Course Selection Guide Book

School of Social Development and Public Policy, Fudan University

Fall, 2013

Website: ice.ssdpp.fudan.edu.cn
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<td>Psychology and Life</td>
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<td>GAO Jun 8:55-11:35; H5114</td>
<td>PAN Tianshu; ZHU Jianfeng 9:30-11:10</td>
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<td>Wenke Building, Room 1029</td>
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<td>ANDERSON Jon 13:30-16:10 Wenke Building, Room 1029</td>
<td>ROTTMANN Allison 13:30-16:30 Wenke Building, Room 1028</td>
<td>ZHU Jianxin 13:30-16:10 Wenke Building, Room 1004</td>
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<td>Hu Anning 13:30-16:10; H6308</td>
<td>SCHWARZ Brian 12:30-15:30 Wenke Building, Room 1028</td>
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<tr>
<td>EVEN</td>
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<td>SHEN Yi 18:00-20:35 Wenke Building, Room 1029</td>
<td>WANG Nathan 18:30-21:05 Wenke Building, Room 1029</td>
<td>SHEN Ke, WANG Feng 18:30-21:00; H4405</td>
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Note:
H5114 refers to Room 5114, the 5th Teaching Building 第五教学楼 114 室
H6308 refers to Room 6308, the 6th Teaching Building 第六教学楼 308 室
H6107 refers to Room 6107, the 6th Teaching Building 第六教学楼 107 室
H4405 refers to Room 4405, the 4th Teaching Building 第四教学楼 405 室
HGX310 refers to Room 310, West Subbuilding of Guanghua Tower 光华楼西辅楼 310 室
HGX401 refers to Room 401, West Subbuilding of Guanghua Tower 光华楼西辅楼 401 室
Wenke Building, Room 1004 refers to Room 1004, the Wenke Building 文科楼 1004 室
Wenke Building, Room 1028 refers to Room 1028, the Wenke Building 文科楼 1028 室
Wenke Building, Room 1029 refers to Room 1029, the Wenke Building 文科楼 1029 室

We'll give students English campus map of Fudan University during the orientation week.
For more information, please check the e-map of Fudan Campus at http://ice.ssdpp.fudan.edu.cn/map-2/ to find the location of all the teaching buildings.
Course Enrollment Guide

The Internet Online Course Selection system will be used to select courses. The time for Course Selection ranges from 14 Sep. 8:00 am to 20 Sep. 1:00 pm. During this period you can attend any class you like and then decide whether you will choose it or not at last. You may return here and change your choices as often as you wish until 20 Sep. 2013 1:00 pm so long as there are places still available.

Please note: After 20 Sep. 2013 1:00 pm the Course Selection system will be closed and you aren’t allowed to select any course or cancel any course you have chosen.

Please follow the steps to make your course choices.

1. Please click on "Course Enrollment" on the ICE website (http://ice.ssdpp.fudan.edu.cn/enrollments/), then you'll see the login prompt and enter your student number and password.
The student number is the Application NO. in your Admission Notice given by Fudan University (as the first picture shows), and the password is 2013ssdpp. Then you will see the course selection page:
Please click on "read this" and then read the “Enrollment Guide” (http://ice.ssdpp.fudan.edu.cn/guide/) before you make course choices.

Then you can start choose courses. Part one:

Current enrollments

All the courses available are listed here. Tick the check boxes before the course you like
and then click on the “Sign up” button at the bottom of the list to secure these choices.

Then a new page will appear and show the result of your choices:
1. choices are successful;
2. choices are unsuccessful due to timetabling clash with other courses;
3. You are in the waiting list because there are no places available now. And if some students cancel this course and there are places available, your choice will become successful automatically.

Part two: Your Enrollments. You can check the results of your course selection here. If you want to cancel some courses you have already chosen, you can tick the check boxes before the course and then click on the “unsubscribe” button.

Part three: Your data. This page shows your name, your program and your E-Mail address.
Q&A

How to change your password
Move your mouse to admin bar which is in the top of the page, and then right-click your mouse. Select "Edit My Profile" on the new menu.

Enter and confirm your new password at the bottom of the page, and then click on the "Update Profile" button. Your change of password will be successful.
China through Contemporary Chinese Film

Fall 2013

Instructor: ZHU Jianxin (PhD)

Description: This course is intended to offer insights into the political, social and cultural changes in contemporary China and the impact of modernization and globalization on its cultural redefinition and identity reforming. Using primarily a selection of films directed by the internationally acclaimed Chinese 5th and 6th generation directors, the course will invite students to exercise their critical thinking skills to appraise the cultural narratives of each selected film, and the aesthetic presentation produced by each film director.

Credit Hours: 45 hours.

Prerequisites: None.

Method of Presentation: Lecture & in-class discussion & student’s presentation

Additional Costs: No.

Language of Presentation: English.

Learning Outcomes: By the end of the course students will be able to:

- Demonstrate knowledge of the political, social, and cultural changes in Chinese film over the past three decades;
- Identify key characteristics of Chinese cultural tradition;
- Compare cultural elements of China to those of their own cultural backgrounds;
- Evaluate the representation and criticism of Chinese cultural tradition and value in contemporary Chinese film Describe the pattern of China’s demographic transitions

Required Work And Assessment: This course offers one semester teaching. Each week, references and readers will be suggested according to the topic and subject of the lecture and class discussion Regular
class attendance is mandatory. Students are expected to attend class as well as participate in lectures and discussions. Student participation in classroom discussion is the key to success in this course.

The final grade is determined by the total accumulative points of the following requirements:
(1) class discussion (10%);
(2) mid-term test (20%);
(3) class presentation (20%);
(4) a final term paper (50%).

Required Readings:
A course packet. (Available at the beginning of the semester.)

Recommended Readings:

Content:

Lecture 1: *An Introduction to Mainland Chinese Cinema (1)*
Readings:

**LECTURE 2: An Introduction to Mainland Chinese Cinema (2)**

Readings:

**Lecture 3: Change and Continuity of Chinese Culture in East-West Encounter**

Readings:

**Lecture 4: The signs of “Chineseness” in Raise the Red Lantern**

Readings:
Evening screening: **Yellow Earth** (Huang tudi; dir. Chen Kaige 1984), 89 min.

**Lecture 5: Cultural Introspection and Artistic Innovation**

Readings:
Yau, Esther C. M. “Yellow Earth: Western Analysis and a Non-Western Text.” Film Quarterly: (1987-88) 41.2: 22-33.
Evening screening: The Story of QiuJu (Qiujudaguansi, dir. Zhang Yimou, 1992), 100 min.

Lecture 6: Shades of Morality in Contemporary Chinese Society
Readings:

Lecture 7: Victims of Consumerism
Readings:
Evening screening: Black Cannon Incident (Heipaoshijian; dir. Huang Jianxin, 1985), 95 min.

Lecture 8: Mid-term test & The Plights of Chinese Intellectuals
Readings:
Evening screening: The Troubleshooters (Wanzhu, Dir. MiJiashan, 1988), 110 min.

Lecture 9: Ideological Changes Reflected in “Wang Shuo Phenomenon”
Readings:
Evening screening: Shower (Xizao, dir. Zhang Yang, 1999), 92 min.

**Lecture 10: Changes of Urban Landscape in the Era of Globalization**
Readings:
Evening screening: The World (Shijie, dir. JiaZhangke, 2005), 110 min.

**Lecture 11: Negotiating Local/Global Identities: China in the 21st Century**
Readings:
Evening screening: A World without Thieves (Tianxiawuzei, dir. FengXiaogang, 2004), 120 min.

**Lecture 12: Blockbuster in Chinese Style: FengXiaogang’s New Year’s Film (He Sui Pian)**
Readings:

Evening screening: I Wish I Knew (Haishangchuan qi, dir. Jia Zhangke, 2010), 125min.

Lecture 13: The Past and Present of Shanghai in Chinese Film
Readings:

Lecture 14: Rethinking Chinese Mainland Film in the Era of Transformation and Globalization
Readings:

Lecture 15: Class Presentation
Each student is required to give a 15-minute presentation on one of the films discussed in class, focusing on its political/social significance or artistic achievement.

* The instructor reserves his right to make changes of the schedule based on his evaluation of class progress.

Requirements for the Term Paper
1. The term paper is due on Dec. 18, 2013.
2. The term paper should be at least 3,000 words long.
   - The paper should be typed (font #12, Times New Roman).
   - Put your names and date in the right-hand corner of the first page, and title pages are unnecessary.
3. When you use sources, make sure that a list of sources is given at the end of the paper.
4. The term paper should focus on how contemporary Chinese films address ONE of the following topics:

- politics, ideology and the emergence of popular culture in China
- globalization and cultural changes in China, especially in the 1990s
- cultural introspection in the films by the Fifth Generation filmmakers in China
- cultural transformation reflected in the films by the Sixth Generation filmmakers in China
- the roles of cinema as history and ethnography: a case study of New Chinese Cinema

**Brief Bio** (of instructor):

**Jianxin Zhu** is an associate professor of English Department, College of Foreign Languages and Literature at Fudan University. He graduated from Fudan University, China in 1989, with a Bachelor’s Degree in English and American Literature. He received his M.A. and Ph.D. degrees in English Literature from Fudan University and Shanghai International Studies University in 2001 and 2006 respectively. Since 1989, Dr. Zhu has been working at Fudan University. Currently he serves as vice chair of English Department. Dr. Zhu teaches literature, film and cultural studies. His major research interests are film and literature, film and society, and Nordic film. In 1998, he taught courses on Chinese culture and society at Beloit College, WI, USA. From July 2005 to July 2006, he visited University of Illinois at Urbana-Champaign, IL, USA as Freeman Fellow. Since 1991, he has translated over 80 foreign films for Shanghai Film Archives. From 1993 to 1997, he worked as a chief interpreter for Shanghai International Film Festival. Since 2012, he has become editorial board member of *Adaptation*, an international journal of adaptation studies published by Oxford University Press. Now Dr. Zhu is working on two books on film adaptation and Chinese/Chinese-Americans in Hollywood films.
Culture and Health Practices: An Interdisciplinary Perspective

Fall 2013

Instructors:

Tianshu Pan and Jianfeng Zhu
TA: Xiaoxing Zhang

Course Description:

Drawing upon insights from medical anthropology, public health and related fields, this course offers an interdisciplinary look at health practices in the context of China’s unprecedented socioeconomic transformations. Course enrollees are invited to examine the local world of health/diseases for the purpose of strengthening their scholarly knowledge in preparation for empirical research based in China’s current health trends, transitions, and policies.

With a focus on both the theoretical and practical implications of the study of culture and health practices, we will first introduce the key concepts threading through this course such as illness and disease, medical subject and object. Then we will further explore the knowledge and practices of Traditional Chinese Medicine (TCM) and the underlying “local biologies.” In the third section, we give an overview of the public health issues in China and the state’s policies in these regards. And at the end we will cover how the global health issues are played out at the very local level, such as AIDS, SARS and Avian Flue. Though we focus on the Chinese health and culture in our case studies, we are hoping that you can achieve the goal of gaining deeper understanding of biomedicine and medical practices in general from a more social and cultural point of view. We need to understand how illness and suffering are shaped by political economy; how the medical and healing systems (including biomedical one) are considered as social institutions and sources of epistemological authority. Furthermore, it aims the students to grasp the meaning of medical pluralism and globalization.

Located as we are in China’s largest, richest city and biggest port, which is arguably also the focal point of China’s moves towards globalization. The city’s extraordinary development over the past 150 years has been inseparable from globalization, even if the term itself had not yet come into being. In addition to the lectures, we also encourage the students to take advantages of being in China and explore how local people experience and respond to illness and how they take care of their individual health. Therefore during this semester we organize two field trips to CDC or community health care center or a Traditional Chinese Medicine clinic.
Course Assignments and Course Assessment:

Students are expected to read all the listed materials and to be prepared to discuss them during the weekly meetings. The instructor is available in office hours and by appointment. Details on the content and grading standards for the writing assignments will be distributed and discussed in class.

Course grade will be based on the following requirement:

- **Attendance (10%)**
  As a course that introduces important theoretical and methodological material, attendance is mandatory. Class participation is critical as it provides the conditions for discussion or debate premised on the ability to analyze and question assigned readings. Students are required to go to attend class and to ask for leave in advance should an urgent matter conflict with the timetable. The instructors understand it will be necessary to adjust course schedule in accordance with unpredictable change in university calendar and public holiday policies.

