

**University of California at Berkeley
Department of Geography**

**Geography 164
Geography of China's Contemporary Development**

Spring 2017

Professor You-tien Hsing (yhsing@berkeley.edu).

Office: RM 545, McCone Hall.

Time: 2: 00 - 3: 30 pm, Tuesdays and Thursdays.

Place: RM 145, McCone Hall.

Hsing's office hour: By appointment only, in #545 McCone Hall

Graduate Student Instructor: Ms. Kan LIU <liukan@berkeley.edu>

Liu's office hours: 10-12pm, Tuesdays. #583 McCone Hall.

This upper-division course focuses on the following issues of the political economy of China's contemporary development: (1) the socialist state and its market reforms, (2) Woman and labor (3) land and urbanization, (4) environmental dilemma, (5) Cyber politics (6) ethnic minorities and heritage tourism, and (7) global China.

COURSE REQUIREMENTS AND EVALUATION

1. Attendance and active participation in class. Although this is a lecture class, we encourage you to participate in class discussion as much as possible. If you would like to participate in discussion but did not have the chance to do so during the class, you can always write down your reflections and questions and hand the piece to the instructor right after the lecture. This "in-class discussion piece" is meant to be an in-class exercise, so no "in-class discussion piece" will be accepted afterwards. **(5%)**

2. FOUR Mini Papers (40%)

Write **Four** mini papers (choose from the five topics below) to synthesize course materials. Each mini paper accounts for 10% of the semester's total. No additional mini papers will be accepted.

ALL assignment should be uploaded on bCourse by 5 pm on the due date. And bring a hard copy to class on the following day.

#1 Mao's Socialism and Deng's Market reform (10 %)

Prepare a 4-page paper based on the films, readings and lectures of Weeks 1,2, and 3. Due on **Monday Feb 6.**

#2 Women (10%)

Prepare a **4-page** paper based on the readings, films, and lecture in Weeks 4 & 5. Due on **Monday Feb 27**.

#3 Urbanization (10%)

Prepare a **4-page** paper based on the reading and lecture of Weeks 6&7. Due on **Monday March 13**.

#4 Environment (10%)

Write a **4-page** paper based on the readings, films, and lecture of Weeks 8, 9 &10 **Due on Monday April 3**.

#5 Ethnic Identities (10%)

Write a **4-page** paper based on the reading and lectures of Weeks 13&14. **Due Monday April 24**.

Specific questions that should be addressed in the Mini papers will be posted on bCourse.

3. Reviews of two contemporary novels and in-class discussion (14 %)

#1 LIU, Zhenyun's *Cell Phone* (English translation 2011). This is an urban satire about the social and cultural role of cell phones in post-Mao China. A **3-4 page** review due on **Wednesday Feb 15**. Discussion in class on Thursday Feb 16. **(7 %)**

#2 YAN, Lianke, *Dream of Ding Village* (English translation 2005). This is a powerful story about AIDS in rural China. A **3-4 page** review due on **Wednesday March 15**. Discussion in class on Thursday March 16. **(7%)**

Writing Novel Reviews:

Avoid sweeping, generalized, moral judgement of individual characters in the story. Avoid unqualified statements like "the Chinese villagers are suspicious" or "Chinese women are docile" when you talk about specific characters. Use well selected verbs and nouns instead of unsubstantiated adjectives. Analyze the intention of the author in portraying different characters and their interactions. What a good novel can, and an academic social science piece normally cannot do, is to show the complexity of human emotions that are expressed through dialogues and detailed actions and interactions. A good review is one that makes the connection between the political-economic-social background of the story and the more complex sets of human emotions and interactions at the time of distress. It is an integration of "science" and humanities. Also, organize your essay with a clear theme, an introduction and conclusion, and transitional sentences between paragraphs that help to build the flow and coherence of the essay.

When you write a novel review, first layout the theme of the novel, and the author's intention in the story. What is the theme of *Cell Phone* and *Dream of Ding Village*?

For *Dream of Ding Village*:

The story is based on novelist Lianke Yan's seven visits to a AIDS village in Henan province in northern China in

2005. Yan grew up in Henan, now lived in Beijing. He went to the AIDS villages in Henan as an assistant to a medical doctor-activist in the area. AIDS had been a taboo in Chinese media and official discourse. 150,000 volumes were sold when *The Dream of Ding Village* first came out, then was subsequently banned. You could find it in some China-based E book websites, but not Dou-ban, one of the largest sites. The print version in Chinese language was not available in bookstores in China. While the Chinese government accused Yan for exaggerating the problem of AIDS and exposing the dark side of the society, some commentators said the story was an understatement.

