

Updated: 14 February 2020

UGEA 2334 (A)
Spring 2020
Tuesday 2:30 - 5:15 PM
Classroom: NAH 114

Instructor: Ju-chen CHEN 陳如珍
Office: NAH 408
juchen@cuhk.edu.hk
Office Hours: Thur. 2:30- 3:30 pm

China Today 今日中國
(Zoom meeting ID: 344-137-906)

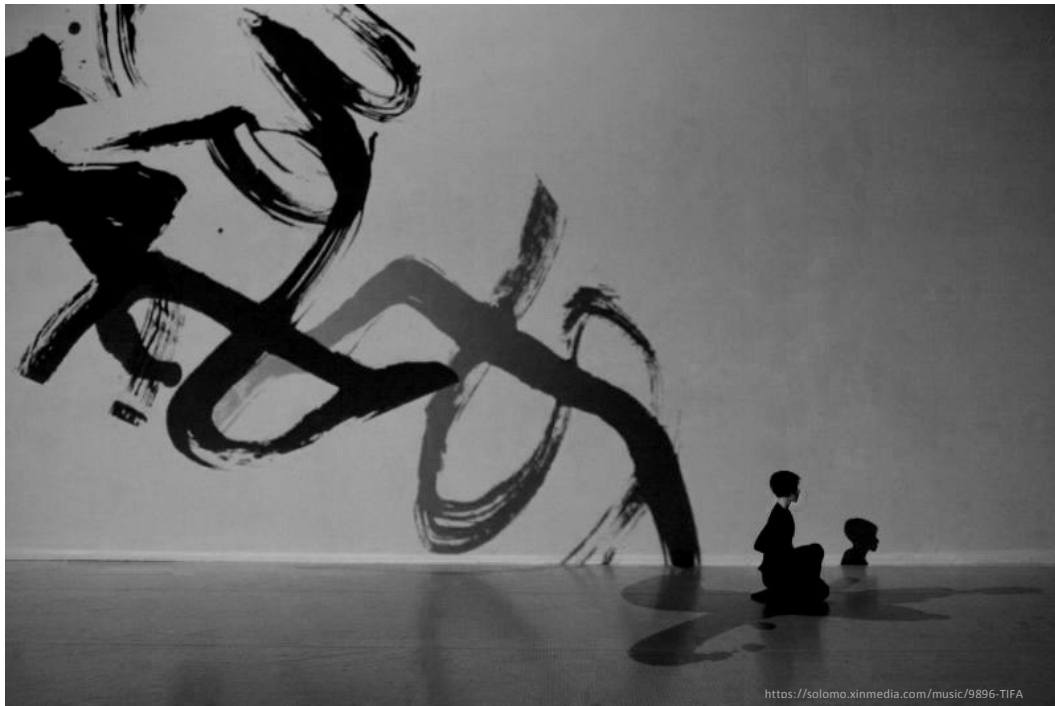


Image from Taiwanese calligrapher TONG Yang-tze's 2016 theatrical production "SAO"

China is looming large on the global scene and our everyday life. It is a rising power that is changing the world order. It is a land of promising opportunities that attract an immense amount of capital and talent from overseas. Not to mention that a large amount of the products we consume are produced in China. However, China is still—at least nominally—a socialist country that continues to embrace one-party rule and political censorship. This course addresses a host of issues that are salient in understanding China and its position in the contemporary world. It is primarily informed by an anthropological perspective that is particularly good at making sense of macro-level issues through studying day-to-day details and processes in a small locale. The course also draws from disciplines other than anthropology—for example, history, political sciences, and economics—and some of the finest journalist writings on China. Besides, the course also seeks for opportunities to invite experts from various backgrounds to share their thoughts about contemporary China. The overall intention is to provide a well-rounded and nuanced understanding of China today.