- **Class participation (10%)**
  Class meetings will be held once per week. The purpose is to discuss readings in greater depth to develop an understanding of topical issues pertaining to a particular dimension of culture and health practices. Grading will be based on rotating leadership in discussions of weekly readings and response papers. Evaluation of student participation in the class will form the basis for this grade. Class participation is critical as it provides the conditions of learned debate premised on the ability to analyze and question assigned readings. Comments in class reflect your familiarity with the topic as well as your ability to think critically and independently.

- **Monthly reflection essays (20%)**
  Write a 3 to 5 page, double-spaced, reflection paper on a topic related to course readings.

- **Term Project (50%)**
  - Research proposal 15%
  - In class presentation 15%
  - Write-up 15%

  In Term Project, students will be instructed to delve into a particular area of interest over the course of the semester as part of their academic work. The course instructors will help students refine their ideas and plans fitting to the course. Students will also develop their ideas for their Term Projects during office hours.

  The Term Project is intended as a research project that makes use of more than academic readings and secondary source materials (such as published research data and other findings). While these are potentially very important components of any research project and should be part of your project here, your Term Project is more importantly intended to be a one in which you take advantage of being in China. Your work will not only be more interesting but you will learn a great deal by using the resources that you would not have access to at your home university. Think of ways to incorporate
interviews, participant observation, and other methods to inform your final paper and presentation. In the end, we hope that you can develop this project as part of a senior thesis or broader research project in the future.

Grading of the Capstone Project will be comprised of the following components:

- Project outline/abstract of 800 words and research plan (15%) due in Oct. 21 (2013) including problem statement and research methodology outline.
- PowerPoint presentation (15%) is required to give in Week 13 or Week 14.
- Final paper of 3,000 words, plus citations and full bibliography (15%) due December 16, 2013.

Site Visits
- Traditional Chinese Medical Clinics, Community Health Centers, Nursing Homes, and/or Tobacco Museums.

Week 1 Course Overview

Week 2 Why Culture Matters


Health Practices in a "Risk Society"

Local Responses to SARS and Avian Flu Threats

Zhang Letian and Tianshu Pan, Surviving the Crisis: Adaptive Wisdom, Coping Mechanisms, And Local Responses to Avian Influenza Threats in Haining, China, In Anthropology and Medicine (Volume 15, Number 1, April 2008)

HIV/AIDS in China

Farmer, Paul and Arthur Kleinman, AIDS as Human Suffering.

Elderly Care in Urban Settings
Background Readings:

_The Graying of the Middle Kingdom_

_Filial Piety: Practice and Discourse in Contemporary East Asia_

Background Readings:

China’s 12th Five-Year Plan: Healthcare Sector
Health Care for 1.3 Billion: An Overview of China’s Health System
Barefoot Doctors and Witch Doctors

**Body and Health**


Small, Meredith Small. Our Babies, Ourselves.

Lee and Kleinman, Suicide as Resistance in China

**Situating Traditional Chinese Medicine**


Field visits: TCM clinics and Community Health Care Centers (pending)

Week 13 In-class presentations
Doing Business in China

Fall 2013

Instructors:
Dr. Nathan Wang 王乃贤 Email: e2e2000@gmail.com
Mr. Tom Chang 張大成 Email: tomchang@fudan.edu.cn

Course Description:
China, one of the fastest growing countries in the world, has great impacts on global economy. Since 2011, China has been the world's second largest economy after the United States. China’s economic importance has grown rapidly. In this course, we will explore China from several different aspects, such as culture, business environment, government policies, successful business stories, and business opportunities in China, …, etc. The knowledge learned from this course will assist students to understand China much more, especially in doing business in China and with Chinese companies. The class format includes lectures, case studies, guest speakers, movie clips, and group discussion, as well as student presentation, etc. The content covers both quantitative and qualitative materials. We expect students’ active participation throughout the course. Students will work in groups to investigate business in China and present their findings. Besides normal lectures, special guest speakers or on-site tour may be arranged for further understanding of updated business status in China.

Method of Presentation:
This course will include lectures, case studies, group discussion, and site visit (if available).

Learning Outcomes:
After completing the course, students should have good knowledge in doing business in China. It should provide students great help in business operation in China and with Chinese companies. The exercises of group projects will give students deeper understanding of special business cases in China. This will help students to learn not only academic knowledge but also business reality.

Required Work and Form of Assessment:
Required Readings and In-class Quizzes: Assigned reading will be given to students in each lecture. Students must complete the assigned readings BEFORE next class. During the class, students may need to take in-class quizzes for the evaluation of what they learned from the assigned reading.
Class Discussion & Presentation: The main purpose of class discussion & presentation is to further review the knowledge learned from the lectures and assigned materials. Students are encouraged to participate class discussion actively. Class participation requires students to complete the assigned readings, to analyze the cases given, take in-class quizzes, and participate discussion in class, preferably through substantive comments based on good analysis rather than brief, general comments that add little to the discussion and learning.
Group Project Presentation: The main purpose of group presentation is to learn teamwork and to study a case related to China business. Students will be formed into a group of ~5 people. Each team will select one group project, and each person will be responsible for a section of the project. Students are encouraged to prepare for active discussion. The group project presentation will be:
- ~3-5 persons as a team
  - Choose one group project
  - Divide the project into sections. Each person will be responsible for one section
- Need to do a ~30 minutes presentation for the whole group. Each person has about 8 minutes.
- Use presentation tool, such as PPT, for presentation. Need to turn in presentation file(s) for grading.
- Need to submit report or presentation files in writing or in electronic form (preferred) for grading.

Grading:

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<thead>
<tr>
<th>Items</th>
<th>Percentage</th>
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<tr>
<td>Required Readings &amp; In-class Quizzes</td>
<td>35%</td>
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<tr>
<td>Class Discussion &amp; Mid-Term Evaluation</td>
<td>30%</td>
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<tr>
<td>Group Project Presentation &amp; Final Exam</td>
<td>35%</td>
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<td>Total</td>
<td>100%</td>
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Contents:
Assigned readings (please see the list in “Required Readings” section as reference) and case study information will be given in each class. Besides normal classes, special guest speakers or on-site tour(s) may be arranged further understanding of updated business status in China.

COURSE OUTLINE

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<td>Understanding of China Geographically</td>
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<td><strong>Macro economics</strong></td>
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<td><strong>Revenue &amp; Profits</strong></td>
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<td><strong>Business environment</strong></td>
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<td>13</td>
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<td><strong>Networking, Alliance, &amp; Partnership</strong></td>
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<td>14</td>
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<td><strong>Case study – Chinese companies</strong></td>
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<td>15</td>
<td><strong>Week 15</strong></td>
<td><strong>Group Project Presentation 2</strong></td>
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<td><strong>Case study – Chinese companies</strong></td>
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</table>
Required Readings:

- China Business Handbook, U.S. Commercial Service. (84 pages)
- China’s 12th Five-Year Plan (~100 pages)
- Doing Business 2013– China, World Bank (121 pages)
- Doing Business and Investing in China, PricewaterhouseCoopers (261 pages)
- China Business Guide, UK Trade & Investment (108 pages)
- Access China, Enterprise Ireland (66 pages)
- China Business Climate Survey Report, AmCham China (32 pages)
- Guanxi Networks in China, China Business Review

About Instructors:

Nathan Wang, Ph.D 王乃賢 博士

Dr. Nathan Wang is Managing Director of Angel Clouds Advisory Board, and President & CEO of 2E Solutions. He has more than twenty years experience in product development and business management, including turning multiple troubled businesses into profits. Wang obtained his M.Sc. and Ph.D. in Electrical Engineering from Michigan State University, USA. He has taught on Global Supply Chain Management, Doing Business in China, and Management & Strategy at Fudan University and other organizations for years.

Dr. Wang was Asia General Manager of End-to-End Solutions in Motorola; Senior VP of Inventec Corp.; and VP of Hybrid Networks. Besides, Wang served as vice chairman of InfoComm committee, American Chamber of Commerce in Shanghai (2004).

Dr. Wang led the teams to design and to launch the world's first smart phone (1999), the world's first wireless application download service (2002), and the world's first Linux smart phone (2003). Dr. Wang was also named as the “Father of Smart Phones” when he worked in Motorola.

Mr. Tom Chang 張大成

Mr. Tom Chang is President and Legal Representative of China Credit Information Service (China). He is also the Principal Partner of CCIS Property Appraiser Association in Taiwan. Chang graduated with a M.S. degree in Economics from Boston University, USA.

Mr. Chang is also China Advisor of Taiwan Academy of Banking and Finance. He was a Research Fellow of Fudan University, and System manager of Dow Jones Market in Taiwan. Chang is an expert in credit checking & analysis, property appraisal, as well as market research.
Global Sourcing and Supply Chain Management in China

Fall 2013

Instructor:
Nathan Wang, Ph.D.
Email: e2e2000@gmail.com

Course Description:
This course introduces global sourcing and supply chain management in China, an enormous player in the world economy. In the competitive global marketplace, great emphasis is placed on both cost reduction and fast reaction time. Global sourcing refers to the process of locating goods and services in the most efficient manner (particularly with regard to cost and delivery times) wherever in the world they might be. The supply chain refers to both the physical activities related to delivering products and services to customers, as well as informational activities such as product design and planning. These activities may involve the linking of different companies in this process or the coordination of different functional areas within a single company.

Students will learn the most important theories involved in supply chain management and global sourcing, and match that with actual case studies. The course is structured to look at procurement and manufacturing, distribution and logistics, the information technology that supports the process, innovations in the supply chain that fuel China’s growth, as well as the integrated administration of the entire process.

Credit Hours:
This is a 3 credit hours course for the whole semester.

Method of Presentation:
This course will include lectures, case studies, group discussion, and site visit (if available).

Learning Outcomes:
After completing the course, students should:
- be able to identify and describe important features and concepts of supply chain management,
- be knowledgeable about specific market players of supply chain management and global sourcing in China,
- have a command of the particular features of supply chain management in China, and
- be able to conduct a detailed analysis of a business sourcing problem set in China that involves identifying challenges and their possible solutions.

Required Work and Form of Assessment:
Students are required to attend all course hours; to participate class discussion; to present selected topic & group presentation/reports related to course contents; to read assigned reading material; and to take quizzes.

Final grades are determined by the total points accumulated on the following assignments:

<table>
<thead>
<tr>
<th>Method</th>
<th>Content</th>
<th>Individual/Group</th>
<th>Score (Individual)</th>
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<tbody>
<tr>
<td>Class interaction &amp; In-class Quizzes</td>
<td>Attendance, and In-class Quiz</td>
<td>Individual</td>
<td>33%</td>
</tr>
<tr>
<td>Topic Presentation &amp; Mid-Term Evaluation</td>
<td>Presentation and in-class Discussion</td>
<td>Individual/Group</td>
<td>33%</td>
</tr>
<tr>
<td>Group Project Presentation &amp; Final Exam</td>
<td>Presentation and Report</td>
<td>Group</td>
<td>34%</td>
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<td>Total</td>
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💡 Grading:

➢ Topic Presentation and in-class Discussion  33%
  ▪ Each person will do one “topic” presentation. Each topic is based on one chapter of the textbook.
  ▪ Each presentation is about 7 minutes, including Q & A.
  ▪ Only need to present the most important items on the topic.
  ▪ Others will ask questions or challenge the presenter
  ▪ The presenter needs to address or defense his/her opinions
  ▪ The goals are:
    ● To understand the specific topic and its application in global supply chain management
    ● To summarize chapter contents and share with others
    ● To practice doing business presentation and discussion
  ▪ For Each Topic Presentation:
    ● Summarizing the contents in the textbook, only present the important items.
    ● Searching on the web to find more information and real case study about the topic.
    ● What do you learn? Are there any improvements possible for those cases?
  ▪ Use presentation tool, such as PPT, for presentation.
  ▪ Need to submit report or presentation files in writing or in electronic form (preferred) for grading.

➢ Group Project Presentation  34%
  ▪ ~3 persons as a team.
  ▪ Each team will choose one group project topic.
- Each person should take one section during the presentation.
- The goals are:
  - To learn real case study
  - To learn how to analyze/solve problems
  - To learn teamwork
- Need to do a ~30 minutes presentation for the whole group. Each person has about 8 minutes.
- Need to submit report or presentation files in writing or in electronic form (preferred) for grading.

- Some Example Topics for Group Project
  - Select one or more companies and study their supply chain management systems
  - Study one or more tools for supply chain management
  - What are the challenges of Global Supply Chain and how to overcome those challenges? Please find and present some real cases.
  - How does E-commerce change the supply chain? What are the new challenges and how to overcome them?
  - How to use new technologies, such as “Clouds system”, or “mobile devices”, …, etc. to enhance supply chain system?

