

SOC 389 Spec. Tops in Sociology
Contemporary Chinese Society and Culture
Fall 2021

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Office Hours: 4-6 PM Wednesday or virtual meeting by appointment

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, communities, gender, cultural objects and industry, interpersonal relations, civil society, collective memory, etc.

The major pedagogical methods include lecturing, in-class discussion, film screening, and guest speaking. 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 include not only academic articles and books but also novels, short stories, poems, etc. A few guests with expertise on some topics pertaining to China will be invited to speak in class and have conversations with students.

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 Professor Bill Hurst at Northwestern and rethink about what is important for you: “End the Extracurricular Arms Race” (<http://goo.gl/KBPzvx>).

Textbook and Readings

Jacka, Tamara, Andrew B. Kipnis, and Sally Sargeson. 2013. *Contemporary China: society and social change*. Cambridge University Press (**Textbook**, hereafter). [This book can be downloaded from Emory's library \(search on the front page to get access to the e-book\).](#)

Journal articles MUST BE downloaded from the library's website.

Other readings (scanned book chapters) will be distributed via Canvas.

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. Total points for attendance are 10. 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.

5 Response Pieces for Discussion

Prior to each discussion section, please post your response piece to Canvas. Each piece should be at least two paragraphs long (approximately 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 in class. All pieces should be posted by **6pm on the day prior to class**. Each response essay is worth 2 points. **Late submission -1.**

5 Quizzes

There will be **five (5) in-class, open-book** quizzes based on readings. Each quiz is worth 5 points.

Midterm

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

Final Paper

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 the textbook. For example, "China's education" is not proper (think about whether you can finish writing a paper with this title in three weeks or just imagine how many books have been written on this topic). 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 summarize and review what scholars and intellectuals already know about the topic. What is their consensus on the topic? What are their debates? 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>

Another way to understand 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 recent social phenomenon

particularly important and shocking—for example, the higher suicide rate among migrant workers’ children who go to schools in their host cities—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, contact the right scholars to interview with, and know where to go to. The final paper is something similar to this survey (not the report). So, this genre has some practical uses for your summer intern jobs in the media, think tanks, and so on and possible future career.

Working Process of the Final Paper (Total 35%)

- 1) Initial topic and research question: Students come up with an interested topic and a research question (5%).
- 2) Discussion and feedback: In-class discussion of the topic and receive feedback from the instructor and fellow students.
- 3) Bibliography (5%): Draw a bibliography with major works on the topic.
- 4) Individual consultation: On a voluntary basis, students sign up with the instructor to discuss their specific concerns about the paper.
- 5) Final research paper (25%): final paper is due by the end of the term.

Requirements about the paper:

1. The length should be **at least 10 double-spaced pages**.
2. Please follow **Chicago Style (author-date) or any other formal style (MLA, e.g.) but please indicate:** (author-date version, http://www.chicagomanualofstyle.org/tools_citationguide.html). You are encouraged to use any bibliographical software.
3. The deadline of the final paper: **December 14, 2021**
4. Grading criteria (raw score 25):
 - 1) 23: paper that earns a 23 (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) 20: 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) 15-18 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 15 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 or other styles you indicate**: -1
- 6) Not proofread: a significant number of grammatical and spelling errors: -1

Academic Integrity

Students who are admitted to Emory College of Arts and Sciences agree to abide by the provisions of the Honor Code: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>

Access and Disabilities

If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations for this semester, we encourage you to contact the Office of Access, Disability Services, and Resources (ADSR) to learn more about the registration process and steps for requesting accommodations. If you are a student that is currently registered with ADSR and have not received a copy of your accommodation notification letter within the first week of class, please notify ADSR immediately. Students who have accommodations in place are encouraged to coordinate sometime with your professor, during the first week of the semester, to communicate your specific needs for the course as it relates to your approved accommodations. All discussions with ADSR and faculty concerning the nature of your disability remain confidential. For additional information regarding ADSR, please visit the website: equity.emory.edu/access.

Peer Tutoring Writing Support

Tutors in the Emory Writing Center and the ESL Program are available to support Emory College students as they work on any type of writing assignment, at any stage of the composing process. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. Writing Center and ESL tutors take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Students who are currently enrolled in an ESL-supported section of English 101, English 123, or English 221 or who plan to take one of those courses next semester should see ESL tutors, as they are specifically trained to support students in ESL Program courses. To learn more about ESL tutoring or to make an appointment, go to tinyurl.com/eslemory. All other students in the college should see Writing Center tutors who are trained to work with this broader population. Learn more and make an appointment at writingcenter.emory.edu. Please review tutoring policies before your visit.

