

Course outline

**SSCANTH302 China & The Dynamics of Globalization**  
**Spring 2019**



# SSCANTH302 China & The Dynamics of Globalization

Spring 2019

**Classroom no:** T2

**Class times:** Monday 8:45-10:45 / Thursday 13:45-15:45

**Instructor:** Dr. H.Tak

**Email:** H.Tak@ucr.nl

**Office:** Eleanor 104

**Office hours:** by appointment

## I. Track information

Prerequisites for this course:

One needs to have followed **one** of the following courses in order to take this course:

SSCANTH101 / SSC131 Introduction to (Socio-)Cultural Anthropology

- SSC111 - Introduction to Sociology
- **Or** any second or third-year course in Anthropology, Sociology, Human Geography, Political Sciences.
- **Or** by permission of the instructor
- And no F or D in any Anthropology course.
- Student cannot enroll if s/he already did SSC332 'Dynamics of Globalization'

For further information about the track, please see the track document available on the UCR intranet.

## II. Course description

The global rise of China is undoubtedly the most remarkable phenomenon of the first decennia of the 21<sup>st</sup> century, and in many ways incomparable with socio-economic developments in other post-socialist countries and/or third-world countries. Besides its scale and speed, China's global rise follows a special trajectory, i.e. from a socialist, centrally planned, socialist economy into 'state neo-liberalism' (So & Chu 2016). The aim of this course is two-fold.

First, to provide a holistic and multilevel analysis of globalization, connecting the economic to the political and cultural, and interrelating different local, regional, and global arenas. The course discusses from an economic anthropological perspective different theories and perspectives of globalization and its dynamics. Students learn to understand that globalization is not a single unified phenomenon but a syndrome of processes, and will attempt to capture its ontology. Manifestations of globalization include the reorganization of production and (cultural) consumption, which will be studied in different settings in China.

Second, the course is an introduction into digital anthropology. Indeed, globalization goes hand in hand with the extraordinary rise of digital technology. Digital anthropology 'reveals how intense scrutiny of ethnography can overturn assumptions about the impact of digital culture and reveal its profound consequences for everyday life' (Miller 2012). China's 'technological leapfrogging' is characterized by an omnipresence of digital media (Wang 2016) as well as by a transition 'from a manufacturing-based economy to one driven by innovation and knowledge' (Appelbaum & Cong Cao et al 2018). Course materials discuss from a bottom-up approach processes of urbanization and inequalities: rural-urban migration; African entrepreneurs in Guangzhou; gender relations, and ethnicity. Lectures will supplement the readings and focus on wider processes of and theories of globalization. Students will be expected to prepare and organize class discussions.

### Aim

- Knowledge of the main social science theories about globalization.

- Developing an ability to analyze the complexities of global rise of china from the perspective of economic anthropology.
- Knowledge of the discipline of digital anthropology.
- Refining rhetorical skills (presentation, argumentation, directing group discussion).
- Developing academic writing and research skills.

### III. Study load

This course earns students four credits (equivalent to 7.5 ECTS). The class meets twice a week for two hours. Preparation time is approximately 10 hours per week.

### IV. Course materials

- Alvin Y. So & Yin-Wah Chu 2016. *The Global Rise of China*. Cambridge: Polity Press (pp. 297)
- Xinyuan Wang 2016. *Social Media in Industrial China*. London: UCL Press. **Download free:** [www.ucl.ac.uk/ucl-press](http://www.ucl.ac.uk/ucl-press)