- Class participation and In-class quiz 33%
  - Attendance and the interaction discussion during classes
  - Multiple In-class quizzes

Contents:

- Course Contents and Schedule

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<th>Extra Topics</th>
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<td>· Supply Chain introduction</td>
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<td>02 Logistics</td>
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<td>04 Procurement and Manufacturing</td>
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<td>Week 4</td>
<td>05 Information Technology</td>
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<td>06 Integrated Operations Planning</td>
<td>· City Logistics</td>
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<td>Week 5</td>
<td>07 Inventory</td>
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<td>08 Transportation Infrastructure</td>
<td>· Doing Business in China</td>
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</table>
| Week 6 | 09 Transportation Operations  
10 Warehousing | · Supply Chain Visibility |
|--------|-----------------------------|--------------------------|
| Week 7 | 11 Packaging and Materials Handling  
12 Global Supply Chains | · Future Logistics |
| Week 8 | Special case study or On-site Tour | |
| Week 9 | 13 Network design  
14 Network and Operational Planning | · Future Value Chain |
| Week 10 | 15 Relationship Development and Management  
16 Operational and financial Performance Measure. | · Small commodities in China |
| Week 11 | 17 Supply Chain Risk | · Supply Chain Security |
| Week 12 | Special case study (2) | · E-commerce in China |
| Week 13 | Group Project Presentation I | |
| Week 14 | Group Project Presentation 2 | |
| Week 15 | Group Project Presentation 3 | Conclusion |

**Required Readings:**

**About the Instructor:**

*Nathan Wang, Ph.D* 王乃賢 博士
Dr. Nathan Wang is Managing Director of Angel Clouds Advisory Board, and President & CEO of 2E Solutions. He has more than twenty years experience in product development and business management, including turning multiple troubled businesses into profits. Wang obtained his M.Sc. and Ph.D. in Electrical Engineering from Michigan State University, USA. He has taught on Global Supply Chain Management, Doing Business in China, and Management & Strategy at Fudan University and other organizations for years.

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International Marketing

Fall 2013

Instructor: Brian J. Schwarz
Email: brianschwarz2010@gmail.com
Schedule: Fridays 12:30pm-3:30 pm
Holidays: No lecture on September 20, October 4 (National Day) and November 8 (Trip to Nanjing)

Required Textbook: Students are required to obtain the following textbook before they arrive in Shanghai: Marketing Management: An Asian Perspective, 5e. Kotler, Keller, Ang, Leong, & Tan. (Current Used Price at Amazon about $60)

Assigned Readings and Powerpoints: All learning materials will be sent directly to each student. Readings for session will be sent a few days before the lecture. Powerpoints will be sent sometime after each session.

Prerequisites: Prior coursework in core marketing is required as the course builds upon these fundamentals.

Course Objectives: The principal objective of this course is to help you develop a critical appreciation of both the opportunities and challenges associated with the increasing globalization of markets with a particular focus on emerging markets, Asian markets, and China in particular. During the semester, you will learn about the key environmental forces shaping consumer needs and preferences, the impact of political and economic factors on firms operating in an international environment, the influence of international competition, market segmentation and strategy decisions specific to international marketing. You will:

1. Assess various foreign markets
2. Analyze the impact of cultural, social, political and economic factors on marketing strategies
3. Determine when to use different market entry and penetration strategies
4. Examine the different skills and systems required to implement marketing strategies across country borders
5. By engaging your best efforts, you will enhance your understanding of the scope, risks and rewards facing organizations attempting to establish and maintain global competitiveness.

Course Requirements and Assessment:

Class Attendance and Participation (totaling 20% of final grade).
Attendance in class sessions is required. If you are unable to attend a class, you are expected to email your professor ahead of time. Unexcused absence from an exam or
presentation will result in a zero being entered for that grade. Excused absence from an 
exam or presentation will result in either a make-up or the final grade being determined 
by the other evaluation inputs.

An excused absence for missing an exam or presentation must be requested and arranged 
with the professor before an exam or presentation. If you are unable to make it to class, 
please check-in with a classmate for any missed information. If you still have questions 
once you have reviewed all slides, notes and assigned readings, you may contact your 
professor for clarification.

**Apple and its Asian Suppliers Case Analysis (totaling 20% of final grade).** This 
case is provided to students in session 4, and due during before session 6. Students should 
write a minimum of 1,200 total words for analysis. A properly written bibliography is 
required.

**Unannounced In-Class Essays (totaling 20% of final grade).** Students should always 
bring some blank paper for each lecture. There will be some unannounced in-class 
 essays related to assigned readings and class discussions. Each essay will be given 
without prior notice. No more than 30 minutes will be allowed for completion. These 
in-class essays should encourage you to keep up with assigned readings. Together, they 
will constitute 20% of the final grade.

**Two Oral Presentations. (totaling 20% of final grade).** During sessions 4 and 10, 
students will be giving an oral presentation. See the planned course schedule (on the next 
page) for details.

**Final Examination (totaling 20% of final grade).** The final exam will consist of many 
multiple choice questions, some short answer questions covering each of the key topics 
discussed in the course and be “closed book”.

Students must:
1. Bring writing pens and plenty of paper (no books, electronics, or aids of any kind);
2. Write a legible answer to each of the questions.
3. Submit your exam (in legible form) to the professor before departing the class.

Your essay will be graded on overall quality (e.g., ideas, clarity, reasoning, writing 
quality). This exam will constitute 40% of your final grade.

**Field Trip:** We will be taking a trip to Shanghai Volkswagen. We will tour the 
company’s factory in Shanghai’s Jiading District. Hopefully, this tour will be scheduled 
early in the semester. Volkswagen will determine to time and date.

**Tenative Course Schedule:** The key topics for each session are as follows:

**Session One:** Required Textbook Reading – MM Chapter 1. Cases/readings provided:
1. Article: Should we sell a cheaper version in developing markets?
2. Case: Disney in Hong Kong - Is the Customer Always Right?
3. Article: China’s Reverse Price Wars
4. Urbanization in Chinese Smaller Cities

**Short Assignment:** Two-page analysis of Case: Carrefour’s Problems in China. Send completed assignments to your professor via email by the beginning of Session Two. This assignment will be considered the first in-class essay.

**Session Two:** Required Textbook Reading – MM Chapters 2.
Cases/reads provided:
1. Discussion: Customer Value and Starbucks’ Growth Strategy
2. Article: For Louis Vuitton Being Too Popular in China is Not Good
3. Case: Nike Faces Marketing Challenge in China: Make Running Cool
4. Case: Shanghai IKEA Not Happy to Play Matchmaker to the Middle-Aged

**Session Three:** Required Textbook Reading – MM Chapter 3.
Cases/reads provided:
1. Discussion: Collecting Information about Customers
2. Case: Johnson & Johnson in the Media Spotlight
3. Discussion: Demographics - China’s Growing Problem Of Too Many Single Men
4. Case: KFC and Why Western Fast Food Brands are Winning in China
5. Case: Starbucks and Intellectual Property

**Oral Presentation One:** Required Textbook Review: MM Pages 78 to 96: Macro Environment. During Lecture 4, you will give an oral presentation:
With one partner or by yourself, choose a major MNC in Asia and identify one of its main competitors. Give a ten-minute presentation with your own powerpoints. Give a one page summary to your professor before your presentation.
1. Identify some of the major macroeconomic trends both companies face in Asia.
2. Analyze the MNCs current strategy in Asia.
3. Analyze its competitor’s strategy in Asia.
4. Compare and contrast the strategies.
5. Make one or two recommendations.
6. Defend your recommendations

**Session Four:** Presentation. Textbook Reading- MM Chapter 4. Cases provided:
1. Case: China Furniture Scandal Has Important Lessons For Foreign Brands
2. Case: Greenpeace versus Nike

**Major Assignment: Apple and its Asian Suppliers** Case Provided. Students are required to research the many challenges Tim Cook and his management team at Apple face in China and the rest of Asia. Include a bibliography with a minimum of ten cited sources. Students need to answer the questions on page one of the case.

**Session Five:** Required Textbook Reading – MM Chapter 5.
Cases/reads provided:
1. Discussion: Creating Customer Value and Customer Satisfaction
2. Article: China’s Luxury Tax Debate
3. Discussion: Common Ethical issues in Marketing in Asia
4. Debate: Business Ethics Case: Culture Clash in the Boardroom

Session Six: Major assignment is due. Required Textbook Reading – MM Chapter 6.
Cases/readings provided:
1. Article: Enforcement of IP in China
2. Article: Transfer Pricing and Taxes
3. Article: Consumer Protection and China’s Tort Law
4. Case: Lessons from KFC in China

Session Seven: Required Textbook Reading – MM Chapter 7.
Cases/readings provided:
1. Article: China’s Attack on Volkswagen
2. Article: Taobao and Taxes
3. Article: Samsonite in Xinjiang
4. Case: The Dark Side of China's Economic Miracle

Required Field Trip to Shanghai Volkswagen
Exact date and time depends on Volkswagen. Trip should take about three hours.

Session Eight: Required Textbook Reading - MM Chapter 8.
Cases/readings provided:
1. Article: Mary Kay and Direct Selling in China
2. Article: RFID Technology and Fake Pills in China
3. Article: What Motivates Chinese People to Buy Fakes?
4. Article: Do knockoff Prada bags hurt Prada—or help the company sell more of the real thing?

Oral Presentation Two: During Session Nine, you and one classmate will be analyzing an advertisement in Asia. You and your partner will select one MNC and a TV campaign in Asia (in the past few years). You must:
1. Show the advertisement using your laptop. You may talk about more than one advertisement from the same MNC. You may compare and contrast from the MNC and one of its main competitors’.
2. Create a powerpoint presentation and a one-page outline to give to your professor before you start speaking.
3. Speak for about 10-15 minutes and analyze the MNC’s recent marketing strategy in Asia. You must analyze the advertising campaign’s cultural understanding, target customer, overall effectiveness and so on.
4. Two groups should not speak about the same company.

Cases/readings provided:
1. Case: How Wal-Mart is Changing China

Session Ten: Required Textbook Reading – MM Chapter 10.
Cases/readings provided:
   1. Article: Lessons From Li Ning's China Stumble
   2. Article: Brand Tribes in Asia
   3. Article: Jeremy Lin to Help Drive Volvo Sales in China?
   4. Case: Was Outsourcing to India the Right Move?

**Session Eleven:** Required Textbook Reading – MM Chapter 11.
Cases/readings provided:
   1. Article - How Chinese Subsidies Changed the World
   2. Article - Selling Product in China Through Your China Manufacturer.
   3. Case: Time for a Unified Campaign?
   4. Case: McDonalds in China

**Session Twelve:** Required Textbook Reading –MM Chapter 12 and 13.
Cases/readings provided:
   2. Case: Bags of Luck

**Session Thirteen:** Required Textbook Reading – MM Chapter 14.
Cases/readings provided:
   1. Article: Chivas Regal Loses Latest China Trademark Squatting Case
   2. Article: McDonalds and Carrefour Celebrate Consumer Rights Day with a Food Scandal
   3. Article: Wal-Mart’s Problems in Chongqing
   4. Case: How to Play in the New "Share Economy"

**Session Fourteen:** Final Exam. Closed Book.

**Adjunct Professor:** Brian Schwarz moved to China in June 2000 and has lived in Beijing, Nanjing, and Shanghai. He currently is a Visiting Professor at the ESSCA Graduate School of Management in Shanghai where he has taught courses in Chinese Legal Environment, Consumer Behavior in the Asian Market, and Global Sourcing and Corporate Strategy to masters-level students mostly from Europe.

Brian Schwarz also gives lectures in Marketing Strategies in China at Shanghai Jiao Tong University in the International Education Department’s MBA program. Since 2006, he has authored a number of articles published in the Shanghai Business Review, China Economic Review, and China International Business. His research interests include the consumer behavior of China’s Generation Y.
Marketing Placement in China
(The Chinese Marketplace: Globalization and Local Transformations\textsuperscript{1})

Fall 2013

Instructors: Dr. Jianfeng Zhu; Dr. Tianshu Pan

Days & Hours: Thursdays 13:30-16:10

Course Objectives:
This course addresses several major themes focusing on the dynamics of China’s unprecedented socioeconomic transformations. Topics covered will include the implications of globalization for everyday life in the local contexts, the rise of consumerism in contemporary China, important policies and various emerging markets etc. One important goal of this course is to provide a set of conceptual tools and a new perspective that will hopefully help you better describe and understand the social world around you. In learning this new perspective, I hope that you develop a critical, even “skeptical” view toward superficial explanations of take-for-granted practices by replacing your common sense understandings of interpersonal interactions with an uncommon sense about the links between individual experiences, structural forces and particular marketplaces.

