | 40% |

Assessment Criteria

Site Visits and Field Report

You will explore people’s everyday life. You are required to take field notes during each site visit, write a field report and give a presentation afterward. You are also encouraged to use course reading materials to analyze your field data. I will give you specific instructions before each site visit. Due to some uncertainties, though we have planned some site visits related to the learning topics during our regular class time, some adjustments to the original plans may be necessary. You will be notified of any schedule in advance.

In-class Discussion and Weekly Response Paper.

The purpose is to check if you read the articles. You have to finish reading all the readings before you come to class and write one page long (single space) response paper based on the readings for the week.

Capstone Project

In the Capstone Project, students will be instructed to delve into a particular area of interest over the course of the semester as part of their academic work. The instructor of the course and your Resident Director will help students refine their ideas and plans fitting to the course. Students will also develop their ideas for their Capstone Projects during tutorial sessions.

The Capstone Project makes use of more than academic readings and secondary source materials (such as published research data and other findings). While these are potentially very important components of any Capstone Project and should be part of your project here, your Capstone Project is more importantly intended to be a one in which you take advantage of being in China. Your work will not only be more interesting but you will learn a great deal by using the resources that you would not have access to at your home university. Think of ways to incorporate interviews, participant observation, and other methods to inform your final paper and presentation. In the end, we hope that you can develop this project as part of a senior thesis or broader Capstone Project in the future.

- 10% Evaluation of primary material
- 10% Presentation
- 10% Final Paper

Grading

IFSA programs utilize the follow standard grading policy well accepted by most US institutions.

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|-----------|----|---------|------|----|--------|----------------|---------|--------|------|
| Excellent | A | 93-100% | Good | B+ | 87-89% | Acceptable | C+ | 77-79% | |
| | | | | B | 83-86% | | C | 73-76% | |
| | A- | 90-92% | | B- | 80-82% | | C- | 70-72% | |
| | | | | | | Unsatisfactory | D+ | 67-69% | |
| | | | | | | | D | 63-66% | |
| | | | | | | | D- | 60-62% | |
| | | | | | | | Failing | F | <60% |

Course Policies

Exams and Assignments

Students are required to take all regularly scheduled exams in courses for which they are registered, and to submit all assignments on time. Any compelling academic, personal, or medical reason that might justify a rescheduled exam or assignment must be brought up to the Resident Director, not program faculty. Failure to take scheduled exams or submit the requisite assignments for a course will adversely affect your grade as per the stated grading criteria for each course.

Classroom Conduct

Student punctuality is extremely important in China and India. Please do not be late for classes or other activities, as it is considered impolite to do so. It is improper to eat in class, to engage in other activities such as texting, or to slump or nap. Students are expected to be alert and engaged as a sign of respect for their professors.

Attendance

Everyone benefits by learning from each other; if students are not present, it affects everyone and negatively impacts the program. Attendance is required for all classes and mandatory field visits; attendance will be recorded. Students must notify their instructors and the resident director ahead of their absence from class or class-related activities. Class participation is expected and is a contributing factor to students' final course grades.

TIMELY SUBMISSIONS

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.