Anthro R5B China’s Socialisms - Instructor: Emily Wilcox

COURSE SYLLABUS
University of California, Berkeley
Summer Sessions 2010 Session D
CCN #12195

Anthropology R5B

China's Socialisms: Anthropological Approaches to Ideology, History, and Life in 20th Century China

Instructor: Emily Wilcox
emilyewilcox@gmail.com
Office Hours: Wed 6-7, Thurs 3-4
Office location: 2224 Piedmont, Rm. 4

Times: Monday - Thursday 4:10-6:00pm
July 6 - August 13, 2010

Location: Gifford Room, 2nd Floor Kroeber Hall Room 221

Course Description:

Is it possible for concepts and ideas to profoundly change the world? How does ideology influence the ways in which people live and imagine themselves? Without concepts of individual liberty, free market, and democracy, America would hardly be the place it is today. Likewise, in twentieth-century China, ideals such as communism, socialism, and revolution have shaped life in profound ways.

A group of inspired young intellectuals founded the Chinese Communist Party in Shanghai in 1921. What were the dreams and ideals that motivated them? What made common people join Mao Zedong’s army to fight for a socialist China in the 1940s? How did the lives of peasants, landlords and all other people in China change when the People’s Republic was founded in 1949, under the leadership of the Communist Party? Why was the role of women an important theme in socialist film, painting, and performance in China? What was it like to travel to the countryside or work in factories to “learn from the people” during the Cultural Revolution in 1966-1976? How have people’s lives changed in China during the period of reform and opening up that began in 1978 and continues to today? What is the role of the Communist Party in China today?

In this course, we will explore the different human experiences of socialism in China, asking what socialism meant to Chinese people from different parts of society at different periods of the twentieth century. Students will be asked to work interdisciplinarily, using historical, literary, artistic, and anthropological texts. Emphasis will be placed on engagement with primary sources, including film, newspaper articles, diaries and memoirs, interviews, poetry, records of important speeches and legal policies, music recordings, etc. A range of activities will be carried out in class, in addition to lecture and discussion. Students will have ample opportunity to work with the instructor in and outside of class to develop and improve their skills in reading, writing, expression and analysis.

Note: It is required of R5B courses at Berkeley that students will complete a minimum total reading load of 5 books or equivalent and writing of at least 32 pages, including one first draft and revision of a paper.
Course Objectives:

As part of the Reading and Composition (R&C) requirement series, this course follows the basic guidelines set by the UC Berkeley College of Letters and Science for R&C classes (see attached copy of these guidelines). In addition, this class has the following objectives:

- Introduce students to the history of twentieth-century China, using an anthropological approach emphasizing intellectual and cultural history, human stories, and experiences of everyday life.
- Engage students in discussion and reflection on important ideas in anthropology, social theory and Chinese history, and guide students to use these ideas in their own analysis of readings, course materials and independent research.

Required Texts:

William Hinton. *Fan Shen: A Documentary of Revolution in a Chinese Village*
Fan Shen. *Gang of One: Memoirs of a Red Guard*
Lincoln Cushing and Ann Tompkins. *Chinese Posters: Art From the Great Proletarian Cultural Revolution*
Judith Farquhar. *Appetites: Food and Sex in Postsocialist China*

Note: All required texts will be on reserve in the Anthropology Library, except for *Chinese Posters*, which is available for use inside the East Asian Library only.

Assignments and Grading:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>15%</td>
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<tr>
<td>Response papers (5 total, minimum 1 page each)</td>
<td>10%</td>
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<tr>
<td>Quizzes (5 total, in class open book)</td>
<td>25%</td>
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<tr>
<td>Paper 1</td>
<td>10%</td>
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<tr>
<td>First Draft (5 pages)</td>
<td>10%</td>
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<tr>
<td>Final Draft (5 pages)</td>
<td>15%</td>
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<td>Paper 2</td>
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<td>First Draft (6 pages)</td>
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<td>Final Draft (6 pages)</td>
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COURSE SCHEDULE

**Week 1** “Ideology and Revolution”

Tuesday 7/6

Wednesday 7/7 Chaps 1-5
**Response Paper on Spence Due in Class at 4pm

Thursday 7/8 Chaps 6-8
*Quiz on Week 1
**Week 2** “Land Reform”  
*Chapters 1-5 (background), 6-12 optional on Japanese war, 13-15 (first phase of land reform), 20, 21 (important! evaluating first phase), 22 (formation of cooperatives), (skip rest of Part II). no Hinton in the village. 25-26, (skip 27).*  
 