It is my hope that we can work together as a learning community to explore issues of general interests. Well-documented case studies and business ethnographies will be woven into in-class discussions of these major themes as a way of grounding theory in marketing practices. Course reading is arranged in weekly units around specific thematic issues. Discussions of the case study materials will be accompanied by presentations of the instructor’s research on a range of topics related to the application of anthropological/sociological methods of inquiry to business practices in different field settings.

Course Requirements:

\textsuperscript{1} The Chinese course title is 中国文化与商业实践。
Students are expected to read all the listed materials and to be prepared to discuss them during the weekly meetings. The instructor is available by appointment. Details on the content and grading standards for the writing assignments will be distributed and discussed in class.

The THREE components of the grade are combined as follows:
- Participation (attendance and in-class discussion) 20%
- Mini Field Research: 20%
- ONE fieldwork assignment: in-class presentation and final report 60%

You will be provided several topics at the beginning of Oct and your final report and in-class presentation will be based on the one you choose. You are required to use a variety of ethnographic research methods, in-depth interviews, on-site observations, participant observations, shadowing for instances, in order to finish a complete project, form an appealing presentation and a final report.

Lecture Outline and Reading Schedule:

I. Introduction: Historical Background, Methods

Week 1 (09/12) Course Overview

Film: Young and Restless in China

Week 2 (09/19) Understanding the Chinese Marketplace: The Validity of “Soft Data”


Skim Chapters 1 & 2, The Cultural Dimension of International Business.

Week 3 (09/26) Consumer Revolution: Historical Transformation

Deborah Davis “Introduction: A Revolution in Consumption”;

K. Lieberthal and G. Lieberthal. The Great Transition, HBR on Doing Business in China


Skim: Introduction and Chapter 1, Doing Business in China.
Week 4 (10/03) No Class

II. Globalization, Localization, Tradition and Modernity

Week 5 (10/10) Glocalization

Zhan, Mei. 2009 Other worldly: Making Chinese Medicine through Transnational Frames Chapter 1

Week 6 (10/17) Tradition and Modernity: Challenge of Local market
Lu, Hanchao. 1995. *Away from Nanking Road: Small Stores and Neighborhood Life in Modern Shanghai.* In Journal of Asian Studies, Volume 54 Issue 1 93-123


Field visit: International Chain Store vs. Local Market

Week 7 (10/24) Guanxi and Gifts: Cultural perspectives


Week 8 (10/31) Values and Morals
Katherine Xin and Vladimir Pucik, Trouble in Paradise, *HBR Review on Doing Business in Chin*

Film: *Killing Us Softly 4*

III. Policies and Market: Case studies of marketing and consumer behaviors

Week 9 (11/07) Field visit : Tian Zi Fang
Week 10 (11/14) Consuming Motherhood and Childhood


Week 11 (11/21)  Commodification of beauty, love and intimacy


Week 12 (11/29)  Entrepreneurialism
Ming Zeng and Peter Williamson, The Hidden Dragons, HBR on Doing Business in China
Arindam K. Bhattacharya and David C. Michael, How Local Companies Keep Multinationals at Bay, HBR on Thriving in Emerging Markets.
David L Davies, Corporate Cadres: Management and Corporate Culture at Chinese Wal-Mart Stores

Week 13 (12/05) Course Reviews and Presentations

Week 14 (12/12) Presentation

Week 15 (12/19) Presentation
Practicing Business in China

Fall 2013

Course approval in process; subject to change.

Instructor: Jon B. Anderson, MBA, SPHR
China Focus LLC

Description: As China takes its place as a leading economy in the world, multi-national companies and firms throughout the world have a growing need for senior personnel with high quality management skills and special knowledge of China.

This seminar course and practicum provides students with a first-hand opportunity to learn about the development and special features of the business activities in the city of Shanghai, the economic capital of China. The combination of classroom learning with a weekly internship placement or a meaningful project will help students gain a broader understanding both of their respective internship institutions and the institutions’ role in the larger context of the economy of China.

Students will also keep a journal, study research methods and write a dissertation based on their personal experiences or case studies of contemporary Chinese economic or social issues.

Credits: Total of 3 Credits for successful completion of all requirements.

Prerequisites: Basic knowledge in business management

Method of Presentation:

1. Internship or Group Project
   a. Students are placed in a Shanghai-based business, NGO or other type of agency for 8 hours a week for the duration of the semester. Total of placement hours will range from 128.
   b. For students not in internships, they will be required to perform a group project in an actual business such as a process improvement project or business plan development
2. Seminar: The seminar will meet for 3 hours for a total of eight sessions. Total academic contact hours are 24. Outside speakers may be introduced from time to time to add relevance to the discussion.

3. Projects and Journal: Students will work on independent research projects related to their internship placement and present their research at the conclusion of the semester. They will also keep a journal regarding their internship experience and integrate classroom learning with actual experience.

**Additional Cost:** N/A

**Language of Presentation:** English

**Learning Outcomes:** Besides internship experiences, students are expected to gain knowledge about Chinese markets and business cultures. The goal is to begin the student’s journey towards becoming a knowledgeable and effective international business executive.

The knowledge will develop at several levels:

1. Discussions regarding the Chinese economy and market evolution during the past two decades including market segmentation, urbanization, integration into global market and legal/culture system;
2. An operational level of understanding of China business strategies and the differences and similarities between US and Chinese business cultures gained through class interactions and internship experience.
3. To demonstrate learning and to help integrate the classroom and intern experience, each student will submit and be prepared to discuss a weekly Reaction Log with observations of:
   a. How the class topics and readings relate to their workplace experiences,
   b. Employee interaction, teamwork and leadership behaviors in the workplace,
   c. Observations of business and culture they encounter outside of work, and
   d. Thoughts about how the students’ pre-conceptions of China may be changed or reinforced by their experience in Shanghai.
   e. Other questions or observations of interest
4. The final output from this class will be a final analytical research paper of approximately 20 pages and a presentation demonstrating integration of the students’ real practice with in-class learning, including knowledge gained from outside speakers.

**Required Work and Form of Assessment:** Requirements:
1. Attendance is strictly required and class participation expected
2. Weekly Reaction Log submissions and discussions to help demonstrate integration of classroom and workplace and to collectively share experiences and solve issues that may arise.
3. Draft and Final research paper (provide a written draft of the work in progress at the 4th class session) and
4. Research presentation (each student will give a presentation on his or her research to the seminar in the last session)

Research topics may include one or more of the following:
1. Pros and cons of floating China’s currency
2. Changes in China’s labor demographics and their long term impact on China’s economy
3. Analysis of the trends and long term evolution and outlook for a particular China market segment (e.g.: automotive, luxury goods, foods, pets, home furnishings)
4. Analysis of current trade issues such as countervailing tariffs, the motivation and impact
5. Rise of the service economy sector in China and domestic versus foreign competition
6. Trends in foreign direct investment in China and competition from other Low Cost Countries (“LCC’s”)
7. Other topics of interest based on mutual agreement

The final grade is based upon the following:
1. Class participation 25%
2. Reaction logs including field placement notes 15%
3. 20 pp final paper and research seminar presentation to the class 35%
4. Evaluation letter from the host organization, or (if not in an internship) group project in a real business and a final report 25%

TOTAL POSSIBLE 100%

Completion of all requirements is required for academic credit for the course.

**Internship Placements:** Students will be placed across a variety of segments of the economy, including foreign companies, Chinese companies, educational and NGOs. Placements will emphasize work on a specific project with discreet deliverables to one’s supervisor. Chinese language competence will play a significant role in placements, and may limit the ability to place a student in his or her desired industry.

The success of a student’s internship placement requires regular communication with and feedback between the student and the internship supervisor. Learning and skills stressed in the internship include deepening one’s understanding of contemporary China
and the ways in which political, social and economic changes underway in the country manifest themselves in the workplace.

**Group Project:** Students will be introduced to a local company which needs some assistance in some aspect of their business. They will develop a scope of service statement, a project plan and then devise a solution or recommendation which will then be presented to the senior management of the business outside of class time. They will be evaluated on their approach, their written report and the presentation as well as teamwork.

**Seminar Content and Schedule:**

<table>
<thead>
<tr>
<th>Segment</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part One</td>
<td>Cultural Fabric of the Chinese Workplace</td>
<td>Part One will begin with a review of the syllabus and the course requirements. We will then discuss daily life in Shanghai and how to experience the city safely. Finally, we will present material designed to help students understand the deeply embedded and uniquely Chinese cultural aspects of their work places, including several unique Chinese perspectives, such as “Mianzi” (face) and “Guanxi” (connections). This session will explore the concepts, the importance and manifestation of those issues, as well as how those issues affect individual behavior, organizational culture, decision-making and the cultural clashes between Chinese and Westerners.</td>
</tr>
<tr>
<td>September 16, 2013</td>
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<tr>
<td>Part Two</td>
<td>Communications in Business, Presentation and Networking &amp;</td>
<td>Verbal skills and written skills are vital to business and life success as they underlie the ability to interact with others, to communicate</td>
</tr>
<tr>
<td>September 23, 2013</td>
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<tr>
<td>Part Three</td>
<td>September 30, 2013</td>
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<tr>
<td><strong>Contemporary Chinese Industries</strong> &amp; <strong>Understanding China’s Economic and Financial Development</strong></td>
<td>The presentation starts with introducing the ongoing evolutionary process from the Chinese centrally planned economy to the market economy. We will then explore comparisons of the SOE’s to foreign funded companies and Chinese private companies. “Understanding China’s Economic and Financial Development” will delve into Chinese financial markets and issues and provide a general perspective on the effects of financial reform on fundamental economics and on economic development. Speaker: TBA (Chinese Currency Issues)</td>
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</table>

| Part Four | Different Workplaces | We will begin with a discussion of the |
### October 14, 2013

**and Different Characteristics of Chinese Workplaces**

The emergence of entrepreneurship in China, and then focus on the newly emerging characteristics of State-Owned Enterprises (SOE). Once simply treated as the historical legacies of the inefficient, Mao-era command economy, and then abandoned with Deng’s reforms in the 1990’s, SOE’s have been reinvented as new and, to some extent, highly competitive economic players.

To contrast the SOEs, we will investigate the significant contributions that the Foreign-Owned Enterprises (FIE), the Joint Ventures (JVs) and private companies have made for China’s economic development.

Speaker: TBA (Chinese Entrepreneur)

### Part Five

**October 28, 2013**

**Innovation in China**

In historical time, China was a world leader in innovation and invention: gunpowder, moveable type and spaghetti, to name a few. Today, China is widely regarded as lacking this trait and it is considered one of the roadblocks to China’s ability to truly take its place as a leader of the commercial world. We will explore the veracity of this claim and its historical antecedents, its current status and efforts to re-kindled invention in China.

Speaker: TBA

### Part Six

**November 1, 2013**

**Market Segmentation and Urbanization**

This session explores the unique features of market segmentation in China. Students are expected to gain insights into how the Chinese market has been segmented due to its on-going market polarization, cultural changes and new market policies. Also introduced during this session is...
the impact of urbanization on the
market potential and urban-rural
disparities.
Speaker: TBA

<table>
<thead>
<tr>
<th>Part Seven</th>
<th>Student Presentations</th>
</tr>
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<tbody>
<tr>
<td>November 25, 2013</td>
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<table>
<thead>
<tr>
<th>Part Eight</th>
<th>Student Presentations</th>
</tr>
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<tbody>
<tr>
<td>December 9, 2013</td>
<td></td>
</tr>
</tbody>
</table>

**Required Readings:** (Subject to Change)

**Presentation Skills and Public Speaking**
- [http://www.coachlisab.blogspot.com/](http://www.coachlisab.blogspot.com/)

**Urbanization/Environment/Development**
- [http://www.mckinsey.com/insights/asia-pacific/chinas_commitment_to_a_green_agenda](http://www.mckinsey.com/insights/asia-pacific/chinas_commitment_to_a_green_agenda)
- [http://www.mckinsey.com/insights/asia-pacific/chinas_rising_consumer_class](http://www.mckinsey.com/insights/asia-pacific/chinas_rising_consumer_class) (Series)

US/China Relations

Markets/Demographics/E-Commerce
Faculty Bio:

Jon B. Anderson is a seasoned business executive and consultant with over thirty years of diverse experience working in and consulting to fast growth, industry-leading public and private manufacturing and service companies.

His corporate experience includes international Operations, Strategic Planning and Human Resources responsibilities. Anderson is a frequently requested speaker in both China and the US addressing trade associations, visiting students and other groups regarding China market entry strategies, US and China cultural issues and other US/China business related challenges. Anderson has in-country experience across Asia, in the UK and Europe, and in Mexico. He currently resides in Shanghai, China.

