

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2018/19**

Part I Course Overview

Course Title: Contemporary China from an Anthropological Perspective

Course Code: CAH3853

Course Duration: 1 semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English Supplemented by Chinese*

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

*** Restricted to terms and explanation of terms that are not widely cited in English.**

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to engage students in an informed and critical study of post-1949 China. Focusing on the historical continuity of Chinese society as well as its breaking away from tradition in the contemporary era, the course encourages students to reflect on China's social transformations over the past seven decades from an anthropological perspective. Key topics include: 1) historical and sociocultural institutions (Chinese kinship, gender and marriage, popular religion and rituals, language and arts); 2) socialist transformations and aftermath (rural and urban transformations, socialist revolution, and the post-Mao reforms); and 3) China's new global engagements (environment and development, media and young citizenship, and emerging sociopolitical spaces). This course highlights the necessity of a multi-disciplinary approach to the understanding of Chinese culture and history, as it draws from materials in other disciplines and beyond academia (such as journalism and documentary film) to supplement ethnographic readings on contemporary China.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Develop an understanding of China's cultural and historical continuity as well as socio-economic transformations since 1949.	20%	√		
2.	Demonstrate the skills of critical thinking through effective reading, writing, and oral communication.	20%	√	√	
3.	Explain the scope and methods of anthropology and its intersection with history through reading ethnography and conducting fieldwork.	20%	√	√	
4.	Critically analyze emerging issues in contemporary China from an anthropological perspective, especially China's modernization and development and its unique roles in a changing world.	20%		√	√
5.	Apply acquired knowledge to reflect on how social dynamics in contemporary China have influenced students' own life experience and their engagement with the general public.	20%	√		√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Lectures and Film Screenings	The lectures will cover topical issues of post-1949 China, supplemented with screening documentaries and ethnographic films.	√		√	√			
Tutorials and Oral Presentations	Students will join in small group discussions to analyse class materials. Students will team up to present on topics instructed in class and lead class discussion.	√	√		√	√		
Ethnographic Exercise	Students will select a research site or subject in consultation with the instructor. Based on ethnographic observations and/or interviews, students should submit a report that situates the place and people under study in a historical context and reflects on the larger picture of China's socio-historical transformations.		√	√	√	√		
Media Analysis and Reflection	Students will write a short commentary on a specific theme or emerging issue in contemporary China that has been headlined in national and international media. Students are encouraged to search, collect, and compare journalistic reports, media commentaries, and online blogs, etc. from multiple sources.	√	√		√	√		
Final Paper	Students must submit a final research paper on a selected topic in relation to course materials at the end of the semester. The paper should critically engage and reflect on contemporary Chinese society and culture.	√	√	√	√	√		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
1. Class Participation (10%) and Oral Presentation (10%): Students must actively participate in activities in lectures and group discussion in tutorials. They are also responsible for helping review the readings and leading class	√	√		√			20%	

discussion on one week of their own choosing as signed up at the beginning of the semester.								
2. Ethnographic Exercise: Students are required to submit a report (800-1000 words) based on ethnographic observations and/or interviews at a research site or on a subject in consultation with the instructor. Students should contextualize the place and people under study in relation to China's socio-historical transformations in the writing.		√	√		√		30%	
3. Media Analysis: Students must write a short commentary (500-800 words) on a specific theme or emerging issue in contemporary China that has been headlined in national and international media. Students should search, compare, and reflect on materials from multiple sources.	√	√			√		15%	
4. Final Paper (2000-2500 words): Students are required to submit a final research paper on a selected topic related to course materials at the end of the semester. Students should critically engage the subject matter that reflects a key aspect of contemporary Chinese society and culture.	√	√	√	√			35%	
Examination: - (duration: -)								

