



CHN 361

Contemporary Chinese Culture and Society 1

S1 Day 2017

Dept of International Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Kevin Carrico

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Contact via kevin.carrico@mq.edu.au

W6A227

TBA

Credit points

3

Prerequisites

6cp at 200 level including CHN209

Corequisites

Co-badged status

Unit description

This unit is designed for students who are Chinese background speakers or those who possess a similar level of Chinese to the HSC Chinese for Background Speakers. The unit aims to explore and evaluate Chinese cultural and social experience as part of an emerging global civilisation. Students will be introduced to key concepts, theories and frameworks that are integral to the analysis of Chinese culture and society, and related topics including government, economics, society, philosophy, religion, arts, literature and science. We will examine the challenges that arise as China adapts ancient values to contemporary society. Particular attention will be paid to the discussions of Confucian practices and institutions appropriate for the modern era, and the analysis of key social and cultural issues in contemporary China.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Enhanced knowledge of contemporary Chinese culture and society

Enhanced knowledge of contemporary social and cultural theory

Familiarity and facility with concepts, themes and theoretical perspectives on

contemporary Chinese culture and society

Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities

Ability to engage in independent and reflective learning through assessing and responding to ideas

General Assessment Information

Indicative examples of assessment tasks will be available on iLearn.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Written assignments</u>	50%	No	Week 7 and Week 12
<u>In-class presentations</u>	30%	No	Weeks 4-12
<u>Class participation/discussion</u>	20%	No	Every week

Written assignments

Due: **Week 7 and Week 12**

Weighting: **50%**

Students will complete two 2000 word essays (one written in Chinese 25% due on Friday, Week 7; one written in English 25% due on Friday, Week 13). Details for topics will be posted on iLearn.

These assignments must be your own original work. Plagiarism is **not** acceptable and will result in failure, an F for the unit, as well as disciplinary action. For further information and advice, see www.student.mq.edu.au/plagiarism.

Note: **All written assignments have to be submitted by the due date via Turnitin.**

A marking rubric will be posted on iLearn.

Late Submission

Late submission of the essays will result in a penalty of 5% of the total value of the essay towards unit assessment each day (including weekends). The essay will not be marked after a period of five calendar days of non-submission.

Serious Illness and Unavoidable Disruption

If your performance has been affected as a result of serious unavoidable disruption or illness, you are advised to inform the unit convenor and tutor of the problem at the earliest possible opportunity. I cannot, however, casually approve any extensions or adjustments- I will tell you to

file an application for consideration of Disruption to Studies. You must supply documentary evidence of the extended disruption in an **application for consideration of Disruption to Studies**. (see ask.mq.edu.au).

No assessment work will be accepted for marking unless you have submitted an **application for consideration of Disruption to Studies** with adequate and appropriate supporting evidence and have been granted special consideration. Please note that requests for special consideration for long term or serious reasons are not granted automatically, and are reserved for unforeseen and serious circumstances such as prolonged & chronic illness, hospitalisation or bereavement in your immediate family which have affected your performance over the course of the semester; or in cases of unavoidable disruption during the formal examination period. If you believe that you qualify for special consideration, please contact the teaching staff as soon as is practically possible and lodge the application.

Disruption to Studies process

<http://ask.mq.edu.au/kb.php?record=ce7c4e38-4f82-c4d7-95b1-4e2ee8fd075f>

Writing a Research Paper

An excellent guide from Purdue University

<http://owl.english.purdue.edu/owl/resource/658/03/>

The university runs a series workshop on learning skills and completing assignments. Please check the following link for details. Students are strongly encouraged to attend the workshops:

http://www.students.mq.edu.au/support/learning_skills/undergraduate/workshops/

On successful completion you will be able to:

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- Enhanced knowledge of contemporary social and cultural theory
- Familiarity and facility with concepts, themes and theoretical perspectives on contemporary Chinese culture and society
- Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
- Ability to engage in independent and reflective learning through assessing and responding to ideas

In-class presentations

Due: **Weeks 4-12**

Weighting: **30%**

Each participant will make two presentations. In the beginning of the semester, you will be asked to choose two tutorial topics. You are expected to lead a discussion on your chosen topic for that week. Your oral presentation is expected to be 8-10 minutes in length, followed by at least three open-ended questions for group discussion

In addition to preparing discussion questions, you should be prepared for the rest of the class to raise questions.

