



**THE CHINESE UNIVERSITY OF HONG KONG**  
**INTERNATIONAL SUMMER SCHOOL (JULY SESSION)**  
**29 JUNE – 2 AUGUST 2021**

**COMM2140 / UGEC2634 MEDIA AND SOCIAL DEVELOPMENT IN MAINLAND CHINA**

**No. of Credits:** 3

**Time:** Tuesday, Wednesday & Friday 16:30 – 19:15 (GMT +8)

**Location:** Online (Zoom)

**Instructor:** Prof. Kecheng FANG

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**COURSE DESCRIPTION**

How to understand the development and social problems of Mainland China since the founding of the People's Republic in 1949? This course provides a unique perspective: media and social development. Using key concepts and theories from journalism, communication, political science, and sociology, it introduces students to different periods of media reform and social change from the era of Chairman Mao to the period of "Chinese dream".

The course will examine Mainland China's key media sectors including the printing press (newspapers and magazines), film and broadcasting media (radio and TV), and the internet. It will also discuss related topics such as public opinion and digital culture. The course will introduce and analyze the roles played by party and governmental officials, media professionals, educators, activists, international agencies, and the general audiences. We will watch numerous videos and documentaries, and also discuss current affairs related to media and social development in Mainland China.

Students will be able to describe the key characteristics of contemporary Mainland Chinese media, and analyze related problems through diverse angles and nuanced approaches.

**Remarks**

COMM2140 is double-coded with UGEC2634. Not for CUHK students who have taken UGEC2634.

**EXPECTED LEARNING OUTCOMES**

After taking the course, students will be able to:

1. describe basic characteristics of media in Mainland China.
2. discuss how media influences social development and how new social formations trigger media reform in Mainland China.
3. identify phases of media and social development in Mainland China and differentiate policymaking rationales in different media sectors (printing, broadcasting, networked media) and types of social movements.
4. discuss competing arguments about the role of media reform in China's modernization drive.
5. use what they have learned from class to discuss and analyze a specific media text.

## RULES AND EXPECTATIONS

There are a few rules so that we all know what to expect from each other in order to have a good experience from this class.

*Be honest:* Please be aware of the 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 can be found at <http://www.cuhk.edu.hk/policy/academichonesty/>. The assignments should be submitted to Veriguide before being graded.

*Check Blackboard and your email:* You are responsible to regularly check the updates, announcements, and material uploads to Blackboard, as it is the primary learning platform for this course. We will send out emails to you through Blackboard when there are class announcements, and related issues. It is your responsibility to check your university email regularly.

*Pay attention to me and to each other:* I expect you to pay attention to me and to each other during class. You are highly encouraged to turn on your camera during class.

## ASSIGNMENT SCHEME

Assessment Scheme	Description	Weight
Participation and Online Discussion	Active participation in the course, including interactions with the professor during the lectures and discussions on Blackboard (post or reply at least 5 times throughout the semester). <b>NOTE:</b> If you cannot attend class in real-time due to time difference, please inform me, and you are still expected to engage in Blackboard discussions.	10 %
Group presentation	Starting from the fourth session, we will have group presentations. Each presentation will be 15-20 minutes plus 15 minutes of classroom discussion lead by the group. Presentation topics are listed in the following course schedule and will be assigned during the second session. <b>NOTE:</b> If you cannot attend class in real-time due to time difference, you can pre-record your part of presentation.	20 %  (15% group grade + 5% peer assessment)
Mid-term essay	A 1,500-word essay on a selected topic. Details to be announced later.	30 %
Final take-home exam	You are expected to spend no more than three hours on the exam, but you will be given two days to complete it. Details to be announced later in the semester.	40 %

## COURSE DESCRIPTOR









- 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.

## SCHEDULE AND ASSIGNED READING

Electronic copies of the articles will be available online. I expect you to do the readings before coming to class, and to be prepared to discuss them in class.

Readings with \* are optional.