Anderson’s China experience began in 1995, when he was challenged to staff one of the first manufacturing startups in the Singapore Development District in Suzhou China. He traveled in and out of greater Asia for the next three years and performed HR projects for his employer. In 2001, he moved to Shanghai to undertake another complete startup in the electronics components industry. Mr. Anderson served on-site as the Deputy General Manager of BMI Metronics (Shanghai) Co., where he led the development and implementation of a China business plan, culminating in a turnkey manufacturing operation. When this company was sold, Anderson stayed in Shanghai and initiated his consulting career.

Serving with a number of consulting firms, Anderson has advised U.S.-based companies on Market Entry (market landscape studies, site selection and turnkey startups), Supply Chain (sourcing, strategic supplier selection and qualification, supply chain practices audits and quality programs), M&A support (acquisition target identification, operational due diligence and Human Resources support), Lean Manufacturing, and Human Resources Consulting (interim management, executive search and staffing, and troubleshooting non-compliant or non-functional organizations). Focus industries include education, electronic and automotive components, fabricated metal products, medical devices, financial services, chemicals and education.

Mr. Anderson holds a BS degree in Psychology from Purdue University, an MBA from Pepperdine University, and he has earned the Senior Professional in Human Resources (SPHR) designation from the Society for Human Resource Management. Anderson is a member of the Turnaround Management Association, Chicago International Trade Club, Chicago Council for Foreign Relations, International Trade Association of Greater Chicago and many other related associations and groups. In China he is an enthusiastic member of the American Chamber of Commerce (AmCham Shanghai) and the Canadian Chamber of Commerce (CanCham Shanghai). He is a life member of both the Purdue and the Pepperdine Alumni Associations.
Getting the Most Benefit from Guest Speakers

We will bring in some guest speakers and likely visit some companies. Since we have a small group, you will have the opportunity for close interaction with our guests (and class participation counts in your grade). To get the maximum benefit, these are supposed to be two way interactions. I am sure that every speaker will be happy to answer questions that also demonstrate interest and curiosity on your part.

We have obtained speakers from a cross section of industries from successful companies in China. To prepare for these sessions, you should look at the company’s websites (general and China) and formulate some questions regarding the company. Maybe some of the following or others that you develop based on looking at their information:

1. What is their competitive landscape and how do they differentiate themselves from their competitors?
2. What adaptations to their marketing approach and/or products have they made to suit the Chinese market, between startup and now, any regional differences in the product?
3. What differences are there in their customer demographics here versus the US?
4. What growth plans do they have?
5. What barriers to entry or growth exist or had to be overcome?
6. Staffing challenges/HR development/Retention
7. Any legal challenges they have had to overcome?
8. Intellectual property – what issues do they have and how do they deal with them?
9. Retail - How do they select new locations for stores? What challenges existed?
10. Manufacturing – how did they pick their plant site?

I am sure that you can come up with many more.
Chinese Culture and Religion

Fall 2013

**Instructor:** Dr. Anning Hu

**Course Description:**
This undergraduate-level course is designed to introduce students to the sociological study of religion in Chinese societies. The purpose of this course is to (1) familiarize students with the basic sociological information of major religions in Chinese societies; (2) make the student aware of different perspectives in understanding the significant role of Chinese religion in both the traditional and contemporary China; and (3) develop intellectual dialogue and mutual understanding between China and the West. This course is a 3-credit hour course.

**Method of Presentation:**
This course combines multiple methods of presentation including lectures, field research, case studies, and student presentations.

**Language of Presentation:**
English, with introduction of relevant Chinese terms

**Learning Outcomes:**
By taking this course, students can expect to:
1. Know about basic doctrines and teachings of major Chinese Religion;
2. Learn the basic social-political situation of major Chinese religions in contemporary China;
3. Have first-hand experience with Chinese religions;
4. Understand different perspectives on Chinese religions from both the Oriental and Western societies.

**Required Work and Form of Assessment:**
Students are expected to read the recommended listed materials and to be prepared for the discussions during the weekly meetings. The assessment includes the following components:
• **Class Participation [10%]:** Students are expected to attend each lecture.

• **Mid-term evaluation [30%]:** Each student must choose a subject from one of the topics of the course as his/her research topic and write a mid-term paper of about 1,000 words.

• **Field research evaluation [30 %]:** Each student should choose a religious site in Shanghai or other parts of China and conduct a field research. The research topic is open. Each student is required to give a formal presentation about his or her field work.

• **Final Paper [30%]:** Each student should turn in a final research essay of about 2000 words. This paper should have a different topic from the mid-term paper, but can be related to field research.

**Course Schedule:**

**Week 1, September 12**  
**Introduction of Chinese Religions**  

**Week 2, September 19**  
**Confucianism and Humanistic Religion**  

**Week 3, September 26**  
**Taoism as Salvation Religion**  

**Week 4, October 3 (National Holiday)**

**Week 5, October 10**  
**Buddhism Became Chinese**


**Week 6, October 17**

**Christianity and Chinese Society**


**Week 7, October 24**


**Week 8, October 31**

**Chinese Religious Renaissance in Taiwan**


**Week 9, November 7**

**Folk Religion: The Shadow of Ancestry: Family Value and Ancestry Reverence**


**Week 10, November 14**

**Folk Religion in Contemporary China**

Week 11, November 21
Field Work Presentation and Discussion

Week 12, November 28
Field Work Presentation and Discussion

Week 13, December 5
Field Work Presentation and Discussion

**Attention: Both mid-term and final papers are due on December 5th. Late Submission would incur penalty.**
The course outline is subject to change when necessary with due notice given to the students.

**Short Bio of Instructor:**
Dr. Anning Hu earned his PhD in Sociology and MS in Statistics from Purdue University, West Lafayette, US. His dissertation focuses on Chinese folk religion with special attention paid to the socio-demographic characteristics of folk religion adherents, the longitudinal trajectories of folk religion in Taiwan, and the nexus between folk religion and volunteerism. Besides religion, Dr. Hu is interested in statistical modeling, causal inference, sociology of education, and culture.
The Transitional Chinese Society

Fall 2013

Instructor: Assistant Professor SHEN Ke (沈可)

Course Description:
China has been undergoing two exceedingly rapid transformations in the past half a century: a demographic transition with dramatic decrease in fertility and mortality, and an economic transition from a planned economy to a market economy. The compressed demographic transition has sent China to become a country with a low population growth rate and the largest elderly population, and unprecedented economic reform has lifted China to the ranks of middle-income countries. The demographic and economic transitions are not independent of each other, they are closely connected instead. Thus, this course not only introduces various demographic events and socio-economic reforms, but also explores the linkages between population change and socio-economic development. We raise a series of questions: What are social and economic implications of one-child policy? How will China’s imbalanced sex ratio at birth influence the marriage market? Will China lose the competitive edge in labor-intensive industry in the near future due to low fertility rates? What’s the impact of population aging on social security reform? How can China accommodate the expanding elderly population in the context of frequent migration of young people? Investigations into these questions may provide students with a deeper understanding on China’s contemporary society.

Credit Hours: 45 hours.

Prerequisites: None.

Method of Presentation: The lectures consist of teacher instruction, group discussions and student oral presentations. We also arrange 1-2 documentaries to give students vivid impressions on Chinese society. Occasionally, experts on specific topics will be invited to the lecture.

Additional Costs: No.

Language of Presentation: English.
Learning Outcomes:
By the end of the semester, students will be able to:
- Describe the pattern of China’s demographic transitions
- Evaluate China’s population policies and explore the impact of population changes on China’s socio-economic development
- Analyze major socio-economic reforms in China
- Compare China’s demographic and economic transitions with their own countries
- Strengthen self-confidence and skills in oral presentation
- Construct an integral evidence-based research paper

Required Work and Assessment:
Students are expected to read all the listed materials before class and to be actively involved in group discussions in class. Mid-term exam is closed-book, based on both the lectures and reading materials. Two lectures are set aside for student oral presentation. Each enrolled student is required to choose one research topic from the topics covered in this course and make a 20-minute presentation with previously prepared PowerPoint. The presentation includes the research question, research motivation, previous findings, and research plan. At the end of the semester, students ought to hand in a 3000-word paper, developed from their oral presentation. The final term paper is an academic research paper, consisting of introduction, literature review, findings and conclusion. Details on the formality and other requirements for the presentation and final paper will be specified in class.

Assessment of students’ performance in this course includes:
1) In-class discussions: 20%
2) Mid-term exam: 30%
3) Oral presentation: 20%
4) Final-term paper: 30%

Content:

Lecture 1: Demographic and economic profiles in China
This session serves as an introduction to the course. It will describe the population size, structure and distributions, as well as major economic indicators in China.

REQUIRED READINGS:
RECOMMENDED READINGS:

LECTURE 2: Fertility Transitions in China
Students are expected to learn how and why China’s fertility transits from a very high level to a low level. This session focuses on China’s fertility trend and the consequences of low fertility on China’s future development.

REQUIRED READINGS:

RECOMMENDED READINGS:

LECTURE 3: Fertility Policies in China
This lecture reviews the evolution of China’s fertility policy, regional differentials in fertility policy, and socio-economic implications of the One-child Policy.

REQUIRED READINGS:

RECOMMENDED READINGS:

LECTURE 4: Mortality Transitions and Population aging in China
This lecture focuses on mortality transitions in terms of decline in mortality and increase in life expectancy. We also discuss how China faces the challenge of rapid population aging.

REQUIRED READINGS:


**RECOMMENDED READINGS:**


**LECTURE 5: Migration and Urbanization in China**

China’s urban population has experienced dramatic increase in recent decades. This session focuses on the *Hukou* system, urbanization policies, as well as the status of expanding rural migrant workers.

**REQUIRED READINGS:**


**RECOMMENDED READINGS:**


**LECTURE 6: Evolution of Chinese Marriage Market**

This lecture focuses on two characteristics of China’s marriage market: universality of marriage and marriage postponement. It also sheds light on the marriage squeeze phenomenon resulting from imbalanced sex ratio at birth.

**REQUIRED READINGS:**


**RECOMMENDED READINGS:**


LECTURE 7: **Mid-term Examination**

LECTURE 8: **Education Reforms in China**
This session introduces two major education reforms in China, dramatic expansion of tertiary education since 1999 and tuition waiver of compulsory education since 2005. We also discuss the social and economic implications of these two reforms.

**REQUIRED READINGS:**

**RECOMMENDED READINGS:**

LECTURE 9: **Lewis Turning Point in China’s Labor Market**
There’s hot debate on whether China has approached the Lewis turning point, namely, China has running out of its rural surplus labor. This session would list various evidences to explore this issue.

**REQUIRED READINGS:**

**RECOMMENDED READINGS:**

LECTURE 10: **Minimum Wage Regulation and Employment**
China established universal minimum wage regulations since 2004. This session reviews how the minimum wage increases in response to the labor shortage in the Eastern provinces.

**REQUIRED READINGS:**


**RECOMMENDED READINGS:**


**LECTURE 11: Income Disparity and Social Inequality**

Increasing income disparity has been of great concern accompanying with China’s rapid economic development. This session will explore the reasons, consequences and cures for income disparities.

**REQUIRED READINGS:**


**RECOMMENDED READINGS:**


**LECTURE 12: China’s Social security reform**

Population aging has raised concerns on the long-term financial stability of social security systems. This session will review the development of China’s social security system, paying particular attention to the new rural cooperative medical system and new rural pension system.

**REQUIRED READINGS:**


**RECOMMENDED READINGS:**


LECTURE 13: **Demographic Dividend and Economic Growth**

This session introduces how China’s past economic miracle was partly due to the demographic dividend. With the diminishing demographic dividend, we explore further institutional reforms to maintain the high speed economic growth in China.