Language of instruction: Mandarin 中文

Learning Outcomes

Upon completing this course, students will

- learn China's revolution-packed modern history including the impacts of the powerful Communist Party;
- be acquainted with anthropological holistic and comparative perspective and traditional anthropological topics;
- develop a good understanding of how scholars of various backgrounds analyze contemporary China;
- reflect on both how global processes such as late capitalist development interact with China's recent transformation and how China is shaping the world;
- be able to think beyond a stereotypical understanding of China and foster their critical perspective of China today.

Readings

All required and recommended materials will be available on Blackboard.

Resources

The following titles are good references for this course. They are not required reading, but this course uses multiple chapters from them.

Bruckermann, Charlotte and Stephan Feuchtwang
2016 *The Anthropology of China: China as Ethnographic and Theoretical Critique*. Imperial College.

Jacka, Tamara, Andrew B. Kipnis, and Sally Sargeson
2013 *Contemporary China: Society and Social Change*. Cambridge University Press.

Rudolph, Jennifer and Michael Szonyi
2018 *The China Questions: Critical Insights into a Rising Power*. Harvard University.

Evaluation

Participation	20%	
One short commentary	40%	WK 7-13
Final essay or class presentation	40%	5 May

Participation: On top of attendance, participation will be mainly based on your preparation and engagement in classes. Active participation not only contributes to the class discussion but is also a critical way to understand the materials and formulate ideas for your own sake.

To accommodate our new form of interaction via ZOOM meeting, I have created weekly forums on the Blackboard discussion board to share and collect the course participants' questions and comments. Participation in the discussion board is not mandatory, but you are encouraged to ask questions and join discussions there.

Midterm commentary (40%): Choose one of our (weekly) topics and write a critical reflection. Please aim for 800-1000 words in English or 1600-2000 words in Chinese. Longer pieces are also welcome. Due: Week 7-13 via Blackboard.

Final (40%): There are two possible formats: 1) Choose a topic related to today's China and write a critical essay to explain your idea. Please aim for 1500-2000 words in English and 3000-4000 words in Chinese. Longer pieces are also welcome. 2) Attend one China-related public event (lecture, screening, workshop, panel, etc.) in Hong Kong (related information is provided via the forum "Recommended Events" on Blackboard discussion

board) during this semester and then conduct an in-class presentation to share what you learn. For the presentation choice, a group project of no more than three is possible. For both formats, you are required to engage what we learned in the class to develop your argument and deliver your sharing. Due: 1) Essay: 5 May via Blackboard; 2) presentation: arranged throughout the later months of the semester.

If you are interested in taking the presentation format for your final and have some idea about how to carry this out alternatively, please feel free to contact me and share your suggestions.

Criteria, formats and other requirements:

1. Both midterm and final should 1) have a clear argument, 2) illustrate your original thoughts, 3) use materials and discussion we have in this course, and 4) be succinctly written. It should not be a summary of materials used or other scholars/reporters' ideas; but an essay/presentation of your emerging thoughts, critiques, or responses to the topic.
2. Please use double-spaced, font size 12 or larger, and standard margins.
3. All written assignments must be submitted to VeriGuide. An assignment without a signed declaration from VeriGuide will not be graded.
https://academic.veriguide.org/academic/login_CUHK.aspx

Schedule

I. Introduction

WK1 (Jan. 7): Course Introduction

No readings.

WK 2 (Jan. 14): Diversity: What Do We Learn from Hong Kong?

Jacka, Tamara, Andrew B. Kipnis and Sally Sargasso

2013 "Introduction (*excerpt*)."
In Contemporary China: Society and Social Change. Pp. 6-23. Cambridge University Press.

Recommended:

Rudolph, Jennifer and Michael Sonya

2018 "What is the Source of Ethnic Tension?"
In The China Questions: Critical Insights into a Rising Power. Pp. 33-42. Harvard University.

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2020 香港第一課。春山出版社。

WK 3 (Jan. 21): Relatedness: "One of Us" or *Zijiren*

Bruckermann, Charlotte and Stephan Feuchtwang

2016 "Anthropology of China: History, Regionalism, and Comparison (*excerpt*)."
In The Anthropology of China: China as Ethnographic and Theoretical Critique. Pp. 24-38. Imperial College.