Monday 7/12  
**Response Paper on Hinton Due in Class at 4pm**  
 
Tuesday 7/13  
 
Wednesday 7/14  
Guest lecture: Dan Husman  
 
Thursday 7/15  
*Quiz on Week 2*  
 
**Week 3** “Education and Nation-Building”  
Books: Suzanne Pepper. *Radicalism and Education Reform in Twentieth-Century China: The Search for an Ideal Development Model*  
 
Monday 7/19  
**Paper 1 First Draft Due in Class at 4:10pm**  
 
Tuesday 7/20  
**Response Paper on Pepper Due in Class at 4:10pm**  
 
Wednesday 7/21  
Guest Interviewee: Mr. Seto  
 
Thursday 7/22  
*Paper 2 Selection of Interviewee Due by midnight via email*  
 
**Week 4** “‘The Ten Lost Years,’ Life During the Cultural Revolution”  
 
Monday 7/26  
*Quiz on Week 3*  
**Paper 1 Final Draft Due in Class at 4:10pm**  
 
Tuesday 7/27  
*Paper 2 First Interview Themes Reflection Due in class at 4:10pm*  
 
Wednesday 7/28  
**Group presentations on Cushing and Tompkins**  
 
Thursday 7/29  
**Response Paper on Fan Due in Class at 4:10pm**  
 
**Week 5** “Experience and Post-Mao China”
Books: Judith Farquhar. *Appetites: Food and Sex in Postsocialist China*

Monday 8/2

Tuesday 8/3
  *Quiz on Week 4

Wednesday 8/4
  **Paper Two Draft One Due in Class at 4:10pm

Thursday 8/5
  **Response Paper on Farquhar Due in Class at 4:10pm

**Week 6** “Socialism in China Today”

Monday 8/9

Tuesday 8/10

Wednesday 8/11
  *Quiz on Week 5

Thursday 8/12
  **Final Draft of Paper Two Due in Class at 4:10pm

**COURSE EXPECTATIONS**

**General Expectations:** Your active participation is a crucial part of this class. Since this is a summer course, in which an entire semester’s worth of work is condensed into six weeks, the workload will be intense. Please come to class having completed any assigned readings and assignments, and be prepared to fully engage in learning and discussion. If you are ever unclear on what is assigned or expected of you, please ask me for clarification. If you are not clear, it is highly likely that others are not clear as well. Use of cell phones is not permitted during class. There will be a five minute break around 5pm during each class period, and you may use this time to make any phone calls or send text messages, to use the restrooms, etc. Remember to always bring the required readings from the current week each day when you come to class.

**Attendance:** Your presence is required at all class meetings. *You will be allowed one unexcused absence, provided that you email me in advance, if possible, and have a valid reason.* Any additional unexcused absences will negatively affect your attendance grade. A total of four unexcused absences will result in a failing grade for the course, except in very special circumstances. Habitual lateness will also lower your attendance grade.

**Participation:** I expect that everyone will participate actively in the discussion during our class meetings. This is your time to ask questions about the lectures and readings and to engage actively with the course material, voicing your thoughts and reactions. I encourage you to jot down notes, questions, and key passages as you do the reading. This will facilitate your contribution to the discussions and help you to review the material later. Having questions and comments written down especially helps if you sometimes feel hesitant to contribute during discussion sections. *Most importantly, we must all work together to foster a respectful environment where diverse opinions can be freely voiced and a critical but constructive dialogue can be created.* Please be open-minded with your classmates and with me.
Anthropology classes sometimes deal with politically and emotionally charged subject matter, and I want this class to be a safe and stimulating forum for discussion for all students.

**Lectures and Films:** *You will be responsible for all material presented in class.* To supplement the required texts, I will introduce additional background readings and films during class time, though you will not be required to purchase these materials or to study them in depth. In some cases, you may wish to refer to this material in your papers and/or quizzes. Therefore, I will provide you with the citations for these materials so that you may cite them properly in your work and refer back to them if necessary. When possible I will put the materials on reserve in the library and/or post them on Bspace for your use.