Following that theme, you can choose from the following points to elaborate in the essay:

What factors are crucial in the initiation and late boom of blood selling in Ding Village? What clues do you find in the story that help you to explain why there are AIDS “villages,” not just individual AIDS patients, or individual village in this area? Why did villagers sell their blood and why did they continue to sell it? Explain the complex process of the initiation and expansion of blood selling in the village, seeing it from different characters’ perspectives. Again, avoid simple moral judgement. Use examples from the story and indicate the page number. Avoid long quotes.

The novel is entitled “*Dream*” of Ding Village. Why does the author call it a “dream,” while the story is based on what he actually observed in the village?

There are various sorts of human emotions in the face of death and desperation, including joy of life, regrets, despair, cruelty, greed, thirst for power, among many others. Try to elaborate on such emotions and tension between them, and identify the type(s) of emotions and tensions that you feel most strongly about, and surprised by. Explain these human conditions and emotions, the processes of death and life, the individuality and collectivity presented in the story. Use your own words to recount the plots that trigger such reflections.

What did the novel tell you about rural life in China that G164 course materials on rural villages, rural-urban migrants and environment did not?

4. Final paper (16%). Due by 5 pm, Monday May 8.

Choose one of the topics we cover in this class (the communist revolution and policies, transformation of the Chinese party state, gender relations, urbanization and land, environmental issues, the cyber politics, ethnic minorities or global China) and write a **10-page** paper that includes materials, sub-topics, and arguments that are related to these general topics but were not covered in class.

Examples of paper topics and research questions:

1. What is the relationship between the peasants and the Chinese communist party before and after the Communist revolution? What is the condition of the peasants in the process of rapid urbanization in China today? (You can draw materials from the weeks on China’s communist revolutions, collective agricultural, village in the city, and readings and films on migrant women workers etc., **plus** other sources in addition to course materials)
2. How did women of different ages, occupations and classes experience China’s market reform? You can choose a particular group of women, such as skilled workers, professionals, domestic workers, bar girls, women farmers, business women, politicians or local government

officials/leaders etc., to address the question; you could also trace the gender difference in different occupation groups.

3. What kind of environmental conservation policies have the Chinese central or provincial/local governments tried to implement in the 1980s, 1990s, 2000s, or 2010s? What was the social and environmental impact of these policies? You can choose an *environmental conservation project* that you can find data for, such as panda reserve zones, reforestation zones, or wetland recovery to (1) describe what, where and when the projects are; (2) find research-backed assessments of the results of the projects; (3) how are these results compared the cases presented in the lecture, or in the readings? A good starting point to search for such project and discussion is the bilingual website on environmental issues, “China Dialogue” : <https://www.chinadialogue.net/>
4. Global China: what are the debates over China’s rise to global power and its implication in Us-China relations in the age of Trump? You can collect 10 news reports plus 4-5 scholarly analytical essays of very different political views on the role of China globally, and US-China relations in the age of Trump, organize these views, and point out points that are missing from the debates. A good starting point is the websites of USC US-China Institute (<http://china.usc.edu/>), and 21st Century China Center at UCSD (<https://china.ucsd.edu/>).

In your 10 page paper, use the first page to present the topic, your research questions, and its relevance to this class. Use the second page to summarize the main arguments and types of information you have collected to support the argument. From page 3 to 8, divide the paper into two or three sections, each with a clear argument supported by empirical data. On page 9, identify new questions emerged from your research that you think could be further explored; and on page 10, a general conclusion. Use additional page(s) for a list of references.

Please pay attention to the following when you write: the logic and flows of the paper, use transitional sentences at the beginning and end of each paragraph; check your grammar and spelling. Also, avoid moral and normal judgment. Avoid sweeping and generalized statements like “Chinese people suffered from authoritarianism” or “Traditional Chinese women are oppressed and docile.” Always qualify the abstract words. In analytical writing in social sciences, nouns and verbs are your friends, unsubstantiated adjectives are not.

You can use materials like government documents, academic publications, memoirs, biographies, documentaries or/and journalist reports and commentaries. Wikipedia is not acceptable as an academic reference and should not be used as a reference for this paper.

A one-page outline (due on March 21) should include the following: your topic, research questions, and possible sources of data.

