

UGEA2190B: Chinese Society
Fall 2020
Monday 2:30-5:15pm Online

Teacher's name: Prof. ZHONG Hua (Sara)

Telephone: 3943-6613

Office: 437 Sino Building

Email: sarazhong@cuhk.edu.hk

Office Hour: by appointment

Course Assistants:

Miss Yingtong LAI (Alicia) laiyingtong@link.cuhk.edu.hk

Miss Ge JIN (Gina) jinge@link.cuhk.edu.hk

Course Introduction

This course will introduce students to a variety of social science concepts and theories to analyze contemporary China from an integrated perspective. After taking this course, students should be able to grasp the current development in key areas of China including economic reform, political system and change, rural and urban development, social inequality, family and marriage, cultural and ideological issues, as well as other institutional developments. (Sociology Majors and Minors and students who have taken SOCI1101 or UGEA2300 cannot take this course to fulfil General Education requirements.)

Learning Outcomes

1. Students should be able to understand the social science perspective used in this course to comprehend the main aspects of social change in contemporary China. They should be familiar with the key concepts and theories adopted from sociology, economics and political science in the analysis.
2. Students are expected to grasp the basic knowledge about China's major institutions such as socialist market economy, party-state politics, stratification and family etc.
3. Besides general knowledge, students shall be able to apply the concepts/theories learnt from the class to analyze at least two special topics through their assignments such as the dilemmas between economic development and social equality, democracy and developmental state, traditional culture and modernization etc.

Honesty in Academic Work

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/> . With each assignment,

students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For assignments in the form of a computer-generated document that is principally text-based and submitted via the plagiarism detection engine VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers.

Detailed Schedule

(Subject to change. Changes will be announced in class)

Sept 7th: Road to Modernization (Theoretical Framework)

Required Reading: Stockman, Norman. 2000. "The Study of Chinese Society" in *Understanding Chinese Society*. Cambridge: Polity Press.

Required Reading: Saich, Tony. 2004. "China's Changing Road to Development: Political History, 1949-78" in *Governance and Politics in China*: 25-56. NY: Palgrave MacMillan.

Sept 14th: Resource, Environment and Population

Required Reading: Greenhalgh, Susan. 2003. "Science, Modernity, and the Making of China's One-Child Policy". *Population and Development Review* 29(2): 163-196.

Required Reading: Wu, Fengshi and Edmonds, Richard L. 2017. "China's Three-Fold Environmental Degradation" in *Critical Issues in Contemporary China*, 2nd edition, edited by Czeslaw Tubilewicz, Routledge. Available at SSRN:

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2869168

Sept 21th: Chinese Culture

Required Reading: Yang, Kuo - Shu. 1998. "Chinese responses to modernization: A psychological analysis." *Asian Journal of Social Psychology* 1.1: 75-97.

Required Reading: Hamilton, Gary G. 1990. "Patriarchy, Patrimonialism, and Filial Piety: A Comparison of China and Western Europe." *British Journal of Sociology* 41:77-104.

Sept 28th: Economic and Political Institutions

Required Reading: Walder, Andrew G. 1995. "The Quiet Revolution from Within: Economic Reform as a source of Political Decline" in *The Waning of the Communist State: Economic Origins of Political Decline in China and Hungary*. Berkeley: University of California Press.

Required Reading: Lin, Yifu, Fang Cai, Zhou Li. 1998. "China's Economic Reforms: Some Unfinished Business Competition, Policy Burdens, and State-Owned Enterprise Reform." *The American Economic Review* 88 (2): 422-427.

Oct 5th: Rural China

Required Reading: Pei, Xiaolin. 2002. "The Contribution of Collective Landownership to China's Economic Transition and Rural Industrialization: A Resource Allocation Model." *Modern China* 28(3):279-314.

Oct 12th: Urbanization and Migrant Workers

Required Reading: Zhao, Shaohua. 2011. "What determines migrant workers' life chances in contemporary China? Hukou, social exclusion and the market." *Modern China* 37: 243-285.

Oct 19th: Social Stratification and Social Mobility

Required Reading: Bian, Yanjie. 2002. "Chinese Social Stratification and Social Mobility." *Annual Review of Sociology* 28: 91-116.

Required Reading: Chen, W., Wu, X., & Miao, J. 2019. "Housing and Subjective Class Identification in Urban China". *Chinese Sociological Review* 51(3): 221-250.

(Oct 26th: Public Holiday--No Class)

Nov 2nd: Social Conflicts and Civil Society

Required Reading: Spires, Anthony J. 2011. "Contingent Symbiosis and Civil Society in an Authoritarian State: Understanding the Survival of China's Grassroots NGOs." *American Journal of Sociology* 117(1):1-45.

Nov 9th: Crime and Social Control

Required Reading: Liu, J. 2005. "Crime patterns during the market

transition in China.” *British Journal of Criminology* 45: 613–633.

Nov 16th: Technology Development and Corresponding Social Changes

Required Reading: Lüthje, B. 2019. “Platform Capitalism ‘Made in China’ ? Intelligent Manufacturing, Taobao Villages and the Restructuring of Work” . *Science, Technology and Society* 24(2): 199–217.

Nov 23rd: Globalization and China

Required Reading: Hu, F., & Spence, M. 2017. “Why globalization stalled: And how to restart it.” *Foreign Affairs* 96(4): 54–63.

Nov 30th: In-class Test

Assessment

1) *Book Reviews*

Each book review should be **not less than three and not more than five typed pages in length (double space and font size 12)**. A soft copy with the VeriGuide receipt should be submitted to Blackboard on time. Late submission will receive grade deduction (one point per day). The goal of this assignment is to provide an incentive for students to read at least two books thoroughly and have in-depth understandings on at least two specific topics of Chinese Society in this semester.

Mid-term book review: Students should choose ONE book from the weekly recommended readings in the period of Sept 7th-Oct 19th; then summarize and evaluate the book. For instance, you could compare/contrast this book with the required reading; or you could identify some theoretical or methodological points you want to question for the reading. Written examples would be provided later.

Final book review: Students should choose ONE book from the weekly recommended readings in the period of Nov 2nd-Nov 23rd; then summarize and evaluate the book.

2) *Class Discussion Questions*

About ten class discussions (after watching some video clips or doing some other class activities relevant to recent class materials) will be conducted in class (online). Students are required to turn in their answers on discussion questions.

3) *In-Class Test*

There will be one open-book in-class test at the end of the semester. It would last for two hours. Please submit the final answers to Blackboard on time. The content of the required readings and lecture notes will be included in the test.

Grading Policy

Mid-term book review (due at 5:30pm of Oct 23th) 20%;

Final book review (due at 5:30pm of Nov 27th) 20%;

In-class test (100 points) 40%;

Class discussions (Two points each) 20%

The grade descriptors for this course are as follows:

Grade A: Outstanding performance on all learning outcomes.

Grade A-: Generally outstanding performance on all (or almost all) learning outcomes.

Grade B: Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.

Grade C: Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.

Grade D: Barely satisfactory performance on a number of learning outcomes.

Grade F: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirement.

Remarks

1. Weekly lecture notes and discussion summaries will be uploaded to Blackboard on every Friday (since the 3rd week);
2. All Books would be reserved at CC and/or UL. All Articles can be found online.