**REQUIRED READINGS:**


**RECOMMENDED READINGS:**


LECTURE 14: **Student Presentation**

LECTURE 15: **Student Presentation**

**BRIEF BIO (of Instructor):**

Ke SHEN is an assistant professor at the Institute of Population Research, School of Social Development and Public Policy at Fudan University. She received her Bachelor’s Degree in literature at Peking University in 2004, and received her Ph.D. Degree in Economics at Peking University in 2011. Her Ph.D. dissertation was awarded as the “Excellent Dissertation of Peking University.” Dr. Shen has a wide coverage of research interest, including population aging, fertility policies, social security system, and China’s labor market. She has published several demographic and economic papers in international and domestic journals. She has been the reviewer of *China Economic Quarterly* and *Geriatric Nursing*. 
School of Social Development and Public Policy, Fudan University

Shanghai Studies

(Chinese Metropolis--Shanghai in Comparative Perspective)

Fall 2013

Staff of the Course:

Course Coordinator
Prof. Yu Hai, Department of Sociology, Fudan University
Email: yuhai_1998@yahoo.com
Telephone: (M) 13321859728; (H) 65304777; (O) 55665380
Office: Rm. 929 in Arts and Literature Building (Wenke Building)
Homepage: http://www.oldssdpp.fudan.edu.cn/yuhai

Assistant
Qingyi Wang, Department of Sociology, Fudan University
Email: 09300170021@fudan.edu.cn
Telephone: (M) 1590091649

Course Description:

Shanghai is one of the most powerful cities in China, in East Asia, and in the World. Its global stature is evident from the powerful architecture – a mix of cutting-edge contemporary designs and grand Western-style edifices dating from the 19th and 20th centuries. At the same time, it is distinctly Chinese and yet occupies a unique place with challenges and issues arising from its position as the financial lead in China’s rapid economic development.

Shanghai took shape after China was forced to open itself to the outside world in the second half of the 19th century, amidst the clash between, and interaction of, Oriental and Western cultures. Its history taken into consideration, there is no doubt that Shanghai presents an excellent case study of Western influence on Chinese cities in their modernization process and their adaptation and creation of local cultures in the past 170 years.

To researchers, Shanghai may best display the interaction of such elements as geography, economy, humanism and society. As the economic center of China, Shanghai’s transition from planned economy to market economy is also worthy of further study. Many people are also impressed with the diversity of cultures that have left their imprints on Shanghai over the past 170 years, such as the Western colonial culture, the revolutionary culture (Shanghai is the founding place of the Communist Party of China), the city’s own civic culture and the modern pop culture. Together they
have molded the city's culture and made it a natural ground for metropolitan cultural study. The ability to assess critically current and future development mechanisms from a comparative perspective is essential in our increasingly interdependent global world. This course combines theory with first-hand exposure to and research about Shanghai. The class will address seven different themes that touch on past and especially on contemporary Shanghai from both a local and global perspective. A highlight of the course will be a week-long field trip in the fall term to Taipei and in the spring term to Hong Kong. These two cities rival Shanghai as major economic and financial centers in East Asia, both with strong Chinese cultures and histories of foreign influence. They will allow for challenging and insightful comparisons to Shanghai.

Course Objective:
The aim of the course is to provide students with Shanghai discourse and facilitate their personal experience in the city. Students will use their own first-hand observations, coupled with broad-based readings in a range of social science areas, to reach their own understanding about Shanghai and the rapid pace of China’s modernization. Empirical experience is highly valued throughout the course. By fieldwork as well as observation, students will see the city through their own eyes. The reflection over first-hand empirical experience will be included in the assignments, the end-of-term presentation and the final paper. Students are expected to engage critically with their empirical experiences by making comparisons between Shanghai and other cities, by looking into the cultural or institutional background of their observation, etc.

Course Contents:
Seven themes will be explored:
- History of Shanghai: from a cosmopolis to an eldest son of socialist China (1840s - 1980s)
- Renaissance of Shanghai: China’s future global city as a state strategy (1990s - 2010)
- Urban planning and urban social space
- Contemporary religious beliefs and practice
- Education: systems and policies
- Finance and trade
- Aspects of Shanghai Studies

Course Organization:
Guest lectures and seminar discussions, combined with site visits and independent explorations in small groups.
First-hand experience is highly valued throughout the course. It will be reflected in the fieldwork, assignments, group presentation and final paper.

**Course Evaluation:**

The assignments are based on the City as Text learning strategies, through mapping, observing, listening and reflecting, combining lectures, readings and fieldwork.

1) **Attendance and class participation – 10%**
   Attendance to lectures and fieldtrips is required for all students. Please inform Qingyi(TA) in advance if you want to ask for a leave with an eligible excuse.

2) **Group fieldwork and end-of-term presentation – 20%**
   Group fieldwork: students’ groups (of three to four) follow the lecture and group-work instructions in order to meet the fieldwork requirements.
   Group presentation: one presentation is arranged at the end of the semester. It is supposed to last 10 minutes (8 minutes for presentation with Powerpoint, 2 minutes for Q&A) and is meant to share the observation and analysis of the group. First-hand empirical experience, critical thinking, reflection and arguments are expected.
   More specifically, the end-of-term presentation is meant to be based on *one specific theme* among the following: religion, education, trade and finance, urban planning and development. The presentation will also have to be *comparative* in nature. (*Example: If you’ve picked education as your presentation theme, you ought to examine how what you have been learning and researching with regards to education plays out in the context of Shanghai on the one hand, and in the context of a second city on the other.*)
   As a presentation is a group effort, grades for presentations (as opposed as grades for papers) are collective: each member of a group will have the same grade as his or her group co-members.

3) **Short papers – 30%**
   Students will write two four-to-five page assignments about Shanghai on the basis of their own observation, critical thinking and reflection during the field trips.
   One of the two papers will be entitled “Shanghai Impressions”.
   For their other short paper, students have to choose one theme among those studied during the semester, namely: religion; education; trade and finance; urban planning and urban development.

4) **Term Paper – 30%**
   Students will choose *one of the themes* covered in the course and write a ten-page term paper that combines primary and secondary research in order to compare and contrast some aspect of this theme in Shanghai with the social reality in Taipei, or other cities they are familiar with.
   *Students from the IES group who have been to Taipei on field trip have to choose Taipei as their point of comparison with Shanghai,* while the other students who have not travelled to Taipei may pick another city. The theme chosen for the term paper does not have to be the same as the one chosen by the student group for end-of-term presentation.

5) **Picture-taking – 10%**
Out of the many pictures you may take during your stay in Shanghai, please pick ten of them and explain how they illustrate what the most impressive things in Shanghai are. Write at least fifty words of explication below each picture. Please include the pictures in a Word file or PDF file.
You may choose any scenes, people or aspects of city life. But you will have to set out in writing:
1. Why you choose these pictures.
2. (If you are an foreign student) What kind of difference or common points between Shanghai and your home city can be noticed in the picture.
3. (If you are a Chinese student) what aspect of city life does this picture remind you of?
4. Any pictures you provide as the assignment must be taken by yourself. The pictures from other resources would be taken as plagiarism ones.

A note on referencing in your paper assignments and on the “p” word:
Be careful always to indicate your sources properly in your short papers and in the term paper. Whether you are quoting the exact words of an author, whether there is a relevant fact or notion you wish to emphasize, or whether your own thinking has been inspired by that of someone else, always insert references in your assignments. This applies to scholarly works (journal articles and academic books), to official reports, to newspaper articles and to any internet-based source. You may either choose a Harvard-style referencing with names and dates in brackets in the text and a full reference list at the end of your paper, or footnotes containing all the necessary information about your sources. The important point is to be rigorous and consistent throughout.
Similarly, if you are in fact translating or adapting a source in another language than English (say a Chinese source), make sure to indicate it.
If you fail to do this, you may run the risk of being accused of plagiarism, which is viewed as a serious offence. Any instance of plagiarism, however limited in scope, and whether willful or due to sloppy reference work, will invalidate the paper and be met with a strict sanction.

A note on printing out your paper assignments:
Unless otherwise stated, all paper assignments have to be handed in hard copy on the due date.
In case you do not have your own printer, on the Fudan campus there are many small printing shops that will print or photocopy anything for five or even one jiao a page. Just bring your USB drive to one of these shops. To print in Chinese is da3yin4 (打印). You can easily spot these shops on the streets, they have signs saying 复印 (fu4yin4: to photocopy) or 打印. They also have fax machines (传真 chuan2zhen1: to fax) and scanners (扫描 sao3miao2: to scan).

Reading Materials:
You can download the reading materials at:
Schedule:

Week 1
Date & time: September 12th, 15:25-18:00
Classroom: H6107 (The sixth teaching building)

Orientation and First lecture by Prof. Yu Hai and TA Qingyi Wang
Fieldwork instructions
Questions and discussion

Lecture 1: Yu Hai
History of Shanghai: from a cosmologist to an eldest son of socialist China (1840s – 1980s)

Required Readings
Yu Hai and Yan Fei: A Story of Shanghai Space: From Mao to Deng

Other: Division in small groups
During this session, the class will be divided into small groups. Each group will have three to four students. These groups will serve the purpose of organizing the fieldwork observation session in Shanghai and they will also be the basis for the end-of-term presentation.

Other: Work out a trail after class
We will do the first field trip the following class (on September 26th). After the Shanghai Urban Planning Exhibition Hall, students will break off into small groups, each with an assignment to explore a specific section of Shanghai (see below). Each Group must hand in its trail in advance. You can either choose one of the trails suggested (see below) or you can make up one by yourselves. Your trail is due on September 19th. Please send it to 09300170021@fudan.edu.cn

2 The schedule is generally fixed but still liable to be modified due to unexpected reasons such as weather, important events, sudden change of the lecturer’s schedule and so on. However, every student will receive an email at least one week in advance to be informed of any such change.
**Week 2**

Vacation of the Mid-Autumn Festival: September 19th

**Week 3**

Date: September 26th (Thursday)
Gathering time and place: 1:00pm at the Fudan East Gate (on Guoding Road)

**Fieldwork**

*Visit Shanghai Planning Exhibition Hall and observe modern Shanghai*

**Small group visits: Observe modern life in Shanghai**

After the Shanghai Exhibition Hall, students will break off into small groups, each with an assignment to explore a specific section of Shanghai. Students will each explore their assigned section of the city, closely observing architectural details, patterns of traffic, and other aspects of life.

Contemporary Shanghai is a palace of art and culture, with museums, art galleries and other typical places for cultural activities. Besides, a colorful night life is also one of the city’s characteristics. The small groups are required to choose one or more trails to mega shopping malls, bar street, etc. See below for suggestions of trails.

**Instructions for observation**

1. The most important thing is the details and the sentimental aspects of the city’s landscape.
2. Pay attention to people’s activities, clothing, and expressions; try to figure out some features of the city by watching what people are doing.
3. Pay attention to the architecture and the landscapes; reflect on the characteristics of city life and culture on the basis of the architectural features you observe.
4. Always use a comparative state of mind while watching shanghai, compare it to your own city.
5. It bears repeating: Pay attention to the details. After which you should sum up your detailed observations along thematic lines, such as education, economy, customs, social behavior and so on.

This field activity will also serve as one possible basis for your “Shanghai Impressions” assignment, due in Week 11.

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<thead>
<tr>
<th>Trail A</th>
<th>Trail B</th>
<th>Trail C</th>
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</thead>
<tbody>
<tr>
<td>People’s Square</td>
<td>People’s Square</td>
<td>People’s Square</td>
</tr>
<tr>
<td>Walk towards</td>
<td>Metro line 2</td>
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<td>Raffle’s City</td>
<td>(Towards Songhong Rd.) Jing’an</td>
<td>(Towards Xinzhuang)</td>
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<td>D-mall</td>
<td>Temple Station</td>
<td>Xu Jia Hui</td>
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<td>Nanjing Road</td>
<td>Jing’an Park</td>
<td>Shopping Center</td>
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<td>Jiuguang Mall</td>
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<td>Metro line 1</td>
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<td>(towards Xinzhuang) South Huang</td>
<td>West Nanjing Rd.,</td>
<td>Hengshan Rd.</td>
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<td>Pi Rd. Station</td>
<td>Tongren Rd. (Bars street)</td>
<td>Bars and Clubs</td>
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</table>
Xin Tian Di/ Taiping Qiao Changle Rd./Xinle Rd.

| Bus 537 Back to Fudan | No. 21 Bus – from Jing’an Temple to Luxun Park Transfer to No. 991/139/854 Bus - from Luxun Park to Fudan University | Metro Line 1 (towards Shanghai railway station) Bus No. 942 Back to Fudan |

**Reference trails:**
People’s Square--The Bund – Walking – Yu Garden (Zhonghua Rd., Fangbang Rd., Luxiangyuan Rd.)
People’s Square—North Sichuan Rd. –Shanyin Rd.—Duolun Rd.
People’s Square—South Shanxi Rd.( The Bridle Villa)—Jinxian Rd. – Middle Fuxing Rd. – Anfu Rd. – Wukang Rd. – Hunan Rd. – Huashan Rd. – West Huaihai Rd. – Xinhua Rd.
People’s Square—Huaihai Rd.(Shikumen: Meilanfang 梅兰坊, Yuqingli 余庆里, Huaihaifang 淮海坊, Yuyangli 渔阳里, etc)—Sinan Rd.—Shaoxing Rd.—Yongjia Rd.—MiddleFuxing Rd.