Session	Date	Topic	Reading Materials
1	Jun 29 (Tue)	Preface: New China, New People, New Media	
2	Jun 30 (Wed)	Obedience and Dissent in the Mao Era  Documentary Screening: <i>Spark</i>	Buckley, C. (2016). How the Cultural Revolution Sowed the Seeds of Dissent in China (interview with Guobin Yang). <i>The New York Times</i> . <a href="https://www.nytimes.com/2016/06/16/world/asia/china-cultural-revolution-guobin-yang.html">https://www.nytimes.com/2016/06/16/world/asia/china-cultural-revolution-guobin-yang.html</a> .  Powell, P., & Wong, J. (1997). Propaganda posters from the Chinese cultural revolution. <i>The Historian</i> , 59(4), 777-794.
3	Jul 2 (Fri)	<i>No Class – The day following Hong Kong SAR Establishment Day</i>	
4	Jul 6 (Tue)	Thought Liberation and Enlightenment in the 1980s  ✍️ <i>Presentation topic:</i> Chinese Rock in the 1980s	Yiu-chung, W. (1998). Restructuring the Party-State polity: China's political structural reform in the 1980s. <i>Asian Perspective</i> , 133-167.  Wu, W. (2015). Why China's Political Reforms Failed. <i>The Diplomat</i> , <a href="https://thediplomat.com/2015/06/why-chinas-political-reforms-failed/">https://thediplomat.com/2015/06/why-chinas-political-reforms-failed/</a> .
5	Jul 7 (Wed)	Media Commercialization and the Golden Age of Journalism  ✍️ <i>Presentation topic:</i> How Southern Weekly Became "the Most Influential Liberal Newspaper" in China	Zhao, Y. (2000). From commercialization to conglomeration: The transformation of the Chinese press within the orbit of the party state. <i>Journal of communication</i> , 50(2), 3-26.  Osnos, E. (2009). The Forbidden Zone. <i>The New Yorker</i> , <a href="https://www.newyorker.com/magazine/2009/07/20/the-forbidden-zone">https://www.newyorker.com/magazine/2009/07/20/the-forbidden-zone</a> .
6	July 9 (Fri)	Propaganda System and Censorship	Shambaugh, D. (2017). China's propaganda system: Institutions, processes and efficacy. In <i>Critical</i>

		<p> <i>Presentation topic:</i> Internet Censorship and Anti-Censorship</p> <p> <i>Midterm essay details announced</i></p>	<p><i>Readings on Communist Party of China</i> (pp. 713-751). BRILL.</p> <p>Roberts, M. E. (2020). Resilience to online censorship. <i>Annual Review of Political Science</i>, 23, 401-419.</p> <p>* Chen, Z., &amp; Wang, C. Y. (2019). The Discipline of Happiness: The Foucauldian Use of the "Positive Energy" Discourse in China's Ideological Works. <i>Journal of Current Chinese Affairs</i>, 48(2), 201-225.</p>
7	Jul 13 (Tue)	<p>Popular Culture and Entertainment</p> <p> <i>Presentation topic 1:</i> Super Girls and Civic Engagement</p> <p> <i>Presentation topic 2:</i> Fansub Groups (zimu zu)</p>	<p>Guo, S. (2017). When dating shows encounter state censors: A case study of If You Are the One. <i>Media, Culture &amp; Society</i>, 39(4), 487-503.</p> <p>Yan, Q., &amp; Yang, F. (2020). From parasocial to parakin: Co-creating idols on social media. <i>New Media &amp; Society</i>, 1-23.</p>
8	Jul 14 (Wed)	<p>Internet and Civil Society</p> <p> <i>Presentation topic:</i> Weibo, Onlookers Changing China?</p> <p>Documentary Screening: <i>High Tech, Low Life</i></p>	<p>Yang, G. (2014). Internet activism &amp; the party-state in China. <i>Daedalus</i>, 143(2), 110-123.</p>
9	Jul 16 (Fri)	<p>Platform Economy, Digital Capitalism and Surveillance Society</p> <p> <i>Presentation topic 1:</i> Online Public Opinion Monitoring and Analysis</p> <p> <i>Presentation topic 2:</i> Controversies over Facial Recognition Technology</p>	<p>de Kloet, J., Poell, T., Zeng, G., &amp; Chow, Y. F. (2019). The plaformization of Chinese Society: infrastructure, governance, and practice. <i>Chinese Journal of Communication</i>.</p> <p>Jiang, M., &amp; Fu, K. W. (2018). Chinese Social Media and Big Data: Big Data, Big Brother, Big Profit?. <i>Policy &amp; Internet</i>, 10(4), 372-392.</p> <p>Mozur, P. (2018). Inside China's Dystopian Dreams: A.I., Shame and Lots of Cameras. <i>The New York Times</i>, <a href="https://www.nytimes.com/2018/07/08/business/china-surveillance-technology.html">https://www.nytimes.com/2018/07/08/business/china-surveillance-technology.html</a>.</p>
10	Jul 20 (Tue)	<p>Media and Ideologies (I) Liberalism and Nationalism</p> <p> <i>Presentation topic:</i> Cyber Nationalism</p>	<p>Lee, C.C. (2009). <i>Chinese Media, Global Contexts</i>. New York: Routledge. (Chapter 1).</p> <p>Fang, K., &amp; Repnikova, M. (2018). Demystifying "Little Pink": The creation and evolution of a gendered label for nationalistic activists in China. <i>New media &amp; society</i>, 20(6), 2162-2185.</p>