#### Reader part 1:

1. Thomas Hylland Eriksen 2014. Introduction. A Shrinking Planet. In: (ibid) *Globalization. The Key Concepts*. (2nd edition). London: Bloomsbury (p.1-17).
2. Mathew S. Erie 2016. Sharia, Charity, and *Minjian* Autonomy in Muslim China: Gift Giving in a Plural World. In: *American Ethnologist*, Vol. 43(2), p.311–324.
3. Pun Ngai and Jenny Chan 2012. Global Capital, The State and Chinese Workers: The Foxconn Experience. In: *Modern China* 38(4), p.383–410.
4. Meng Li 2014. Ritual and Social Change: Chinese Rural-Urban Migrant Workers' Spring Festival Homecoming as Secular Pilgrimage. In: *Journal of Intercultural Research* Vol.43, No2, pp.113-33.
5. Jonathan Bach 2010. "They Come in Peasants and Leave Citizens": Urban Villages and the Making of Shenzhen, China. In: *Cultural Anthropology* 25(3), pp.421–458.
6. T. Hu Huynh 2016. A 'Wild West' of trade? African Women and Men and the Gendering of Globalisation from Below in Guangzhou. In: *Identities: Global Studies in Culture and Power*. Vol.23(5), p.501–518.
7. Roberto Castillo 2016. Homing Guangzhou: Emplacement, Belonging and Precarity among Africans in China. In: *International Journal of Cultural Studies*, Vol.19(3) pp.287-306.
8. Johan Lagerkvist 2015 Unknown Terrain of Social Protests in China: 'Exit', 'Voice', 'Loyalty', and 'Shadow.' In: *Journal of Civil Society*, Vol. 11, No. 2, pp.137–153.
9. Mette Halskov Hansen & Zhaohui Liu 2018. Air Pollution and Grassroots Echoes of Ecological Civilization in Rural China. In: *The China Quarterly*, 234, June 2018, pp.320–339.

#### Reader part 2:

1. Yanjie Bian 2019. What is Guanxi? In: (ibid) *Guanxi: How China Works*. Cambridge: Polity Press (pp.1-20; 25-27)
2. Lu Pan 2018. From Left-behind Children to Young Migrants: The Intergenerational Social Reproduction of Rural Migrant Labor in China. In: *Eurasian Geography and Economics* (pp.1-20)
3. Yang Shen 2016 Filial Daughters? Agency and Subjectivity of Rural Migrant Women in Shanghai. In: *The China Quarterly*, 226, June 2016 (pp.519-37)
4. Jun Zhang 2017. (Extended) Family Car, Filial Consumer-Citizens: Becoming Properly Middle Class in Post-Socialist South China. In: *Modern China*, Vol. 43(1), p.36–65.
5. Andrew Grant 2018 Hyperbuilding the Civilized City: Ethnicity and Marginalization in Eastern Tibet. In: *Critical Asian Studies* Vol.50, no.4 (pp.537-555).
6. Sean R. Roberts 2018. The Biopolitics of China's "War on Terror" and the Exclusion of Uyghurs. In: *Critical Asian Studies*, Vol.50, no.2 (pp.232-258).

## **V. Course organization and requirements**

- Students are expected to attend all classes, read extensively and participate in class discussions.
- In addition, they are required to develop, present and facilitate a number of full-class discussion sessions.
- Students need to bring course materials (books, articles) to class every time.
- English is the only medium of communication.
- Please turn off your cell phones or computers (etc.) before entering the classroom.
- No typing in class
- No eating in class.

### **Attendance:**

- Students are required to attend all classes.
- If a student is unable to attend class, he or she must in advance inform the course instructor and his/her tutor of the reason for the absence.
- Course-instructor records attendance and informs a student's tutor of absences if a student has missed four classes.
- Course instructor will deduct grades for repeated absence from class.
- If there is a valid reason for the absence, such as illness, the student is urged to contact his/her tutor as early as possible. If the student is forced to miss too many classes, s/he can apply for a withdrawal from the course (see Student Handbook).
- A student who is absent from a course for more than 6 (six) classes of that course will receive a fail grade.

### **Additional Information:**

- This course is subject to UCR academic rules and procedures. Both students and instructors are required to know and follow these rules and procedures.
- Plagiarism (i.e. presenting the ideas and words of another without crediting the source, and thus passing off others' work as your own) is an extremely serious violation of the academic code of conduct. Students will fail the course if caught plagiarizing. If in doubt, please consult a member of the faculty.
- For all late assignments, one-third of a letter grade will be deducted per 24-hour period (for example, a 'B' paper that is submitted two days late will receive a 'C+' grade), up to a maximum of seven days. Any assignment that is submitted more than seven days after its original due date will receive an automatic 'F' grade. Please note that it is not possible to deliver any written work beyond the last day of the semester. These rules do not apply if the respective student applies for, and receives, an official extension.
- Extension can only be given according to the rules in the Student Handbook: 6.5 Deadlines and extensions (p.23)

## **VI. Assessment:**

- Evaluation of students will be based on:
  - Mid-term examination (25%)
  - Final examination (25%)
  - Research paper (30%)
    - Outline Research Paper (25%)
    - Research Paper (75%)
  - Two presentations combined with general participation and attendance (20%).
- Both exams will be in-class, closed-book format with essay questions.
- An F received for any particular component cannot be compensated but will be weighed fully in determining the final grade.