5. Sessions with GSI Ms. Kan LIU (25%)

Discussion section grades will be tabulated based on thoughtful and active participation throughout the semester including regular attendance, joining in activities and discussion of the texts, as well

as a brief presentation regarding one of the week's core readings. The readings for each week should be completed before your discussion section meets.

6. Extra Credit project (+5%) Due by 5 pm, Monday May 8.

Attend **one** of the following lectures at the Center for Chinese Studies and write a **2-page report** about the talk. Check detailed descriptions of these talks online at: <http://ieas.berkeley.edu/ccs/>. No additional papers will be accepted.

1. Monday, Feb. 6, 4-6 PM, 180 Doe Library. Sigrid Schmalzer, *From Mass Science to Participatory Action Research: Maoist Legacies in Contemporary Chinese Knowledge Production*
2. Wednesday March 8, 4-6 pm, 180 Doe Library. Jamie Peck, *Conjunctural Urbanism: Cities, Financialization, and Late Neoliberalism*
3. Wednesday, March 22, 4-6 pm, 180 Doe Library, Karl Gerth, *Ordinary Ironies: Mao Badges and the Undermining of Chinese Socialism*
4. Friday, April 7, 4-6 pm, 180 Doe Library, Ou Ning, *The Bishan Project: 2010-2016*

PLEASE NOTE:

All assignments must be typed. Use **size 12 font, 1.5 spacing, 1" margins**, for all assignments. Upload all your assignments on bCourse by 5 pm on the due dates.

Late submission: 1% (of total semester's grade) deduction for every 12 hours of late submission. **No papers will be accepted after 48 hours of their due time.** Papers slipped under the office door, in the mailbox, or submitted in an inaccessible electronic form will not be accepted.

Grade Conversion Chart

98% and above	A+
94-98	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-

67-69 D+
64-66 D
60-63 D-
59 and below F

The passing grade is 70 for the P/NP option.

Please Note: For each assignment, you will get a percentage grade. For example, if the assignment counts for 10% of the semester's total, you will get 9.5%, 8 %, 6.5%, 4% etc. for that particular assignment. At the end of the semester, we add up all your percentage points and convert them into a letter grade according to this chart. The rationale of this approach is that we emphasize the cumulative effort you make throughout the semester, and we give you plenty of opportunities to get a good grade with many small projects. We do not do curved grading. The ideal scenario is that everyone gets an A!

Reading materials, reading guides and lecture outlines are available on bCourse.

COURSE SCHEDULE

Week 1 Introduction

January 17 (Tues)

Introduction

January 19 (Thur)

Documentary (shown in class):

China in Revolution 1911-1949.

We will show about 2/3 of the film "*China in Revolution*" in class.

Assignment:

Finish viewing two documentaries on your own: *China in Revolution 1911-1949* (1989) and *The Mao Years* (1994) (East Asian Library DOC 216, DOC 215; Media Resources Center VIDEO/C 3401, DVD 1211 and VIDEO/C 3408). The total length of the two documentaries is about 4 hours. You can also find both films on YouTube.

Week 2 Mao's Socialism

January 24 (Tues)

Lecture *What's Socialist about Mao's Revolution?*

January 26 (Thur)

Lecture *What's socialist about Mao's policies?*

Readings:

Lucien Bianco, 1971 (1967), *Origins of the Chinese Revolution, 1915-1949*. Stanford: Stanford University Press. Chapter 4, Social Causes of the Chinese Revolution, Chapter 5, Reform or Revolution? Chapter 6, Nationalism and Revolution.

Gordon White, 1992, Changing patterns of public action in socialist development: The Chinese decollectivization, in Marc Wuyts et al eds. *Development Policy and Public Action*, Oxford: Oxford University Press.

Week 3 China's Market Reform Since Deng
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January 31 (Tues)

Lecture *Chinese capitalism with socialist characteristics?*

February 2 (Thur)

Documentary (shown in class)

Twenty Four City, by one of the most important directors in China today, Zhangke Jia, about a new real estate project named "Twenty Four City" built on the site of a socialist factory in the city of Chengdu. The documentary reviewed the city's transformation from socialism to market-like economy through the interviews of three generations of man and woman workers of the factory. The film is 103 minute-long. We will show about 2/3 of the film in class.

Readings

Barry Naughton, 1995, *Growing Out of the Plan: Chinese Economic Reform 1978-93*. Introduction.