		Documentary Screening: <i>A Young Patriot</i>  📄 Midterm essay due	
11	Jul 21 (Wed)	Media and Ideologies (II) Feminism and Social Darwinism  ✍️ Presentation topic: #MeToo in China	Tan, J. (2017). Digital masquerading: Feminist media activism in China. <i>Crime, Media, Culture</i> , 13(2), 171-186. Zhang, C. (2020). Right-wing populism with Chinese characteristics? Identity, otherness and global imaginaries in debating world politics online. <i>European Journal of International Relations</i> , 26(1), 88-115.
12	Jul 23 (Fri)	Dating Apps and Gender Relations  Guest speaker: Dr. Sam Chan	Chan, L. S. (2020). Multiple uses and anti-purposefulness on Momo, a Chinese dating/social app. <i>Information, Communication &amp; Society</i> , 23(10), 1515-1530. Liu, T., Wang, Y., & Lin, Z. (2021). The cruel optimism of digital dating: heart-breaking mobile romance among rural migrant workers in South China. <i>Information, Communication &amp; Society</i> , 1-18.
13	Jul 27 (Tue)	Labor and Rural Population  ✍️ Presentation topic: Algorithmic Control on Food Delivery Workers  Guest speaker: Zoe Zhao  Documentary Screening: <i>Apple's Broken Promises</i>	Qiu, J. L. (2018). China's digital working class and circuits of labor. <i>Communication and the Public</i> , 3(1), 5-18. Li, M., Tan, C. K., & Yang, Y. (2020). Shehui Ren: cultural production and rural youths' use of the Kuaishou video-sharing app in Eastern China. <i>Information, Communication &amp; Society</i> , 23(10), 1499-1514.
14	Jul 28 (Wed)	Shifts and Continuities under Xi  ✍️ Presentation topic: Chinese Media Going Global	Repnikova, M. (2018). Media Politics Under Xi: Shifts and Continuities. <i>SAIS Review of International Affairs</i> , 38(2), 55-67. Cook, S. (2018). The Globalization of China's Media Controls: Key Trends From 2018. <i>The Diplomat</i> , <a href="https://thediplomat.com/2018/12/the-globalization-of-chinas-media-controls-key-trends-from-2018/">https://thediplomat.com/2018/12/the-globalization-of-chinas-media-controls-key-trends-from-2018/</a> . * Mitter, R. (2020). The World China Wants: How Power Will—and Won't—Reshape Chinese Ambitions. <i>Foreign Affairs</i> , <a href="https://www.foreignaffairs.com/articles/china/2020-12-08/world-china-wants">https://www.foreignaffairs.com/articles/china/2020-12-08/world-china-wants</a> .
15	Jul 29-30 (Thu-Fri)	<i>Final Take-home Exam</i>	

## ACADEMIC POLICIES

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.

- In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via 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. A user manual of VeriGuide can be found at: [https://academic.veriguide.org/academic/documents/VeriGuide\\_Academic\\_Student\\_User\\_Manual\\_CUHK.pdf](https://academic.veriguide.org/academic/documents/VeriGuide_Academic_Student_User_Manual_CUHK.pdf).

Assignments without the properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.