Grades

Requirements	Grades
Attendance	10
Response Essays	10 (2 each)

Quizzes	25 (5 each)
Midterm	20
Final Paper	35 (including processes)
Total	100

Reading and Class Schedule

Reading and Class Schedule

#	Date	Topic	Reading	Activities
1	Aug 25	Introduction	No	
2	Aug 30	Historical Overview 1949-1966	Yu Hua. <i>To Live</i> (a novel) (excerpts)	
3	Sep 1	The Cultural Revolution I:	Richard Kraus. <i>The Cultural Revolution: A Very Short Introduction</i> . (Chapters 1 & 2)	Documentary showing and discussion. <i>China: A Century of Revolution</i>
4	Sep 8	The Cultural Revolution II: the Red Guards	<i>Born Red</i> (a memoir by Gao Yuan) (Online access , Emory Library website) Skip 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	Response #1 (on <i>Born Red</i>) due 6pm the day before class <u>Documentary showing and discussion:</u> <i>Morning Sun</i> .
5	Sep 13	The send-down program and the memory	Bin Xu. <i>Chairman Mao's Children</i> . Introduction. Chapters 1 & 2.	
6	Sep 15	The 1989 Tiananmen movement	Wassertrom & Cunningham. pp.75-96 Beijing Mayor Chen Xitong's report on the Tiananmen incident	Documentary and Discussion: <i>The Tank Man</i>
7	Sep 20	Memory and silence of Tiananmen	Louisa Lim, <i>The People's Republic of Amnesia</i> (Chapters 4 and 5, "Student" and "Mother")	Response #2 (on <i>The People's Republic of Amnesia</i> or <i>Listening to Thunder</i>) due 6pm the day before class
8	Sep 22	Guanxi: Personal connections	Textbook Chapter 1 Mayfair Yang. <i>Gifts, Favors, and Banquets</i> . (Chapter 3)	Quiz 1
9	Sep 27	Rural China I	Textbook Chapter 3, Chapter 11	
10	Sep 29	Rural China II	Rozelle and Hell. <i>Invisible China</i> . Excerpts TBD	Response #3 (on <i>Invisible China</i>) due 6pm the day before class
11	Oct 4	Working Class I: factory workers & Chinese economic miracle	Ching Kwan Lee. <i>Gender and South China Miracle</i> . Excerpts.	
12	Oct 6	Working Class II: service work and gender	Textbook Chapter 5 Amy Hanser. <i>Service Encounter</i> . (Introduction, Chapter 5)	
13	Oct 13	Working Class III: New types of work	Lei, Ya-Wen. 2021. "Delivering Solidarity: Platform Architecture and Collective Contention in China's Platform Economy." <i>American Sociological Review</i> 86 (2):279-309. Dong, Yige. 2020. "Spinners or sitters? Regimes of social reproduction and urban Chinese workers' employment choices."	Quiz 2 Midterm questions announced

			<i>International Journal of Comparative Sociology</i> 61 (2-3):200-216.	
14	Oct 18	Other classes I: the rich	Textbook. Chapter 10 Osburg. <i>Anxious Wealth</i> (Online access, Introduction and Chapter 1)	Response #4 (on <i>Anxious Wealth</i>) due 6pm the day before class
15	Oct 20	Other classes II: the middle class	Chen, J., & Lu, C. (2011). Democratization and the Middle Class in China: The Middle Class's Attitudes toward Democracy. <i>Political Research Quarterly</i> , 64(3), 705-719. Goodman, D. S. G. (2014). Middle Class China: Dreams and Aspirations. <i>Journal of Chinese Political Science</i> , 19(1), 49-67.	Midterm Due
16	Oct 25	Education: stratification and industry I	Textbook Chapter 8 Minhua Ling, "'Bad Students Go to Vocational Schools!': Education, Social Reproduction and Migrant Youth in Urban China," <i>The China Journal</i> , no. 73 (January 2015): 108-131.	Final Paper Project: Initial topic and research question posted on Canvas. 5% Final Paper Project: In-class discussion of the topic
17	Oct 27	Education: stratification and industry II	Lin, L. (2020) The visible hand behind study-abroad waves: cram schools, organizational framing and the international mobility of Chinese students. <i>Higher Education</i> , 79: 259-274.	Quiz 3
18	Nov 1	Gender and Feminism I: Gender and inequality	Textbook Chapter 12	
19	Nov 3	Library Instruction. Library 314	No.	
20	Nov 8	Gender and Feminism II: the Feminist movement and #MeToo in China	Dian Dian's (PhD candidate) guest speaking Zheng, Wang, and Ying Zhang. "Global concepts, local practices: Chinese feminism since the Fourth UN Conference on Women." <i>Feminist Studies</i> 36, no. 1 (2010): 40-70. Zeng, Jing. "# MeToo as connective action: A study of the anti-sexual violence and anti-sexual harassment campaign on Chinese social media in 2018." <i>Journalism Practice</i> 14, no. 2 (2020): 171-190.	Response #5 (on two articles on feminist movement) due 6pm the day before class
21	Nov 10	Race & Ethnicity I: race and ethnic classification	Textbook Chapter 7	
22	Nov 15	Race & Ethnicity II: Black diasporas and blackness in China	TBD	Quiz 4
23	Nov 17	Global Chinese I	Documentary screening: <i>American Factory</i>	Final Paper Project: Bibliography due. 5%
24	Nov 22	Global China I: global Chinese	<i>Anxious and Ambitious</i> Weirong Guo's (PhD candidate, Emory) guest speaking	
25	Nov 29	Global China II: China in Africa	Ching Kwan Lee. <i>The Specter of Global China</i> . (excerpts)	
26	Dec 1	Global China III: China's soft-power strategy	Reading: TBD China's soft power strategy Maria Repnikova's guest speaking	
27	Dec 6	Civil Society and Civic Engagement	Bin Xu. <i>The Politics of Compassion</i> . (Excerpts)	Quiz 5