



## **SOCS 260 Issues in Contemporary Chinese Society and Culture**

**Professor Tianshu Pan**  
**Summer 2008 Course Syllabus**

### **Course Objective**

This course for American students at Fudan 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.

Using materials drawn from anthropology, sociology, political science, and other disciplines, this course, we will explore several major themes focusing on the dynamics of social processes: everyday life under reform; ageing and welfare transition; the "drifting population" and rural-urban migration; social re-stratification; the SARS crisis and public health reform; various forms of religious practices; urban revitalization and neighbourhood gentrification; "Shanghai nostalgia" and the cultural politics of historical memory; globalization and the consumer revolution; and the unintended consequences of family planning, etc.

### **Assignments and Course Assessment**

- Attendance (5%)

Attendance is part of the course. Students are required to go to attend class and to ask for leave in advance should an urgent matter conflict with the timetable.

- Tutorial (10%)

Tutorial class will meet once per week. The purpose is to discuss readings in greater depth to develop an understanding of broader social and cultural influences, including their rapid change, and their potential implications for the future of China. Grading will be based on rotating leadership in discussions of weekly readings and response papers.

- Capstone Project (40%)

In 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 coordinator and the instructor of the course 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 is intended as a research project that 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 research 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 research project in the future.

Grading of the Capstone Project will be comprised of the following components:

- Project outline/abstract of 500 words (5%) due in tutorial class the week of July 28, including problem statement and research methodology outline.
- Rough draft of 2000 words (10%) due the week of August 11. The draft should include main issues/arguments, theories addressed, conclusions of the topic, as well as the greater implications or questions that the topic draws or suggests.
- PowerPoint presentation (10%) is required to give in **Week 7 or Week 8**.
- Final paper of 3,000 words, plus citations and full bibliography (15%) due August 21.
- Site Visit
  - Lu Xun Park and Duolun Cultural Heritage Street (**Week 4**)
- Seminar (10%)

The seminar is a specially scheduled event during regular class time. Evaluation of student participation in the seminar will form the basis for this grade. Class participation is critical as it provides the conditions of learned debate premised on the ability to analyze and question assigned readings. Comments in class reflect your familiarity with the topic as well as your ability to think critically and independently.

- Reflection Paper (15%)

Write a 3 to 5 page, double-spaced, reflection paper on a topic related to course readings (Week 1 -4) due **July 24**.

- Final Exam (20%)

The final exam will be a closed book test. You will be asked to answer a range of questions based on lectures and reading materials in three hours. The exam format will be a combination of multiple choice, short answer, and essay questions.

## **Course Outline and Reading Assignments**

### **Week 1 (July 2 & 4)**

#### **1) Understanding the Basics**

Presentation: "In Search of New China;" PBS (Video Clips)

#### **2) Change and Continuity**

The World Bank. 2002. "China 2020: Understanding the Present"

Logan, John 2002. "Three Challenges for the Chinese City: Globalization, Migration, and Market Reform"

Jasper Becker 2000. "Behind the Walls"

### **Week 2 (July 7 & 10)**

#### **1) Everyday Life Under "Actually Existing Socialism"**

Charlotte Ikels 1996. "Employment," in *The Return of the God of Wealth*.

Jasper Becker 2000. "The Iron Rice Bowl," in *The Chinese*.

## **2) Xiagang: Smashing the Iron Rice Bowl**

Barry Naughton 2003. "State Enterprise Restructuring: Renegotiating the Social Compact in Urban China"

Cheng Li 1997. "Unresolved Issues of State-Owned Enterprises"

Recommended reading:

L. Fernandez-Stembridge 2003. "Stabilizing Potential Instability: Re-employment in today's China"

Lee and Warner. 2004 "The Shanghai Re-employment Model" in *China Quarterly*.

Hoffman 2001. "Guiding College Graduates to Work"

Lida Junghans 2001. "Railway Workers between Plan and Market,"

### **Week 3 (July 14 & 17)**

#### **1) Rural-Urban Migration: The Floating (Drifting) Population**

Wright, Daniel 2002. "Hey, Coolie!"

John Knight and Lina Song 2002. "Rural-Urban Divide: Economic Disparities and Interactions in China"

Wang Lu, "The Urban Chinese Educational System and the Marginality of Migrant Children," in *Chinese Citizenship*

US Department of Agriculture 2005. "Commercialization of Food Consumption in Rural China" (ERS Report Summary).

Recommended reading:

Solinger, Dorothy 1999. "Citizenship, Markets, and the State" and "What Is the Floating Population?" in *Contesting Citizenship in Urban China*. Pp.1-23.