Vivienne Shue, 1995, "State Sprawl: The Regulatory State and Social Life in a Small Chinese City." In Deborah Davis, Barry Naughton, Elizabeth Perry, and Richard Kraus, eds., *Urban Spaces: Autonomy and Community in Contemporary China*, New York: Cambridge University Press.

Jean Oi, 1992, Fiscal reform and the economic foundations of local state corporatism in China, *World Politics*, 45(1): 99-126.

Week 4 Women's Liberation

February 7 (Tues)

Lecture: *Are Chinese Women Liberated? By whom, and from what?*

February 9 (Thur)

Documentary

Through Chinese Women's Eyes (1997). It is a story of the changes that post-Mao reforms brought to Chinese women, and how the reform was perceived by urban women of different generations. It was produced by UC Santa Barbara-based anthropologist Mayfair Yang. 53 minutes. available in East Asian Library DOC 410; Media Resources Center VIDEO/c 7080.

Readings

Louise Beynon, 2004, Dilemma of the heart: rural working women and their hope for the future,” in A M Gaetano and T Jacka eds., *On the move: Women and rural-to-urban migration in contemporary China*. New York: Columbia University Press.

Jingzhong Ye et al., 2016, Left behind women: gender exclusion and inequality in rural-urban migration in China, *The Journal of Peasant Studies*, 43(4):910-941.

Week 5 Migrant Woman Workers and Woman's Labor

February 14 (Tues)

Documentary and Discussion *Mardi Gras: Made in China*, 2005. A documentary about young woman workers in southern China producing green and purple colored beads, among other things, for Mardi Gras festival in New Orleans.

February 16 (Thur)

Class Discussion of novel *Cell Phone* and other readings and films we have covered in class so far.

Readings:

Suowei Xiao, 2011, The “Second-Wife” Phenomenon and the Relational Construction of Class-coded Masculinities in Contemporary China, *Men and Masculinities* 14:5:607-627.

Tiantian Zheng, 2007, From peasant women to bar hostesses: an ethnography of China's karaoke sex industry. In Ching Kwan Lee ed., *Working in China*. London: Routledge. pp. 124-144.

Week 6 City and Land

February 21 (Tues)

Lecture: *City and Power*

February 23 (Thur)

Documentary (shown in class)

The Chinese Mayor (2014), a documentary by the rising young documentary maker, Hao Zhou. The film focused on a charismatic mayor of Datong City in northern China, who was devoted to modernize Datong through an ambitious project of restoring the ancient city.

Readings

You-tien Hsing, 2010, *The Great Urban Transformation: Politics of Land and Property in China*. Oxford: Oxford University Press. Chapters 2 and 4.

Michael Dutton, 1998, *Streetlife China*. Cambridge, UK: Cambridge University Press. pp 42-61, Daily Life in the Work Unit; pp. 93-112, Government Strategies (1) (the household registration system).

Week 7 The City and the Countryside

Feb 28 (Tues)

Lecture: *Urban Redevelopment and Displacement*

March 2 (Thur)

Lecture: *The urban question of China's agrarian transformation*

Readings:

Ching Kwan Lee and Yong Hong Zhang, 2013, The power of instability: unraveling the microfoundations of bargained authoritarianism in China, *American Journal of Sociology*, 118 (6): 1-34.

You-tien Hsing, 2010, *The Great Urban Transformation: Politics of Land and Property in China*. Oxford: Oxford University Press. Chapter 5.

Max Woodworth, 2009, Inner City Culture Wars, in You-tien Hsing and Ching Kwan Lee eds., *Reclaiming Chinese Society: The New Social Activism*. London: Routledge.

Week 8 Environmental Dilemma (1)

March 7 (Tues)

Lecture: *Anti-desertification Programs and Herders in the Gobi Desert of Inner Mongolia*

March 9 (Thur)

Documentary *Riding the Green Tiger: The Rise of a Green Movement on China*, by Gary Marcuse, 2011. 78 minutes. This is a film on environmental activists' mobilization to stop a dam project in southwestern China.

Readings:

Michael Hathaway, 2013, *Environmental Winds: Making the Global in Southwest China*
Chapter 5, On the backs of elephants.

