The instructor reserves the right to modify, change, reschedule any parts of the lecture, assignments etc.

This course aims to gain a deeper and broader understanding of the structures and processes that constitute the contemporary Chinese society and culture. It starts with a review of the Chinese society in the period of 1949-1976. The main part of the course introduces students to many aspects of Chinese social life since 1976, including social stratification, urban and rural communities, cultural objects and industry, interpersonal relations, civil society, identities, collective memory, etc.

The major pedagogical methods include lecturing, in-class discussion, and film screening. The instructor’s lectures provide a concise outline of the major points of the readings, introduce background for every topic, and discuss some updates on the topic. The lectures will NOT repeat everything in the readings, but students are expected to read the materials carefully and come to class with thoughts and questions. There will be discussion/film screening sections, led by the instructor and/or teaching assistant, for students to engage in constructive discussions and deepen understanding of the materials. Reading materials for discussion sections are mostly accessible and intriguing, including novels, short stories, poems, and some readable academic studies. The readings are often combined with in-class film screening, which is followed by a discussion. For example, the first discussion section, we read Yu Hua’s novel To Live (huozhe) and bring our thoughts to the class and combine them with an in-class documentary showing and discussion (China: A Century of Revolution).

My Teaching Philosophy

In addition to conventional expectations on participation, punctuality, diligence, and so on, there is one principle I want to emphasize: Reading is essential to education. If you intend to take this class by playing some “non-reading tricks” (attending class, hearing lecture and other students’ discussions, and drawing what you hear to say a few random words to “participate”), this course is not for you. If you are busy in extra-curricular activities in order to put things on your resume but pay significantly less attention to class reading, please read the following article by Bill Hurst at Northwestern and rethink about what is important for you: “End the Extracurricular Arms Race” (http://goo.gl/KBPzyx).

Textbook and Readings

We use the following books as our major textbooks:

The book can be purchased at Emory campus bookstore or from amazon.com. *Journal articles* can be downloaded from the library’s website. *Other readings* (scanned book chapters) will be distributed via Blackboard.

**Requirements**

**Attendance**

Attendance is required. The instructor/TA will take attendance in the beginning/end of each class. Students who participate in University-sanctioned events, or have illness, or have emergency must inform the instructor in advance with appropriate verification documents. They also must make up any work they missed. Students who miss two (2) classes without reasons will only get 5 (out of 10) for attendance credit. Students who miss four (4) classes will not get any attendance credit.

**10 Response Pieces for Discussion**

Prior to each discussion section, please post your response piece to Blackboard. Each piece should be one or two paragraphs long (not more than 400 words) outlining the most interesting things you find in the readings, explaining why you are interested, and raising questions that you think are worth discussing. All pieces should be posted by **6pm on the day prior to class** to allow class members to read and discussion leaders to compile.

**Quizzes**

There will be **five (5) in-class, open-book** quizzes based on readings. Each quiz consists of 5 multiple-choice questions.

**Midterm**

There will be a **take-home** midterm, which consists of two essay questions.

**Final Paper and Presentation**

You are expected to write a final paper which addresses one of the topics about contemporary Chinese society and culture. The topic should be more specific than the chapter topics in Contemporary China. For example, “China’s education” is not proper (think about whether you can finish writing a paper with this title in three weeks). A paper on “education of migrant workers’ children” will be great.

The paper is expected to be something like a “literature review.” This means that you do not do original research but you summarize and review what scholars and intellectuals already know about the topic. What is their consensus on the topic? What are the major approaches? What are the policy implications of their findings? What is your opinion on their ideas? What research should be done in the future? Some guidelines can be found in the following link: [http://writing.wisc.edu/Handbook/ReviewofLiterature.html](http://writing.wisc.edu/Handbook/ReviewofLiterature.html)

Another way to think about the genre of this paper is to imagine you are a journalist sent by the *New York Times* or *The New Yorker* to China. You find a social phenomenon particularly
important and shocking—for example, the high suicide rate among migrant workers’ children who go to schools in the cities where their parents work instead of in their hometown—and decide to write an in-depth article or a long investigative report on it. Before writing about this particular topic, you feel you need to do a systematic survey on what scholars have said about the migrant workers’ children’s schools. With this survey, you can identify possible causes of the suicide rate, find things to investigate, and contact the right scholars to interview with. The final paper is something similar to this survey (not the report). So this genre has some practical uses for your future career.

A 75% done draft of the paper will be presented in the last weeks of the course. The presentation can provide you with a good opportunity to have feedback from your peers and the instructor and improve quality of the paper in the final exam week.