#### **2) Playing the Market**

Jasper Becker 2000. "The Pig that Fears to Become Fat," in *The Chinese*. Pp.156-179.

Li, Cheng 1997. "Who Created China's Economic Miracle," in *Rediscovering China*. Pp.93-108.

Margret M. Pearson 2002. "China's Emerging Business Class," pp.173-180;

Recommended reading:

James Miles 2002. "The Virus of Corruption," pp.190-201, in *China*.

### **Week 4 (July 21 & 24)**

#### **1) Consumerism**

Hanlong Lu 2000. "To Be Relatively Comfortable in an Egalitarian Society," pp. 124-141. In *The Consumer Revolution in Urban China*. Ed. D. Davis.

Davis and Sensenbrenner 2000. "Commercializing Childhood: Parental Purchases for Shanghai's Only Child," in *The Consumer Revolution in Urban China*. Pp.54-79.

Recommended reading:

Gaubatz 1995. "Urban transformation in post-Mao China"

Cheng Li 1997. "Shanghai: City for Sale"

#### **2) Presentation: Empirical Research and Participatory Observations**

### **Week 5 Kinship Practices (July 28 & 30)**

#### **1) Gender (In)Equality**

Jean Robinson 1985 "Of Women and Washing Machines"

Stanley Rosen 2002. "Chinese Women in the 1990s," in *China*. Pp. 283-292.

Zhang Xinxin 2002. "How Come You Aren't Divorced Yet?" in *China*. Pp. 242-249.

Recommended reading:

Rubie Watson 1986, "The Named and the Nameless" In *American Ethnologist*.

M. Wolf, "Uterine Families and the Women's Community" in *Conformity and Conflict*.

Wang Zheng. 2000. "Gender, Employment, and Women's Resistance"

Harriet Evans 2000. "Marketing Femininity" in *China Beyond the Headlines*.

## **2) The Fate of Filial Obligations**

Vanessa Fong 2002 "China's One Child Policy and the Empowerment of Urban Daughters" in *American Anthropologist* 104(4): 1098-1109.

Martin Whyte 1997 "The Fate of Filial Obligation in China" in *China Quarterly*.

Recommended reading:

Jing "Meal Rotation and Filial Piety;" Ikels "Serving the Ancestors, Serving the State" IN

Ikels, Charlotte. 2004. *Filial Piety: Practice and Discourse in Contemporary East Asia*.

## **Week 6 (August 5 & 8)**

### **Religion and Ritual Practices**

James Watson: AAA Presidential Address (2004) "Virtual Kinship, Real Estate, and Diaspora Formation: The Man Lineage Revisited"

Richard Madsen 2002. "China's Catholics" in *China*. Pp. 269-274.

Ole Brunn 2002. "The *Fengshui* Resurgence in China," Pp. 260-268.

Recommended reading:

Stephan Feuchtwang 2000. "Religion as Resistance," in *Chinese Society*. Pp.161-177

Erik Eckholm 2002. "A Quiet Roar" in *China*. Pp.168-172.

\*Field Trip: Lu Xun Park and Duolun Cultural Heritage Street

### **Rough draft due August 11**

## **Week 7 (August 11 & 14)**

### **Public Health**

J. Becker 2000. "Barefoot Doctors and Witch Doctors"

Richard Krauss, "Public Monuments and Private Pleasures in the Parks of Nanjing"

Kleinman and Watson "SARS in Social and Historical Context;" Kaufman "SARS and China's Health-Care Response;" Watson "SARS and the Consequences for Globalization" IN Kleinman, Arthur and James Watson, eds. 2006. *SARS in China: Prelude to Pandemic* (excerpts).

Presentation: Local Responses to Avian Flu Threats (Zhang and Pan 2006)

Recommended reading:

Sing Lee and Arthur Kleinman 2000. "Suicide as resistance in Chinese society," in *Chinese Society: Change, Conflict and Resistance*

Jane Duckett 2004, "Urban Health Reform"

### **Student Presentations**

### **Final Paper due August 21**

## **Week 8 (August 18 & 21)**

### **Prospects for Change**

P. Link 1989 "Hand-copied Entertainment Fiction from the Cultural Revolution" in *Unofficial China*.

John Pomfret 2002 "Chinese Web Open Portals to New Way of Life"

Presentations: Fudan-Intel Rural ICT Research (2006); Shanghai Nostalgia (Pan 2005)

### **Student Presentations**

## **Final Exam**