In preparing to lead discussion, you may wish to consider the following questions:

- 1) What are the readings about?
- 2) What are the main points being argued?
- 3) What evidence is marshalled to support the author's argument?
- 4) Do you agree/disagree with the arguments put forward in the readings?
- 5) What did you find most interesting about the topic or the reading?
- 6) How does this discussion contribute to your understanding/knowledge of Chinese culture and society?

????????????????

1)??????????????

2)??????????????

3)??????????????

4)??????????????

5)??????????????

6)??????????????

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Class participation/discussion

Due: **Every week**

Weighting: **20%**

Class attendance and participation in discussion is required.

This is not a simple attendance mark. Attendance is of course mandatory and deductions for

absences will count toward the final grade. However, marks will not be awarded solely for attendance, meaning that it is possible to attend every class and still not receive any participation marks. Participation marks are based in your contributions to tutorial discussions.

Students are expected to be well prepared in order to participate in class discussion – this will ensure good use of class time as well as improving your learning skills and sharing your knowledge with others. **This means you should not only come to class but come well prepared and participate in class discussion.** You need to read the assigned reading material and think about the topics and share your thoughts with others.

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Delivery and Resources

This is a 300 level unit which forms part of the major in Chinese. Students admitted to this class should have completed CHN209.

There are two core sociological textbooks for this course, made available through iLearn:

????????????????/ Giddens?

????????????????/ Berger and Luckmann?

These will be supplemented by weekly readings on social issues in China today.

Students should attend all classes with strong emphasis on student engagement.

To benefit the most from the course, students are required to be active, responsible participants in their own learning, and to develop independent analytical and research skills in Chinese culture and society by reading and analysing both Chinese and English sources which should not be confined to the recommended reading list.

Students must complete assessments on time and follow assessment instructions.

Most readings will be in Chinese. Essays and assignments will be written in Chinese and English. Class discussion will also be in Chinese and English.

Students should check iLearn regularly <http://ilearn.mq.edu.au/my/> under the unit concerned, for announcements and resource information posted by the convenor.

Recommended textbooks and references:

Bell, Daniel. The China Model: Political Meritocracy and the Limits of Democracy. Princeton: Princeton University Press, 2015.

Brownell, Susan, Jeffrey Wasserstrom, eds. Chinese Femininities, Chinese Masculinities, A Reader. University of California Press, 2002.

Buruma, Ian. Bad Elements, Chinese Rebels from Los Angeles to Beijing. Random House (Vintage), 2002.

Callahan, William. China Dreams: 20 Visions of the Future. Oxford: Oxford University Press, 2013.

Chen Guidi and Wu Chuntao. Will the Boat Sink the Water?: The Lives of China's Peasants. New York: Public Affairs Books, 2006.

Davis, Deborah ed. The Consumer Revolution in Urban China. University of California Press, 1999.

Evans, Harriet and Stephanie Donald. Picturing Power in the People's Republic of China: Posters of the Cultural Revolution. Rowman & Littlefield, 1999.

Fenby, Jonathan. Will China Dominate the 21st Century? London: Polity, 2014.

Fogel, Joshua, ed. The Nanjing Massacre in History and Historiography. University of California Press, 2000.

Johnson, Ian. Wild Grass: Three Stories of Change in Modern China. New York: Pantheon, 2004.

Harrell, Stevan. Cultural Encounters on China's Ethnic Frontiers. Seattle: University of Washington Press, 1998.

Lim, Louisa. The People's Republic of Amnesia: Tiananmen Revisited. Oxford: Oxford University Press, 2014.

Link, Perry, Richard Madsen, and Paul Pickowicz, Popular China: Unofficial Culture in a Globalizing Society. Rowman & Littlefield, 2001.

Liu, Xin. In One's Own Shadow: An Ethnographic Account of the Condition of Post-reform Rural China. University of California Press, 2000.

Schell, Orville and John Delury. Wealth and Power: China's Long March to the Twentieth Century. New York: Random House, 2013.

Shao Qin. Shanghai Gone: Domicide and Defiance in a Chinese Megacity. Lanham: Rowman & Littlefield, 2013.

Tsering Shakya and Wang Lixiong. The Struggle for Tibet. London: Verso, 2009.

Whyte, Martin King. Myth of the Social Volcano: Perceptions of Inequality and Distributive Injustice in Contemporary China. Stanford: Stanford University Press, 2010.

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Zheng Tiantian. Ethnographies of Prostitution in Contemporary China: Gender Relations, HIV/AIDS, and Nationalism. New York: Palgrave MacMillan, 2012.