Recommended:

Jacka, Tamara, Andrew B. Kipnis and Sally Sargesson

2013 "CH1. Families, Kinship and Relatedness."
In Contemporary China: Society and Social Change. Pp. 27-46. Cambridge University Press.

WK 4 (Jan. 28)

No class. Happy Lunar New Year!

WK 5 (Feb. 4)

No class. Extended Lunar New Year holiday.

WK 6 (Feb. 11)

No class. Extended Lunar New Year holiday.

WK 7 (Feb. 18): Modernization: A One Hundred Quest and the Epidemic I

Karl, Rebecca

2018 "Rules for Destroying Countries: China and the Colonial World in the Early 20th Century." *Viewpoint Magazine*

<https://www.viewpointmag.com/2018/02/01/rules-destroying-countries-china-colonial-world-early-20th-century/>

"Coronavirus" Collection:

1. "As Coronavirus Spreads, So Does Anti-Chinese Sentiment." *New York Times*.

<https://www.nytimes.com/2020/01/30/world/asia/coronavirus-chinese-racism.html>

2. "極權中國，防疫為何失靈？病毒肆虐背後，中共的謊言與失能" 天下雜誌

https://www.cw.com.tw/article/article.action?id=5098914&fbclid=IwAR2nDVUQ71BYn5xN8zuRMIhDMYOEIGNs1yaFiVfno1sZikVRun_1dL3VJI4

3. "Coronavirus and the Panic Epidemic." *New York Times*.

https://www.nytimes.com/2020/01/30/opinion/sunday/coronavirus-china-epidemic.html?fbclid=IwAR1J0U_FfUjqj2rucY2M86pX_LohRkdCmKTZ96pTQ_f5r5qZ5avCid_UVI

4. "All the hilariously Aggressive Coronavirus Propaganda Banners Found in China." *supchina*.

https://supchina.com/2020/02/11/all-the-hilariously-aggressive-coronavirus-banners-found-in-china/?fbclid=IwAR3SbrvWvB-hPpjBHxStOLFSDKXUuviDK3datwrvcou_AXcp3m30Baq6Eo

Film/Video: Sunrise over Tiananmen Square

<http://www.youtube.com/watch?v=thrT8hnh8CI>

Recommended:

Cohen, Myron

1993 "Cultural and Political Inventions in Modern China: The Case of the Chinese "Peasant"." *Daedalus* 122(2): 151-170.

Rudolph, Jennifer and Michael Szonyi

2018 "Who is Confucius in Today's China?" In *The China Questions: Critical Insights into a Rising Power*. Pp. 231-237. Harvard University.

II. Contemporary China

WK 8 (Feb. 25): *Dangguo: The Party-State*

Guest Lecture: 「『黑盒子』裡有什麼？」

Guest Speaker: 戚振宇 (自由撰稿人、前端傳媒副總編輯)

***ZOOM meeting invitation will be sent later**

Rudolph, Jennifer and Michael Sony

2018 "Is the Chinese Communist Regime Legitimate?" and "Does Mao Still Matter?" In *The China Questions: Critical Insights into a Rising Power*. Pp. 11-17 & 26-32. Harvard University.

Recommended:

News Article: "十九大專題。"端傳媒. <https://theinitium.com/channel/china-politics/>

News Article: "The Real Man of the Dog Year." China Heritage. <http://chinaheritage.net/journal/the-real-man-of-the-dog-year/>

WK 9 (Mar. 3): Hierarchy: Class and Radical Individualism

Jacka, Tamara, Andrew B. Kipnis and Sally Sargeson

2013 "Ch10. Social Class and Stratification." In *Contemporary China: Society and Social Change*. Pp. 199-216. Cambridge University Press.

Recommended:

Yan Yunxiang

2009 "Introduction: the Rise of the Chinese Individual." In *The Individualization of Chinese Society*. Pp. xv-xxiii.

Fong, Vanessa L.

2004 Ch2. "Great Expectations: Singletons as the Vanguard of Modernization." In *Only Hope: Coming of Age under China's One-Child Policy*. Pp. 69-86. Stanford University Press.