**Come to Office Hours:** I require that students come to my office hours at least twice per semester. *Please visit me at least once in the first 2 weeks of the session.* These meetings can be to clarify topics from lecture, reading, or writing assignments. They can also be for getting help with writing or with preparing for an upcoming assignment. You can also come to office hours to discuss anything else related to anthropology or the course. Feel free to meet with me in small groups, as well as individually.

**Response Papers:** *You will be required to write weekly response papers for this class.* For due dates, please see the Course Schedule. Response papers are usually due the first day that we begin discussing a new book, so they are an opportunity for you to collect and reflect on your early reactions to the text. For Response papers, you will be graded on the following criteria:

- Evidence that you have read the assigned section of the text
- Evidence of original thought and reflection
- Clarity of ideas expressed

In weekly response papers, you will *not* be graded on your accurate understanding of the material. Topics for response papers are open, and you may choose to approach them in any way you find most helpful to aid you in reflecting on the readings. Response papers should be a minimum of 1 page, 12 pt. font, double-spaced and must be typed. Papers will be due at the beginning of section, but you may hold on to them during section to use for your own reference. I may ask you to share your response paper with a partner, to read a small part of your response paper or to summarize ideas from it during class discussion. *If you cannot come to class for some reason, please email your response paper to me before the beginning of section. Late response papers will not be accepted.*

**Quizzes:** There will be five in-class quizzes, based on the required readings and the material presented in class. For dates, please see the Course Schedule. If you are absent during class when a quiz is given, you will receive a zero for the quiz, unless you have spoken with me in advance to request an excused absence. Quizzes will take the format of short essay question responses, and you will be allowed to use your books and class notes. I will send out a list of possible quiz questions via email after class on the day before a quiz is given so that you may prepare your thoughts in advance. One or more questions will be selected from this list. In some cases, you may be able to choose between several selected questions. Quizzes will be graded on the following criteria:

- Follows directions and responds to the question(s) asked
- Reference to specific materials from the *required texts* from that week
- Evidence of understanding of topics covered in class
- Clarity of ideas expressed

**Papers One and Two:** Two longer papers will be required for this course. For due dates, see the Course Schedule. Specific requirements for these papers will be distributed separately.

**Turning in Well-Written Work:** Since this is a Reading and Composition course, we will spend time in and outside of class working on improving and developing specific writing skills. When writing your
exams and papers, aim for a clear writing style that gets your argument across succinctly and accurately. This may require a long process of brainstorming, thinking, writing, re-writing and editing. Writing well is a skill you will use for life, so take the opportunity now to cultivate it!

You can find electronic style guides for formatting your papers and citations at: http://lib.berkeley.edu/find/types/style_manuals.html For longer assignments, I will provide you with specific instructions and exercises to improve your writing, as well as detailed feedback on your drafts. I recommend that you always have a friend or a tutor at the Student Learning Center read over your papers in draft form to help you find any errors or inconsistencies in your writing.

**Plagiarism:** Plagiarism is strictly forbidden. All work you turn in must be your own. You may refer to ideas or wording from other authors’ work or the Internet *only with proper citation.* Plagiarism is an act of academic dishonesty and will be taken extremely seriously. If you have questions about how to cite other people’s work properly, please ask in class or in office hours before the due date of the first written assignment.

**E-mail:** Be advised that I sometimes only check my e-mail once a day and that you should expect to wait about 24 hours to hear back from me. Questions that will take more than a few sentences to answer should be brought up in class or in office hours.

**Special Accommodations:** If you require special accommodations for this class, please let me know as soon as possible. This applies to students with DSP letters, student athletes, students with childcare responsibilities, and transfer students. You are never required to tell me personal information; however, if you are having problems that affect your ability to attend, participate, or keep up with the workload in this class, please don’t wait to ask for help, and don’t just disappear. I may be able to help you or direct you to someone else who can help you.

**Bspace:** I will use bspace to post assignments, announcements, schedules, and other information. The website for bspace is: http://bspace.berkeley.edu. Please log on to bspace at least once during the first week of class. Note that if you are not officially enrolled in the class or on the waitlist, you will not be able to log in. Bspace refreshes information from the Registrar only once per day, in the morning. So, you may need to wait a day after you have enrolled in the class to begin using bspace. Please contact me if you have problems logging into bspace by the end of the first week of class.