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class Participation and Oral Presentation	This part will grade on students' performance in learning activities based on their class attendance and participation. They are required to complete assigned readings before coming to class and participate in group discussions in tutorials. For the week they are responsible for leading class discussion, they should help review the readings, present on related topics, and sustainably raise questions for discussion.	Strong evidence of: <ul style="list-style-type: none"> • Active pre-class preparation and in-class participation, positive and interactive learning • Familiarity with class materials and excellent grasp of key concepts and the subject matter • Superior presentation skills, fluent expression, ability to stimulate class discussion, and proper time-management 	Some evidence of: <ul style="list-style-type: none"> • Active pre-class preparation and in-class participation, positive and interactive learning • Familiarity with class materials and excellent grasp of key concepts and the subject matter • Good presentation skills, fluent expression, ability to stimulate class discussion, and proper time-management 	Limited evidence of: <ul style="list-style-type: none"> • Active pre-class preparation and in-class participation, positive and interactive learning • Familiarity with class materials and excellent grasp of key concepts and the subject matter • Adequate presentation skills, fluent expression, ability to stimulate class discussion, and proper time-management 	<ul style="list-style-type: none"> • Marginally satisfies the basic requirements of the participation • Shows a general grasp of the course materials, limited ability to express clear explanations to the subject matter or to stimulate class discussion 	Fails to meet minimum requirements of class attendance and participation
2. Ethnographic Exercise	This part will grade on students' ability to apply research methods skillfully and show a basic grasp of ethnographic field research. Students should also be able to relate their field experience to what they have learnt in class about	Strong evidence of: <ul style="list-style-type: none"> • Excellent ability to describe and reflect on field experience • Creative and insightful ideas • Acute observation and ability to navigate fieldsite 	Some evidence of: <ul style="list-style-type: none"> • Excellent ability to describe and reflect on field experience • Creative and insightful ideas • Acute observation and ability to navigate fieldsite 	Limited evidence of: <ul style="list-style-type: none"> • Excellent ability to describe and reflect on field experience • Creative and insightful ideas • Acute observation and ability to navigate fieldsite 	<ul style="list-style-type: none"> • Adequate content, limited ability to integrate materials • Lack of original, in-depth insights on field experience and ethnographic materials 	<ul style="list-style-type: none"> • Weak ability to navigate fieldsite and conduct field research • Insufficient content, lack of coherent organization and analysis • Lack of ability to demonstrate

	contemporary China.	<ul style="list-style-type: none"> • Coherently structured ethnographic writing • Ability to interpret ethnographic materials originally and link them to course materials • Great sense of context, ability to use various research methods and writing skills 	<ul style="list-style-type: none"> • Coherently structured ethnographic writing • Ability to interpret ethnographic materials originally and link them to course materials • Great sense of context, ability to use various research methods and writing skills 	<ul style="list-style-type: none"> • Coherently structured ethnographic writing • Ability to interpret ethnographic materials originally and link them to course materials • Great sense of context, ability to use various research methods and writing skills 	<ul style="list-style-type: none"> • Some personal or critical ideas, but not clear or insightful enough • Limited knowledge about the context of ethnographic practice • Acceptable writing skills 	adequate writing skills
3. Media Analysis	This assessment will grade on students' ability to develop fundamental skills in compiling, analysing, and critically engaging media materials. Students must search and compare through multiple sources, in order to unravel different perspectives represented in these materials and what crucial issues of contemporary Chinese society have been raised.	Strong evidence of: <ul style="list-style-type: none"> • Proper ability to find and utilize multiple sources • Ability to summarize materials concisely and accurately • Critical and insightful analysis, ability to express personal ideas, good sense of context • Cite sources appropriately • Good grammar and spelling 	Some evidence of: <ul style="list-style-type: none"> • Proper ability to find and utilize multiple sources • Ability to summarize materials concisely and accurately • Critical and insightful analysis, ability to express personal ideas, good sense of context • Cite sources appropriately • Good grammar and spelling 	Limited evidence of: <ul style="list-style-type: none"> • Proper ability to find and utilize multiple sources • Ability to summarize materials concisely and accurately • Critical and insightful analysis, ability to express personal ideas, good sense of context • Cite sources appropriately • Good grammar and spelling 	<ul style="list-style-type: none"> • Ability to utilize and address materials • Lack of systematic analysis and integration of materials from sources • No clear contextualization or personal comments • Cites sources acceptably • Few grammar or spelling mistakes 	<ul style="list-style-type: none"> • Misunderstands contents from selected materials • Limited familiarity with the facts of the materials • Unsystematic ideas and weak ability to express the subject matter or relevant themes • Cites sources inappropriately • Poor grammar and spelling