## VII. Course schedule - Part I

Time	Topics to be discussed	Course material used	Assignments and assessment
<b>Week 1</b> Jan. 28	Course introduction and requirements;	<u>Readings week 1:</u> Reader: - Eriksen 2014. A Shrinking Planet.	
Jan.31	Thinking Global	So & Chu 2016: - Ch.1 Introduction.	
<b>Week 2</b> Feb.4	Economic Anthropology 1	<u>Readings week 2:</u> So & Chu 2016: - Ch.2 Socialist Foundation and the Critical Transition to State Neoliberalism.	
Session 2 Feb.7	'Community and economy'	Reader: - Erie 2016. Sharia, Charity, and <i>Minjian</i> Autonomy in Muslim China: Gift Giving in a Plural World.	Students' presentations
<b>Week 3</b> Feb.11	Economic Anthropology 2	<u>Readings week 2:</u> So & Chu 2016: - Ch.3 State Neoliberalism: The Political Economy of China's Rise.	
Feb.14	Factory of the World	Reader: - Ngai & Chan 2012. Global Capital, The State and Chinese Workers: The Foxconn Experience. - Meng Li 2014. Ritual and Social Change: Chinese Rural-Urban Migrant Workers' Spring Festival Homecoming as Secular Pilgrimage.	Students' presentations
<b>Week 4</b> Feb.18	Economic Anthropology 3	<u>Readings week 4:</u> So & Chu 2016: - Ch.4 The Global Economic Crisis and the deepening of the State Neoliberalism.	
Feb.21	Urban China	Reader: - Jonathan Bach 2010. "They Come in Peasants and Leave Citizens": Urban Villages and the Making of Shenzhen, China.	Students' presentations
<b>Week 5</b> Feb. 25	Economic Anthropology 4	<u>Readings week 5:</u> So & Chu 2016: - Ch.5 The Challenges of Catching Up: Technological Upgrading and Moving up the Value Chain.	
Feb. 28	Globalization from below: Africans in China	Reader: - T. Hu Huynh 2016. A 'Wild West' of trade? African Women and Men and the Gendering of Globalization from Below in Guangzhou. - Roberto Castillo 2016. Homing Guangzhou: Emplacement, Belonging and Precarity among Africans in China.	Students' presentations

<b>Week 6</b> March 4		<u>Readings week 6:</u> So & Chu 2016: - Ch. 6 The Challenges of Staying in Power - Ch.7 The Challenges of Sustainability: Environmental Degradation and Resource Depletion.	
March 7		<u>Reader:</u> - Johan Lagerkvist 2015 Unknown Terrain of Social Protests in China: 'Exit', 'Voice', 'Loyalty', and 'Shadow'. - Mette Halskov Hansen & Zhaohui Liu 2018. Air Pollution and Grassroots Echoes of Ecological Civilization in Rural China.	Students' presentations
<b>Week 7</b> March 11		<u>Readings week 6:</u> So & Chu 2016: - Ch.8 The Challenges of Global Rivalry: Resources Competition and Territorial Disputes.	
March 14	Revision and questions		
<b>Week 8</b> March 18	<b>Midterm examination</b>		<b>Midterm examination</b>
March	No class		
<b>Week 9</b> March 25/29	<i>Spring Break</i>		

### Course schedule - **Part II (Work in Progress)**

<b>Time</b>	<b>Topics to be discussed</b>	<b>Course material used</b>	<b>Assignments and assessment</b>
<b>Week 10</b> April 1	Digital Anthropology	<u>Readings week 10:</u> Wang 2016. <i>Social Media in Industrial China:</i> - Ch.1 Introduction - Ch.2 The Social Media Landscape	
April 4	How China Works	<u>Reader:</u> - Yanjie Bian 2019 What is Guanxi?	Students' presentations
<b>Week 11</b> April 8	Rural China	<u>Readings week 11:</u> Wang 2016: - Ch.3 Visual Material on Social Media - Ch.4 Social Media and Social Relationship	
April 11	Research paper	<u>Reader</u> - Lu Pan 2018. From Left-behind Children to Young Migrants: The Intergenerational Social Reproduction of Rural Migrant Labor in China	Students' presentations
<b>Week 12</b> April 12	Gender in China	<u>Readings week 12:</u> Wang 2016: Ch.5 Social Media, Politics and Gender	<b>Deadline Outline Research Paper</b>