Emily Yeh, 2009, From wasteland to wetland? Nature and nation in China's Tibet, *Environmental History*, 14(1)

Week 9 Environmental Dilemma (2)

March 14 (Tues)

Lecture: *Anti-Desertification programs and Farmers in Central Gansu*

March 16 (Thur)

Final Lecture on environment and Class discussion

Week 10 Environmental Dilemma (3)

Mini Paper #3 Due 5 pm, March 20

March 21 Tuesday

Documentary (shown in class)

Behemoth (2015), an important documentary by Liang Zhao on coal mining in Inner Mongolia and its environmental impact. The film is 90-minute long. We will start the film at 2 00 pm sharp.

March 23 Thursday

No Regular Class

Professor You-tien Hsing is available for individual meetings to discuss term papers from 2 00 to 3 30 pm. Please E mail her first to confirm the time slot.

Sessions on Week 10: presenting your term paper ideas and outlines at the sessions

Week 11 Spring Break

Week 12 The Internet Politics

Mini Paper #4 Due at 5 pm, April 3

April 4 (Tues)

Lecture: *China's Cyber Politics*

Guest Lecturer Professor Rongbin Han, Department of International Affairs, University of Georgia.

#2 Novel Review Due at 5 pm, April 5

April 6 (Thur)

Class Discussion and Quiz on guest lecture *China's Cyber Politics*

Class discussion on novel *Dream of Ding Village*.

Readings

Rongbin Han, 2015, "Defending the Authoritarian Regime Online: China's 'Voluntary Fifty-cent Army'," *The China Quarterly*, 224 : 1006 - 1025.

Ashley Esarey and Xiao Qiang, 2008, "Political Expression in the Chinese Blogosphere: Below the Radar," *Asian Survey* 48:5, 752-772.

Gary King, Jennifer Pan, and Margaret Roberts, 2013, "How Censorship in China Allows Government Criticism but Silences Collective Expression," *American Political Science Review* , 1-18.

Sessions on Tuesday April 4 will be reviewing the readings of Week 12

Week 13 Ethnic Tourism

April 11 (Tues)

Lecture: *Inventing identities in Guizhou, southwest China* by guest lecturer Dr. Yu Luo, Post Doctoral Fellow of Center for Chinese Studies, UC Berkeley

Please note: Attendance to this guest lecture is absolutely required. The content of this guest lecture will be included in the questions of your Mini Paper #5

April 13 (Thur)

Documentary (shown in class) and class discussion of guest lecture on Tuesday *Peasant Family Happiness (nong-jia-le)* in Yunnan, by Jenny Chio. 70 minutes (East Asian GN635.C6 P437 2013 video/d)

Readings

Magnus Fiskesjö, 2014, Wa Grotesque: Headhunting Theme Parks and the Chinese Nostalgia for Primitive Contemporaries, *Ethnos: Journal of Anthropology*.

Tim Oakes, 2013, Heritage as improvement: cultural display and contested governance in rural China. *Modern China* 39(4): 380-407.

Sessions on Tuesday April 11 will reviewing readings of Week 13

Week 14 Identification and Governance of Ethnic Minority

April 18 (Tues)

Lecture: *Ethnic identification as governance*

April 20 (Thur)

Lecture: *Governing plurality in singularity*

Readings

Peter K. Marsh, 2010, Our generation is opening its eyes: hip-hop and youth identity in contemporary Mongolia, *Central Asian Survey* Vol. 29, No. 3: 345–358.

Jinba Tenzin, 2013, A grassroots association on the Sino-Tibetan Border: The role, agendas, and beyond. *The China Quarterly*, online Nov 19, 2013.

Session on Tuesday April 18 will be reviewing readings of Week 14

Week 15 Global China

Mini Paper #5 Due 5 pm, April 24

April 25 (Tues)

Lecture: *China's Investment in Africa*

April 27 (Thur)

Class discussion of the following films and readings on “Trump and China”

Assignments (to be done before class on April 27):

1. Watch the following short films produced by China Central Television (CCTV) “Chinese in the World,” (with English subtitle).

<https://www.youtube.com/watch?v=b48fsfVmfS0> (Ethiopia, 14 minutes)

<https://www.youtube.com/watch?v=VVu0jsAIIOI> (Congo, building an airport, and roads 17-18

12

minutes)

https://www.youtube.com/watch?v=_5leFIz_6qE (Zambia, a private farm, 19 minutes)

<https://www.youtube.com/watch?v=321nZpbNZk0> (Brazil, construction material production. 18 min.)

<https://www.youtube.com/watch?v=w0WhraOxeoc> (City of Colon, Panama, private trader from Guangdong, 14 min)

2. **Readings on Trump, China, and the “new world disorder?”** Readings will be posted on bCourse