Rudolph, Jennifer and Michael Szonyi

2018 "Why Do So Many Chinese Students Come to the United States?" In *The China Questions: Critical Insights into a Rising Power*. Pp. 219-228. Harvard University.

WK 10 (Mar. 10): Divide: The Dying Village and Migration

Rudolph, Jennifer and Michael Szonyi

2018 "Will Urbanisation Save the Chinese Economy or Destroy it?" In *The China Questions: Critical Insights into a Rising Power*. Pp. 133-140. Harvard University.

Recommended:

Jacka, Tamara, Andrew B. Kipnis and Sally Sargeson

2013 "Ch11. Regional, Rural-Urban and Within-community Inequalities." In *Contemporary China: Society and Social Change*. Pp. 217-236. Cambridge University Press.

Jacka, Tamara

2006 Ch1: "Between Rural "Idiocy" and Urban "Modernity"." In *Rural Women in Urban China: Gender, Migration, and Social Change*. Armonk: M.E. Sharpe, Inc. Pp. 31-58.

Film/Video: *The Last Train Home 歸途列車*, Lixin Fan, 2009, 85 mins

News Article: "I am Fan Yusu." What's On Weibo

<https://www.whatsonweibo.com/fan-yusu-%E6%88%91%E6%98%AF%E8%8C%83%E9%9B%A8%E7%B4%A0-full-translation/>

News Article: "北京切除後，二十萬拾荒者去哪了？"端傳媒

<https://theinitium.com/article/20180109-mainland-beijing-scanvengers-after-eviction/>

WK 11 (Mar. 17): Noise: Underground Music and Unofficial Culture

de Kloet, Jeroen

2005 "Popular Music and Youth in Urban China: The Dakou Generation." *The China Quarterly* 183: 609-626.

Recommended:

Jacka, Tamara, Andrew B. Kipnis and Sally Sargeson
2013 "Ch9. Modernity, Youth Identities and Popular Culture." In
Contemporary China: Society and Social Change. Pp. 179-195. Cambridge
University Press.

Rudolph, Jennifer and Michael Szonyi

2018 "How Have Chinese Writers Imagined China's Future?" In *The China
Questions: Critical Insights into a Rising Power*. Pp. 261-267. Harvard University.

Film/Video: *Nirvana and Pulp A Story of Scrapped CDs*, Jada Li

<https://www.youtube.com/watch?v=bn21ywCLQTs>

Film/Video: *Never Release My Fist*, Wang Shuibo

<https://www.dailymotion.com/video/x6kn4n3> and <https://www.dailymotion.com/video/x6kn9lq>

News Article: "2017 年，中國網絡直播行業由興旺到衰落?" 端傳媒

<https://theinitium.com/article/20180116-culture-livestreaming-industryfell/>

WK 12 (Mar. 24): Activism: Labor, Gender, and Environment

[Materials will be updated later]

Rudolph, Jennifer and Michael Szonyi

2018 "What Should We Know about Public Opinion in China?" & "Is There
Environmental Awareness in China?" In *The China Questions: Critical Insights
into a Rising Power*. Pp. 43-50 & 173-179. Harvard University.

Recommended:

Bruckermann, Charlotte and Stephan Feuchtwang

2016 "Nature, Environment, and Activism (*excerpt*). In *The Anthropology of
China: China as Ethnographic and Theoretical Critique*. Pp. 180-190. Imperial
College.

News Article: "Why China arrested, then released, five feminists." The Economist

<https://www.economist.com/the-economist-explains/2015/04/27/why-china-arrested-then-released-five-feminists>

News Article: "覆巢：中國權利 NGO 生死劫." 端傳媒

<https://theinitium.com/article/20150915-mainland-NGO1/>,

<https://theinitium.com/article/20150916-mainland-NGO2/> and

<https://theinitium.com/article/20150917-mainland-NGO3/>

News Article: "曾金燕：中國女權主義三十年" 端傳媒

<https://theinitium.com/article/20150924-opinion-china-feminism/>

News Article: "出不出的性騷擾" NGOCN <https://ngocn.gitbook.io/kongju/shuo-bu-chu-de-xing-sao-rao>

WK 13 (Mar. 31)

No class. Reading week.