<p>4. Final Paper</p>	<p>This assessment will grade on students' ability of effective writing and critical thinking. The final paper must be original, insightful, convincing, and well-written in academic form. Students should demonstrate the ability to utilize and analyze materials, draw from key concepts and issues discussed in class, and build up arguments in an organized and structured manner.</p>	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich and informative content, ability to integrate various materials • Rigorous organization, coherent structure, and systematic composition • Ability to interpret and analyze materials critically • Ability to draw from sufficient and organized references to support the writing • Creative and insightful ideas, ability to make a convincing argument, shows an in-depth or extensive knowledge of the subject matter • Precise and fluent expression, appropriate grammar, spelling and citation 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Rich and informative content, ability to integrate various materials • Rigorous organization, coherent structure, and systematic composition • Ability to interpret and analyze materials critically • Ability to draw from sufficient and organized references to support the writing • Creative and insightful ideas, ability to make a convincing argument, shows an in-depth or extensive knowledge of the subject matter • Precise and fluent expression, appropriate grammar, spelling and citation 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich and informative content, ability to integrate various materials • Rigorous organization, coherent structure, and systematic composition • Ability to interpret and analyze materials critically • Ability to draw from sufficient and organized references to support the writing • Creative and insightful ideas, ability to make a convincing argument, shows an in-depth or extensive knowledge of the subject matter • Precise and fluent expression, appropriate grammar, spelling and citation 	<ul style="list-style-type: none"> • Adequate content, limited ability to integrate materials • Loose organization and structure lacks coherence • Ability to express relevant points to the subject matter, but not clear or insightful enough • Insufficient references • Acceptable diction and sentence fluency 	<ul style="list-style-type: none"> • Vague and insufficient content, weak ability to integrate materials • Unsystematic composition and incoherent structure • Shows limited knowledge about the subject matter, and lack of ability to express clear ideas • No critical comments other than simply summarizing the materials • Seriously insufficient or no reference • Misunderstood concepts, inaccurate diction, and inappropriate citations
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Chinese Culture, Chinese History, Chinese Society, Anthropology, Ethnography, Political Economy, Identity, Kinship and Lineage, Gender and Marriage, Religion and Ritual, Socialist Revolution, Post-Mao Reform, Rural Community, Urban Development, Land Use and Spatialization, Market and Consumerism, Popular Culture, Language, Private Lives, Social Protests, Media, Environment, Translocal China, Citizenship, State and Society, Social Stratification, Globalization

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Wolf, Arthur, ed. 1978. <i>Studies in Chinese Society</i> . Stanford: Stanford University Press.
2.	Cheek, Timothy. 2006. <i>Living with Reform: China Since 1989</i> . London: Zed Books.
3.	Yan, Yunxiang. 2003. <i>Private Life Under Socialism: Love, Intimacy, and Family Change in a Chinese Village, 1949-1999</i> . Stanford: Stanford University Press.
4.	Pun, Ngai. 2005. <i>Made in China: Women Factory Workers in a Global Workplace</i> . Durham, London, and Hong Kong: Duke University Press and Hong Kong University Press.
5.	Zhang, Li. 2010. <i>In Search of Paradise: Middle-Class Living in a Chinese Metropolis</i> . Ithaca: Cornell University Press.
6.	Pieke, Frank. 2014. "Anthropology, China, and the Chinese Century." <i>Annual Review of Anthropology</i> 43: 123-138.
7.	Oakes, Tim and Louisa Schein, eds. 2006. <i>Translocal China: Linkages, Identities and the Reimagining of Space</i> . London and New York: Routledge.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Ropp, Paul, ed. 1990. <i>Heritage of China: Contemporary Perspectives on Chinese Civilization</i> . Berkeley and Los Angeles: University of California Press.
2.	Harrell, Stevan. 2001. "The Anthropology of Reform and the Reform of Anthropology: Anthropological Narratives of Recovery and Progress in China," <i>Annual Review of Anthropology</i> 30: 139-161.
3.	Whyte, Martin King and William L. Parish. 1984. <i>Urban Life in Contemporary China</i> . Chicago and London: University of Chicago Press.
4.	Watson, James L. and Rubie S. Watson, eds. 2004. <i>Village Life in Hong Kong: Politics, Gender, and Ritual in the New Territories</i> , Hong Kong: The Chinese University of Hong Kong Press.
5.	Spence, Jonathan. 1981. <i>The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895-1980</i> . New York: Penguin.
6.	Chan, Anita, Richard Madsen, and Jonathan Unger. 2009. <i>Chen Village: Revolution to Globalization</i> . Berkeley and Los Angeles: University of California Press.
7.	Davis, Deborah, ed. 2000. <i>The Consumer Revolution in Urban China</i> . Berkeley and Los Angeles: University of California Press.
8.	Mathews, Gordon. 2011. <i>Ghetto at the Center of the World: Chungking Mansions, Hong Kong</i> . Chicago and London: The University of Chicago Press.
9.	Harney, Alexandra. 2008. <i>The China Price: The True Cost of Chinese Competitive Advantage</i> . New York: Penguin.