April 18		Reader: - Yang Shen 2016 Filial Daughters? Agency and subjectivity of rural migrant women in Shanghai.	Students' presentations
<b>Week 13</b> April 22	<b><i>Easter Monday</i></b>		
April 25	Family in China	<u>Readings week 13:</u> Wang 2016: - Ch.6 The Wider World: Beyond Social Media - Ch.7 Conclusion: Dual Migration Reader: - Jun Zhang 2017. (Extended) Family Car, Filial Consumer-Citizens: Becoming Properly Middle Class in Post-Socialist South China.	Students' presentations
<b>Week 14</b> April 29	Ethnicity in China	<u>Readings week 14:</u> - Andrew Grant 2018 Hyperbuilding the Civilized City: Ethnicity and Marginalization in Eastern Tibet.	
May 2		- Sean R. Roberts 2018. The Biopolitics of China's "War on Terror" and the Exclusion of Uyghurs.	Students' presentations
<b>Week 15</b> May 6	Questions & Revision		
May 9	<b>Final Exam</b>		<b>Final Exam</b>
<b>Week 16</b> May 13	No Class		<b><i>Final Deadline Research Paper</i></b>
May 16	No Class		

### VIII. General Instructional Objectives and Specific Student Learning Outcomes

On completing the course, students will

1. Understand the concepts and social science theories about globalization.
2. Problematize the relations between global rise of China and grassroots reactions.
3. Have a firm intellectual foundation in the fields of economic and digital anthropology.
4. Acquire an ability to analyze the ways in which cultures are differentiated, fragmented and contested.
5. Gain a wide range of transferable academic skills.

SLO1 - lecture, presentation, discussion, paper, exam

SLO2 - lecture, presentation, discussion, paper, exam

SLO3 - lecture, presentation, discussion, paper, exam

SLO4 - lecture, presentation, discussion, paper, exam

SLO5 - presentation, discussion, paper, exam

### IX. Appendices

## 1. Guidelines Students' presentation

Students prepare two discussion sessions.

Evaluation:

1. Researched explanation about the author(s), researched context & content article (10%)
2. Four (4) relevant questions for discussions per article / chapter (80%)
  - a. Questions (50 %)
  - b. Discussion (30%)
3. Researched relation to the course literature (10%)
4. PowerPoint in Moodle.

## 2. Research paper

The general subject of the paper is of course globalization, and specific topics are chosen on consultation with the instructor.

- The topic of the research paper should be directly related to the course literature
- Paper should have a clear question to be answered (argumentation).
- Students conduct library (MyUU) research for this paper.
- The topic has to be based on analyses of examples from social-scientific literature.
- The paper should be theoretically grounded in literature studied and lectures given during the course.
- The length of the final paper should be approximately 3000 words, typed one-and-a-half spaced.
- The paper has a front page (title, name author, course, date etc.), and pages are numbered.
- The references are according to SSC standards.

### Assignments:

#### I. Outline Research Paper (approximately 900 words)

1. What are you going to research?
2. Why are you going to study this particular topic (relevance)?
3. How are you going to study this particular topic (methods)?
4. Formulate a research question that can be answered
5. Sub-questions.
6. Supplemented by a list of relevant library-researched SSC literature  
Notice the difference between SSC literature (books, articles in academic journals) and sources (websites, journals etc.)

#### II. Research Paper (approximately 4000 words)

1. The paper has a clear research question that can be answered.
2. The research is divided into sub-questions.
3. The sub-questions are made operational / researchable.
4. The sub-questions are the basis of argumentation in the research paper.
5. The paper contains an introduction (300 words), and ends with a conclusion (300 words) that leads to a theoretical conclusion (i.e. the latter is not a summary of the paper).

All assignments have to be put in Word, rule 1.5, and in time into mailed to:

[h.tak.ucr@analysis.urkund.com](mailto:h.tak.ucr@analysis.urkund.com)

#### *Schedule deadlines assignments:*

- Friday, April 12: Outline Research Paper
- Monday, May 13: Research paper

### Assessment:

- Research paper (30%)
  - o Outline Research Paper & Presentation Research Paper (20%)
  - o Research Paper (80%)