WK 14 (Apr. 7): The Epidemic II

Guest Lecture: 「從地震到瘟疫，災難裡的真實中國」

Guest Speaker: 張潔平 (Matters Lab 創辦人、前端傳媒總編輯)

*ZOOM meeting invitation will be sent later

[Materials will be updated later]

WK 15 (Apr. 14)

No class. Individual meetings for final paper consultation.

WK16 (Apr. 21): "From Earth to Heaven:" E-Commerce, Digital Governing and A Leaderless Society

[Materials will be updated later]

News Article: "專訪政治學家韓博天：數字列寧主義下，中國家如何重塑全球秩序？" *Initium Media* 2018 https://theinitium.com/article/20180222-mainland-sebastian-heilmann-interview/?fbclid=IwAR3xw-rMGoQT-od2wjXJvFoJsPEu_1Ap0HYa0d8MrzqZbPcxeLf5IKfFKxA

News Article: "The West may be wrong about China's social credit system."

Washington Post https://www.washingtonpost.com/news/worldpost/wp/2018/11/29/social-credit/?noredirect=on&utm_term=.7d845c5b8f48

News Article: "China: The frontier of networked money – China's latest business and technology news." SupChina <https://supchina.com/2017/10/18/china-frontier-networked-money-chinas-latest-business-technology-news/>

Recommended:

Bakken, Borge

2000 "Ch7. The Disciplinary Techniques of Evaluation." In *The Exemplary Society: Human Improvement, Social Control, and The Danger of Modernity in China*. Pp. 243-287.

News Article: "中國大數據四問：官商民集體狂歡的背後，「數據利維坦」正在降臨？" 端傳媒 https://theinitium.com/article/20180221-mainland-big-data/?fbclid=IwAR0QdVgNMvgGfN9-SKRqhyzywBnlZrjz2M_2MbFlxBjjkXjcLKGC9VH_ew

News Article: "China's Orwellian Social Credit Score Isn't Real." FP <https://foreignpolicy.com/2018/11/16/chinas-orwellian-social-credit-score-isnt-real/>

News Article: "從檔案帶到信用評分 中國是否正走向「奧威爾式」監控社會" BBC News <https://www.bbc.com/zhongwen/simp/chinese-news-45886126>

News Article: "China 'social credit': Beijing sets up huge system." BBC News <https://www.bbc.com/news/world-asia-china-34592186>

III. Wrap Up

WK17 (Apr. 28): China, Asia and The World

Rudolph, Jennifer and Michael Szonyi

2018 "Can China Lead Asia?" & "What Does the Rise of China Mean for the United States?" In *The China Questions: Critical Insights into a Rising Power*. Pp. 67-72 & 81-89. Harvard University.

Recommended:

News Article: "鐵幕降臨，中美關係迎來「新冷戰時代」?" Matters

<https://matters.news/forum/?post=55f59257-7176-4446-b521-256bda56e139>

News Article: "China has designs on Europe. Here is how Europe should respond."

The Economist. <https://www.economist.com/leaders/2018/10/04/china-has-designs-on-europe-here-is-how-europe-should-respond>

胡晴舫

2010 我這一代人。八旗文化。

Final paper due on **5 May**.

Policies

Late Submission: Late submission will suffer a fraction of a grade per day. For example, an A will become an A-.

Academic Honesty: You are required to cite properly (guidelines: <http://www.cuhk.edu.hk/ant/tstyle.doc>) and please refer to the university website (<http://www.cuhk.edu.hk/policy/academichonesty/index.htm> and http://www.ilc.cuhk.edu.hk/english/resource/referencing_avoidingplagiarism1.pdf) to avoid plagiarism.

Laptop Policy: This course discourages students from using mobile phones, tablets, or laptops in class.

Grade descriptors

<u>Grade</u>	<u>Overall course</u>
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
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.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.