Other requirements about the paper:
1. The length should be at least 10 double-spaced pages.
3. The deadline of the final paper: 5:30 pm, American Eastern Time, December 13, 2016 (via email). No late submission will be accepted.
4. Grading criteria (raw score 100):
   1) 90: paper that earns a 90 (A) is truly exceptional. It is grammatically flawless; there are no spelling errors. There is a thesis paragraph that provides a road map for the rest of the paper, which ends with a meaningful conclusion. Statements are supported by evidence, which is judiciously assembled to make a case. The writing is clear and concise; the analysis is sophisticated and thoughtful. The argument is logically developed and well organized. Complexities are recognized and addressed. Supporting sources are smoothly integrated into the body of the text. There is mature sentence variety and paragraph development.
   2) 80: papers represent strong, solid work. They are well organized, comprehensive, and clear, with few grammatical errors. Complexities are recognized; supporting evidence is provided. Supporting work is incorporated, but not always paraphrased. There may be an over-reliance on quotes and secondary resources. There is adequate sentence variety and paragraph development.
   3) 60-70 papers meet the minimum requirements, low Cs barely do. They are often poorly organized, which prevents a clear argument. They can fail to acknowledge more than one approach and do not harness all the available evidence. They have many grammatical and spelling errors and provide only passing reference to supporting work. They are weakened by a lack of clear purpose, thesis or conclusion. There are organizational and argumentative weaknesses.
   4) Less than 60 papers fail to make an argument, or do so in such a confusing, disorganized way that the meaning is lost on the readers. They are replete with errors. The arguments provided are often contradictory. There is usually only superficial discussion of the issues.
   5) Not following the Chicago Style: -10
   6) Not proofread: a significant number of grammatical and spelling errors: -10
7) Involvement in plagiarism: Will receive the punishments defined in corresponding University policies.

**Grades**

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<tr>
<th>Requirements</th>
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<tr>
<td>Attendance</td>
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<td>Response Pieces</td>
<td>15 (1.5 each)</td>
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<td>Quizzes</td>
<td>25 (5 each)</td>
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<td>Midterm</td>
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<td>Final Paper Presentation</td>
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**Reading and Class Schedule**

**August 25 Introduction**
No reading

**Part I Historical Overview: 1949-1976**

**August 30 1949-1966 (I)**
Reading: The Politics of China (Chapters 1&2)

**September 1 1949-1966 (II)**

**Discussion Section 1**
Yu Hua. To Live (a novel) (excerpts)
Documentary showing and discussion. China: A Century of Revolution

**September 6 The Cultural Revolution (I)**
Reading: The Politics of China. Chapter 3

**September 8 The Cultural Revolution (II)**

**Discussion Section 2**
Reading: Born Red (a memoir by Gao Yuan) (Online access, Emory Library website)
Skim the following chapters:
- The thirty-six stratagem
- Hidden Messages
- Ox Ghosts and Snake Spirits
- Going to See the Great helmsman
- Uncommon Laughter
Class Brothers Take Revenge  
The Radiance of the Setting Sun  
Documentary showing and discussion. *Morning Sun.*

**September 13 Coming to Terms with the Maoist Legacies**

**Discussion Section 3**
- *Excerpts from Mao’s Harvest*
- Introduction by Siu and Stern
- Pan Xiao’s *Why is Life’s Road Getting Narrower and Narrower?*

**September 15 New Era: 1977-1989 (I): The Road to Tiananmen**

*The Politics of China.* Chapter 5 (The Road to Tiananmen)

**September 20 New Era: 1977-1989 (II): Remembering and Forgetting**

**Discussion Section 4**
- Louisa Lim, *The People’s Republic of Amnesia* (Chapters 4 and 5, “Student” and “Mother”)
- Documentary: *The Tank Man*

**Part II Contemporary Chinese Society and Culture**

**September 22 State-Society Relations**

Chapter 6 in *The Politics of China*

**September 27 Families, kinship and interpersonal connections (I)**

Chapter 1 in *Contemporary China*

**September 29 Families, kinship and interpersonal connections (II): Guanxi**

**Discussion Section 5**
- Mayfair Yang. *Gifts, Favors, and Banquets.* (Chapter 3)

**October 4 Social Class and Stratification (I)**


**October 6 Social Class and Stratification (II): Class and Gender**

**Discussion Section 6**
- Amy Hanser. *Service Encounter.* (Introduction, Chapter 5)

**October 13 Social Class and Stratification (III): the Middle Class**

Li Zhang. *Chinese Middle Class.* (Introduction, Chapter 4)

**October 18 Social Class and Stratification (IV): the Rich**

**Discussion Section 7**
Osburg. Anxious Wealth (Online access, Introduction and Chapter 1)

**October 20 Urban and Rural Societies (I)**
Chapter 11 in Contemporary China

**October 25 Urban and Rural Societies (II)**

**Discussion Section 8**
Documentary about migrant workers: *Last Train Home*

**October 27 Cultural Production (I): Literature in the 1980s**
Literature in the 1980s. Link. *Uses of Literature* (Introduction, Chapter 2)
Jin He. Second Encounter (From Mao’s Harvest)

**November 1 Cultural Production (II): Contemporary Literary Phenomenon**
Michel Hockx. Internet Literature in China (available online, Introduction and Chapter 2)

**November 3 Cultural Production (III): Popular Music**

**Discussion Section 9**
Music listening/video screening: Cui Jian
Andrew Jones. *Like a Knife: Ideology and Genre in Contemporary Chinese Popular Music.* (Introduction, Chapters 4 & 5)

**November 8 Civil Society and Civic Engagement (I): Civil Society**

**November 10 Civil Society and Civic Engagement (II): Volunteering and Civic Engagement**

**Discussion Section 10**
Bin Xu. The Politics of Moral Sentiments. (Book manuscript excerpts) (To be distributed)

**November 15 Collective Memory (I): Remembering the Mao Years**


**November 17 Collective Memory (II): Remembering the Mao Years**
Or, if Thaxton’s book is not available by November:

**Part III Final Paper Presentations**

4 presentation meetings
November 22
November 29
December 1
December 6