*Shanghai Urban Planning Exhibition Center* (Chinese: 上海城市规划展览馆; Pinyin: Shànghǎi Chéngshì Guīhuà Zhǎnlǎn Guǎn) is located on People's Square, adjacent to the municipal government building. The Exhibition Center is a six-story building, with two basement levels, displaying the achievements of Shanghai's urban planning and development.

*People’s Square* used to be the gathering plaza for political activities in the planned-economy era. It has become the political and cultural center in Shanghai since 1994, when it was rebuilt.

*The Bund* is well-known for its glorious financial-center history and the remaining colonial-style architecture since the late 19th century. Though the appearance of these colonial buildings has not been greatly altered, their owners and functions have been changed with history. Some have turned into state-owned properties and were rented out to financial and international businesses, while others were rebuilt into fashion cosmopolitan places.

*Yu Garden* was built during the Ming Dynasty as a private garden of an official. It was used as the headquarter of Xiaodaohui, which was the rebell group that fought against the government of the Qing Dynasty. Now it has become a famous tourist sight of Shanghai with a large souvenir market nearby.
The historical blocks in Shanghai are located in the city center, including Shikumen and old-style garden houses. Most of them are located in Xujiahui, Changning, Luwan, Jing’an districts, and were erected during the concession time. Especially Shikumen is now regarded as a remarkable architectural heritage of Shanghai. It is a typical residence for local people, built along narrow alleys, with a stone-framed gate and a wooden front door.

Xintiandi is a pedestrian shopping, eating and entertainment zone of Shanghai. It is composed of an area of reconstituted traditional shikumen (“stone gate”) houses on narrow alleys, some adjoining houses which now serve as book stores, cafés and restaurants, and shopping malls. Most of the cafés and restaurants feature both indoor and outdoor seating. Xintiandi has an active nightlife on weekdays as well as weekends, though romantic settings are more common than loud music and dance places. Xintiandi means ”New Heaven and Earth”, and is considered one of the foremost lifestyle centers in China. Xintiandi is near the site of the First Conference of the Communist Party of China.

Week 4
National Holiday

Week 5
Date & time: October 10th 15:25-18:00
Classroom: H6107 (The sixth teaching building)

Lecture 2: Yu Hai
Renaissance of Shanghai: China’s future global city as a state strategy (1990s - today)

Required Readings
Tingwei Zhang: “Striving to be a global city from below :The Restructuring of Shanghai’s urban Districts” in Xiangming Chen, Shanghai Rising, 2009

Optional Readings
Shahid Yusuf and Weiping Wu : “Pathways to a world city”, Urban Studies, 2002
Francis Fukuyama: “Democracy in America has less than ever to teach China”
Francis Fukuyama: “China shapes the future with the past”

Week 6
Date & time: October 17th 15:25-17:05
Classroom: H6107 (The sixth teaching building)
Lecture 3: Hu Anning
Culture and religion

Required Readings

Extra Lecture (Optional)
Date & time: October 18th 13:30-15:10
Classroom: H6107 (the sixth teaching building)
Lecture: Corinne Richeux Hua on Stepping Stone Program and Voluntary Organization in Shanghai, founding director of Stepping Stone

Week 7
Date: October 24th
Gathering time and place: 1:30pm at the Fudan East Gate (on Guoding Road)
Fieldwork
Visit a religious site
Group visit: Jade Buddha Temple or San Guan Tang

Other recommended off-class observation of religious activity:
Students can visit local churches and temples of different religions after class

Suggested sites:
Buddhism: Jing’an Temple, Jade Buddha Temple,
Christianity: She Shan Church, Hudong Church, Church of St. Peter
Taoism: Baiyun Guan, Chenghuang Temple
Muslim: Huxi Mosque
Confucianism: Wen Temple
Judaism: Ohel Moishe Synagogue, The Jews’ Union

**Itinerary A:**

**Itinerary B:**
Fudan University – No.100 Bus – from Jiangwan to Tanggu Rd., Wusong Rd. - Church of St. Peter, Hongkou District – No.848 Bus – from Jiangwan to Tanggu Rd., Wusong Rd. - Jingxing Rd. Mosque – No.960 Bus – from Xuchang Rd., Longjiang Rd. to Fudan University – Fudan University (the Front Gate)

**Itinerary C:**
Fudan University – No.842 Bus – from Wujiaochang to Tianqiao Rd. – Ohel Moishe Synagogue – No.857 Bus – from Tilanqiao Rd. to Tangshan Rd. – The Jews’ Union – No.857 Bus – from Tangshan Rd. to Huoshan Rd. – Huoshan Park – No.842 Bus – from Tilanqiao to Wujiaochang – Fudan University

**Assignment instructions for the short paper on religion (four to five pages):**
In this short paper, you are required to address a topic about Chinese religion. You can choose one from the following list, or you can focus on a topic of your interest. The commercialization of religion
The relationship between religions, cooperation and conflict
A comparative research into the similarities and differences between Chinese religion and religion(s) in your own country
The social functions of religion or related spiritual activities (such as fortune-telling) in contemporary China
Atheism
Is folk religion a type of religion?
Other topics you may think interesting

Hints:
This is a short paper and literature review is not necessary. However, if you are genuinely curious about some topic, you are encouraged to read some previous studies. You may take advantage of the field trip to a religious site and perform some interviews or participant observation. Please keep in mind that this short paper should not just present what you think. Besides your ideas, comments, or contentions, you should back up your arguments with evidence. Typical types of evidence include your personal experience in China, your observations, your interviews, the reports in newspapers, internet resources, etc.
General evaluation:
In this short paper, evaluation will be based on (1) the organization of your argument; (2) the presentation of your pieces of evidence; and (3) the logical connection between them. It is an open-topic paper, so enjoy it!

**Week 8**

Date & time: October 31st  15:25-17:05
Classroom: H6107 (the sixth teaching building)

**Lecture 4: Ding Yan**
*Education in Shanghai*

**Required readings**
John Biggs and Catherine Tang, *Teaching for quality learning at university*, 1999 (read chapters 1 to 6).

**Week 9**

Date: November 3rd – November 9th
Workshop in Tai Pei (IES students only)

**Week 10**

Date: November 14th
Gathering time and place: 1:30pm at the Fudan East Gate (on Guoding Road)

**Fieldwork**
*Group visit to a Yu Cai High School, a municipal key high school* (上海育才中学)

**Instructions:**
Please pay attention to the performance of the students during their class time. Observe the teachers’ teaching methods, as well as the interaction between the teachers and the students. Keep an eye on the environment of the school and the facilities, and on what kind of pictures and words are posted around the school grounds; think about what kinds of issues they reflect. Try to compare with your own high school. Engage in direct communication with the students as much as possible.

**Hand in your written assignment (four to five pages) about “Religion” if you have chosen this topic.**

Date: November 15th
Gathering time and place: 1:00pm at the Fudan East Gate (on Guoding Road)

**Fieldwork**
Group visit to Yangshan Deep Water Port and Lingang New City

Week 11

Date & time: November 21st 15:25-18:00
Classroom: H6107 (the sixth teaching building)

Lecture 5: Xiaozu Wang
Trade and finance: Aspects of the Chinese and Shanghainese political economy

Required Readings
Brandt, L. and Brawski, T. B., “China’s great economic transformation”, in Brandt, L. and Brawski, T. B. (eds), China’s great economic transformation, 2008.
Wu Fulong, “Globalization, the changing state, and local governance in Shanghai”, in Chen Xiangming (ed), Shanghai Rising: State power and local transformation in a global megacity, 2009.
Fewsmith, J., “Debating ‘the China model’”, China Leadership Monitor, 2011

Optional Readings
Lin Li-wen and Milhaupt, C. J., “We are the (national) champions: Understanding the mechanisms of state capitalism in China”, Columbia University School of Law Working Paper, 2011.
Huang Yasheng, Capitalism with Chinese Characteristics, chapter IV, “What is Wrong with Shanghai”, 2008.

Assignment instructions for the short paper on trade and finance (four to five pages):
The point of this short paper is to address Chinese and Shanghainese economic development generally, through a combination of a personal perspective and of cogent arguments to justify that perspective. There is no precise question so student are free to select any aspect of China's experience of economic development which you know best or find the most illuminating.
For instance, students who have had first-hand experience of a Chinese business environment might want to highlight some of the practices observed, and to show what these might reveal about the Chinese economy more generally. On the other hand, students who have not had proper opportunites for relevant observation in that domain
can focus more on the academic readings, and come up with a personal point of view on that basis. In any case, all students are strongly encouraged to engage with the academic literature on political economy in the syllabus. The point is not to replicate the contents of the readings, but to develop one’s own perspective on Chinese development.

**Week 12**

Date & time: November 28th 15:25-18:00  
Classroom: H6107 (the sixth teaching building)

**Lecture 6: Yu Hai**  
*Urban planning and urban social space*

**Required Readings**
- Yu Hai: “The Production of Space and the Distribution of Right-of-way”
- Yu Hai: “Becoming a Chinese Cosmopolitan Place: Tianzifang Beyond the Global-local Duality”

**Optional Readings**
- James Farrer: “Shanghai Bars, patchwork globalization and flexible cosmopolitanism in reform-era urban-leisure”, *Chinese Sociology and Anthropology*, 2010
- Xuefei Ren: “Forward the Past: Historical Preservation in Globalizing Shanghai”
- Yaming Bao: “Shanghai Weekly:Globalization, consumerism, and Shanghai popular culture”, *Inter-Asia Cultural Studies, Volume 9, Number 4, 2008*
- Wang Xiaoming: “Under the sky of Shanghai”
- Tianshu Pan: “Communal memory, Spatializing Strategy, and neighborhood gentrification in Post-reform Shanghai”

**Hand in your written assignment (four to five pages) about “Education” if you have chosen this topic.**

**Optional activity: Dinner at Yu Hai’s family, November 28th**  
*Prof. Yu’s address and how to get there:*
- Xiangyin Rd, Alley 500, No. 40, Apartment 502, in Yangpu District
- Or in Chinese: 杨浦区 翔殷路 500 弄 40 号 502 室，莱茵半岛苑
- Transportation: take bus 59 from the Fudan station and get off at Shagang Rd Station (沙岗路站), four stops.
**Week 13**

Date & time: December 5\(^{\text{th}}\) 15:25-18:00  
Classroom: H6107 (the sixth teaching building)

**Lecture 7: Yu Hai**  
*Aspects of Shanghai Studies*

**Required readings**
- Yu Hai: Urban Renovation in Shanghai’s Inner-City in Social-Spatial Perspective
- Yu Hai: The Shanghainese People and The Identity of City of Shanghai
- Albert Wing Tai Wai. Place promotion and iconography in Shanghai’s Xintiandi.  
  Habitat International, 2006, 30: 245~260

**Assignment instructions:** write a 4-5 page paper on *urban planning and development*:

Although you did not have the chance to participate yourselves in the process of city planning in Shanghai, your knowledge on prior planning efforts, as well as your own direct encounter with current large-scale urban transformation and construction, should provide you with a wealth of usable material for the short paper. Working on the assignment, you should remember to draw on your own fieldwork observations and investigations, as well as on academic readings on theories of urban planning and social space.  
Specifically, the short paper should offer a combined reflection on the three following issues:

1) What are the criteria that define a “livable city” (or high quality-of-life city)? In your opinion, can Shanghai be seen as a livable city, or is it only a business-oriented city?  
2) As you know, Shanghai’s city centre has undergone dramatic changes in the past twenty years. Have you noticed any interesting new spaces in the city? In so far as “social space” may be defined as being convenient for citizens, as favouring social exchanges, and as promoting communities’ welfare, have you been able to observe any space in Shanghai living up to this definition? If you did, share your story in the paper.  
3) Overall, after having engaged in observation research in Shanghai, is there any personal perception, reflection or proposition that you wish to put forward?

**Hand in your written assignment (four to five pages) about “trade and finance” if you have chosen this topic.**

**Hand in the Shanghai Impressions assignment.**
**Assignment instructions:** Write a four-to-five page paper outlining your Shanghai impressions on the basis the lectures, readings and observations. You may perceive Shanghai as reflecting a confluence of East and West, of nostalgia and modernity. Your argument and reflections over the following issues will be highly valued in the assignment:

- What is happening in Shanghai? How does Shanghai manifest itself under your gaze?
- What is the institutional, cultural background of your Shanghai impression?
- Try to make a comparison, to propose an argument, or to question the strength and weaknesses of your empirical experiences.