Unit Schedule

		Discussions	Reading
Week 1	Introduction	Theoretical approaches to social issues	None
Week 2	Marx and alienation	Marx's early works and the theory of alienation	????????????1-46 and Sangren, "?????"
Week 3	Marx and class	Marxism and class in China today	????????????47-118 and Whyte, "The Myth of the Social Volcano," Introduction and Conclusion
Week 4	Durkheim and social solidarity	Durkheim's approach to society, individualism/ collectivism, and human rights	????????????121-180 and Li, "Transcending Dichotomies," 75-117
Week 5	Durkheim and religion	Durkheim's analysis of religion and religion in China today	????????????181-201 and Johnson, "China's Great Awakening" and "Religion, Ritual, and Religiosity" in Contemporary China: Society and Social Change
Week 6	Weber and capitalism	Weber's theories and the question of capitalism/ socialism	????????????205-243 and ???"?????"?????"
Week 7	Weber and the urban/ rural divide	Weber's theories and urban/ rural life	????????????245-302 and "Regional, rural-urban and within-community inequalities" in Contemporary China: Society and Social Change Essay due on Friday by 4:30pm

Week 8	Concluding "Capitalism and Modern Social Theory" and the environment	Social theory and environmental crisis	??????????305-395 and Tilt, "Industrial Pollution and Environmental Health in Rural China" and Klein, "Everyday Approaches to Food Safety in Kunming"
Week 9	Social construction of reality	Theory of the social construction of reality	???????, 1-16
Week 10	Social construction of reality and gender/ sexuality	Externalization, internationalization, and gender ideologies	???????, 17-39 and "Marriage, Intimacy, and Sex" and "'The Woman Question' and Gender Inequalities" in Contemporary China: Society and Social Change
Week 11	Social construction of reality and media	Social construction and media	???????, 41- 105 and Readings TBD
Week 12	Social construction of reality and identity	Social construction and reconstruction of identity	???????, 107-150 and "?????"??
Week 13	Social construction of reality and Conclusion	Session wrap-up	???????, 151-154 Essay due on Friday by 4:30pm

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of contemporary social and cultural theory
- Familiarity and facility with concepts, themes and theoretical perspectives on contemporary Chinese culture and society
- Ability to engage in independent and reflective learning through assessing and responding to ideas

Assessment tasks

- Written assignments
- In-class presentations
- Class participation/discussion

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of contemporary Chinese culture and society
- Familiarity and facility with concepts, themes and theoretical perspectives on contemporary Chinese culture and society
- Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
- Ability to engage in independent and reflective learning through assessing and responding to ideas

Assessment tasks

- Written assignments

- In-class presentations
- Class participation/discussion

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of contemporary Chinese culture and society
- Familiarity and facility with concepts, themes and theoretical perspectives on contemporary Chinese culture and society
- Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
- Ability to engage in independent and reflective learning through assessing and responding to ideas

Assessment tasks

- Written assignments
- In-class presentations
- Class participation/discussion

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of contemporary Chinese culture and society
- Enhanced knowledge of contemporary social and cultural theory
- Familiarity and facility with concepts, themes and theoretical perspectives on contemporary Chinese culture and society

- Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
- Ability to engage in independent and reflective learning through assessing and responding to ideas

Assessment tasks

- Written assignments
- In-class presentations
- Class participation/discussion

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of contemporary Chinese culture and society
- Familiarity and facility with concepts, themes and theoretical perspectives on contemporary Chinese culture and society
- Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
- Ability to engage in independent and reflective learning through assessing and responding to ideas

Assessment tasks

- Written assignments
- In-class presentations
- Class participation/discussion

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of contemporary Chinese culture and society
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- Familiarity and facility with concepts, themes and theoretical perspectives on contemporary Chinese culture and society
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- Ability to engage in independent and reflective learning through assessing and responding to ideas

Assessment tasks

- Written assignments
- In-class presentations
- Class participation/discussion

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of contemporary social and cultural theory
- Familiarity and facility with concepts, themes and theoretical perspectives on contemporary Chinese culture and society
- Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
- Ability to engage in independent and reflective learning through assessing and responding to ideas

Assessment tasks

- Written assignments
- In-class presentations
- Class participation/discussion

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of contemporary Chinese culture and society
- Familiarity and facility with concepts, themes and theoretical perspectives on contemporary Chinese culture and society
- Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities

Assessment tasks

- Written assignments
- In-class presentations
- Class participation/discussion

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of contemporary Chinese culture and society
- Familiarity and facility with concepts, themes and theoretical perspectives on contemporary Chinese culture and society
- Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
- Ability to engage in independent and reflective learning through assessing and responding to ideas

Assessment tasks

- Written assignments

- In-class presentations
- Class participation/discussion