**Work this week**

*Students can either choose to read relevant material and work on their final paper or divide into small groups to do the recommended off-class activity.*

**Recommended off-class Shanghai observation activity**

During the process of the remaking of Shanghai, there are many stakeholders. The municipal government intends to improve urban accessibility and produce a new developed area to achieve the goal of becoming the economic, trading, financial, and shopping center of the country. Local governments want their profile to compete with other districts. And all the investors and developers have their own economic interests. Many transportation and public spaces (such as public greens) were built following such interests, but most of the ordinary people may not have the opportunity to participate in the construction process. They are the real dwellers in the newly built-up areas and public spaces, yet they can be resettled against their will in outer areas as a result of infrastructure construction. What is more, the new spaces have produced new social networks and interactions.

<table>
<thead>
<tr>
<th>Line A <em>(public transportation)</em></th>
<th>Line B <em>(public green/park)</em></th>
<th>Line C <em>(creative places)</em></th>
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<tbody>
<tr>
<td>Fudan Uni.</td>
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<tr>
<td>Bus 539 to Metro Line 8 Xiangyin Station to People’s Square</td>
<td>Bus 102 towards Nenjiang Rd. Gongqing Forest Park</td>
<td>No.854 Bus to Liyang Rd. – 1933 Old Millfun</td>
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<tr>
<td>Metro Line 1 to Shanghai railway station</td>
<td>Metro Line 8 towards Yaohua Rd. Huangxing Park</td>
<td>Metro Line 4(Hai Lun Rd.) To Shanghai Railway Station M 50 Suhe Art Center</td>
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<tr>
<td>Metro Line 3 to Zhongshan Park</td>
<td>Metro Line 8 towards People’s Square People’s Park Yanzhong Public Green</td>
<td>Metro Line 1(Xin Zha Rd. station) to South Huangpi Rd. Transfer to No. 933(from Huaihai Rd. to Jiangguo Rd.) Tian Zi Fang</td>
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</tbody>
</table>
The transportation trail: Observe the flow of population and the environmental surroundings.

The public green trail: Observe the composition of visitors and their activities. Compare the differences among locations, you will find that some of the parks or public greens are converted private-owned gardens, while some are reconstructed from old residential settlements. Now, they are used for entertainment, social interaction and physical exercise by ordinary people.

The creative industry trail: Observe the process of urbanization and CBD renovation. Since the beginnings of the Reform Era, the structure of industry has changed a lot from the heavy industry to service and consumption industry. As a result, there are many abandoned factories in the central area of the city. Instead of demolishing the warehouses and factories, the local governments and developers have rebuilt them into gathering places for creative industries such as art, design, etc.

Send the picture assignment to Qingyi via email.

Week 14

Date & time: December 12th 15:25-18:00
Classroom: H6017 (the sixth teaching building)

Final presentations
The group presentation has to be based on one specific theme among the following: religion, education, trade and finance, urban planning and development. This presentation will also have to be comparative in nature. (Example: If you've picked education as your presentation theme, you ought to examine how what you've been learning and researching with regards to education plays out in the context of Shanghai on the one hand, and in the context of a second city on the other.)

Hand in your final paper (guidelines in the “Course Evaluation” section above), and your short paper on “urban planning and development” if you have chosen this topic
### Timetable:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session</th>
<th>Faculty members</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>September 12th</td>
<td>Orientation, fieldwork instructions, question and discussion, small group division. Lecture 1: History of Shanghai</td>
<td>Prof. Yu Hai 于海 Qingyi Wang</td>
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<tr>
<td>Week 2</td>
<td>September 19th</td>
<td>Vacation of Mid-Autumn Festival</td>
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<td>Week 3</td>
<td>September 26th</td>
<td>Fieldwork: visit Shanghai Urban Exhibition Hall and observe modern Shanghai</td>
<td>Qingyi Wang</td>
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<td>Week 4</td>
<td>October 1st-7th</td>
<td>National Holiday</td>
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<td>Week 5</td>
<td>October 10th</td>
<td>Lecture 2: Renaissance of Shanghai</td>
<td>Prof. Yu Hai 于海 Qingyi Wang</td>
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<tr>
<td>Week 6</td>
<td>October 17th</td>
<td>Lecture 3: Culture and religion *Short paper: Choose one topic among “religion”, “education”, “trade and finance”, and “urban planning and development”</td>
<td>Hu Anning 胡安宁 Qingyi Wang</td>
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<td>October 18th</td>
<td>Extra Lecture(optional): Stepping Stone Program and Voluntary Organization in Shanghai</td>
<td>Corinne</td>
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<td>Week 7</td>
<td>October 25th</td>
<td>Fieldwork: visit a religious site</td>
<td>Hu Anning 胡安宁 Qingyi Wang</td>
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<td>Week 8</td>
<td>October 31st</td>
<td>Lecture 4: Education in Shanghai</td>
<td>Ding Yan 丁妍 Qingyi Wang</td>
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<tr>
<td>Week 9</td>
<td>November 3th to November 9th</td>
<td>Workshop in Tai Pei (IES students only)</td>
<td>Prof. Yu Hai 于海</td>
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<tr>
<td>Week 10</td>
<td>November 14th</td>
<td>Fieldwork: visit a municipal key high school Hand in short paper on “religion”</td>
<td>Prof. Yu Hai 于海 Qingyi Wang</td>
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<td></td>
<td>November 15th</td>
<td>Fieldwork: visit Yangshan Deep-Water Port and Lingang New City</td>
<td>Prof. Yu Hai 于海 Qingyi Wang</td>
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<tr>
<td>Week 11</td>
<td>November 21st</td>
<td>Lecture 5: Trade and finance</td>
<td>Xiaozu Wang 王小卒 Qingyi Wang</td>
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<tr>
<td>Week 12</td>
<td>November 28th</td>
<td>Lecture 6: Urban planning and urban social space Hand in short paper on “education”</td>
<td>Prof. Yu Hai 于海 Qingyi Wang</td>
</tr>
<tr>
<td>Week 13</td>
<td>December 5th</td>
<td>Lecture 7: Aspects of Shanghai Studies Hand in “Shanghai Impressions” assignment Hand in short paper on “trade and</td>
<td>Prof. Yu Hai 于海 Qingyi Wang</td>
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</tbody>
</table>
| Week 14 | December 12<sup>th</sup> | **finance**  
Reading week  
Off-class Shanghai observation activity  
**Send the picture assignment to Qingyi via email** | Qingyi Wang  
Prof. Yu Hai  
Qingyi Wang |
The Chinese Society and Culture

Fall 2013

Staff of the Course:

Course Instructor
● Yu Hai, Professor, Department of Sociology, Fudan University
  yuhai_1998@yahoo.com
  (M) 13321859728; (H) 65304777; (O) 55665380 (Rm. 929 in Art and Literature Building)
  http://www.oldssdpp.fudan.edu.cn/yuhai
● Hu Anning, Assistant Professor, Department of Sociology, Fudan University
  huanning@fudan.edu.cn
  (M) 18201778359

Teaching Assistant
● Zhang Jun, Department of Sociology, Fudan University
  12210730025@fudan.edu.cn
  (M) 13761555102
● Zhang Miao, Department of Sociology, Fudan University
  12210730026@fudan.edu.cn
  (M) 13917696255

Teaching time: 15:25pm-18:00pm every Friday
Classroom: 6107 (Sixth Teaching Building)

Objective of Course:
This course aims to familiarize students with a number of salient themes and issues in contemporary Chinese society. As China’s rapid development is increasingly focusing worldwide attention on the People’s Republic, it is crucial to be able to grasp the social, cultural and political underpinnings of China’s unique trajectory and present-day situation. In turn, such an understanding requires acquaintance with an array of key notions and conceptual tools that will be methodically introduced and explicated throughout the semester.

Course Description:
The course is organized sequentially into two sectors:

  The first sector with four lectures will focus on Shanghai Studies as a means to offer a distinct localized illustration of the Chinese experience. Today, it is safe to say that Shanghai is one of the most powerful cities in East Asia and even the world. Yet despite its global stature, it remains deeply Chinese, occupying a unique position vis-à-vis the
issues and challenges arising from the country’s rapid pace of development. To the researcher, Shanghai displays the interaction of geography, economy, and society. Local culture itself remarkably varied, as it ranges from Chinese revolutionary culture to the city’s own civic culture to modern pop culture. The lectures will address the history of Shanghai in a national context, its renaissance as a global city as a result of state strategy from the 1990s onward, and issues of urban planning and urban social space.

The second sector addresses Chinese culture and religion. In the first lecture, students will have an opportunity to learn about the cultural foundations of ancestor worship and its contemporary practices, about the meaning of guanxi (relationship) and its application and transition in Chinese society, and about the Five Relationships, the core of Confucian ethics. The second and third lectures will concentrate on the culture of Shanghai, including themes such as Nostalgia and Consumerism, as well as the value system and lifestyle of Shanghai. The fourth lecture will provide an introduction to the Chinese policy of religious freedom, to the historical background and contemporary situation of Chinese folk religion, and to the phenomenon of mass conversion to Christianity in China.

In addition, there are two other lectures on some special topics: NGO and finance in Shanghai.

Course Evaluation:

- **Attendance and class participation– 10%**
  Attendance to lectures and fieldtrips is required for all students. Please inform the TA in advance if you want to ask for a leave due to eligible excuses.

- **Yuhai’s assignments:** (1) a 1500-word essay titled “Shanghai Impression”-30%, based on your own observation, critical thinking and reflection in the field work in Shanghai. Empirical experiences are highly valued throughout the course. By fieldwork as well as observation, students will see the city through your own eyes. The reflection over first hand empirical experiences will be included in the paper. (2) **Pictures during your stay in Shanghai—20%**. You may take a lot pictures during your stay in Shanghai, please pick 10 of them and tell us what the most impressive things in Shanghai are. Write at least 50 words of explication below each picture. Please include the pictures in a word file or pdf file.

  Instruction: You can choose any scenes, any people or any aspects of the city life. But you will have to tell us 1. Why you choose these pictures. 2. (If you are a foreign student) What kind of difference or common point between Shanghai and your city you’ve got from the picture? 3. (If you are a Chinese student) What aspect of the city life does this picture remind you? 4. Any pictures you provide as the assignment must be taken by yourself. The pictures from other resources would be taken as plagiarism ones.

- **Hu Anning’s assignment:** a 2000-word essay-40% with the focus on one of the discussing topics. The due time of this assignment is listed in the time table.

**Reading materials:**
You can download the reading materials at:
http://www.oldssdpp.fudan.edu.cn/yuhai/uploadfile/chinese_society/chinese_society.zip
Password: fd2012

Teaching Schedule:

Lecture 1 by Yu Hai: Course Orientation and From Cosmopolitan city to Socialist Shanghai (the 1840s –the 1990s).

Reading List
Yu Hai and Yan Fei: A Story of Shanghai Space: From Mao to Deng.

Lecture 2 by Yu Hai: Globalizing Shanghai (since 1990).

Reading List
Tingwei Zhang: Striving To Be A global City From Below: The Restructuring of Shanghai’s urban Districts. From Xiangming Chen, Shanghai Rising, 2009

Lecture 3 by Yu Hai: Aspects of Shanghai Studies (1).

Reading List
Yu Hai: Becoming a Chinese Cosmopolitan Place: Tianzifang Beyond the Global-local Duality.
Yu Hai: Narrative of Historic Block Renovation in Power and Concept Dimensions - Case of Tianzifang in Shanghai.
Yu Hai: Urban Renovation in Shanghai’s Inner-City in Social-Spatial Perspective.
Yu Hai: The Shanghaihinese People and the Identity of City of Shanghai.
Yan Yunxiang: Of hamburger and social space: Consuming McDonalds in Beijing, The Consumer Revolution in Urban China, Edited by Deborah S. Davis, University of California.

Wang Xiaoming: Under the sky of Shanghai.
Tianshu Pan: Communal memory, Spatializing Strategy, and Neighborhood Gentrification in Post-reform Shanghai.
Fulong Wu: Rediscovering the ‘Gate’ under Market Transition: From Work-Unit Compounds to Commodity Housing Enclaves.
Lecture 4 by Corinne Richeux Hua: Stepping Stone program and Voluntary Organization in Shanghai.

Lecture 5 by Hu Anning: Chinese Culture: Ancestor Worship, Guanxi, and Confucian Ethics.

Reading List


Discussing Topics
Do you have a counterpart of Chinese guanxi in your country?
What are the similarities and differences between Chinese guanxi and the Western counterpart?
What are the positive and negative social functions of guanxi in your mind?
What is your general perception of Confucianism?
Confucianism appears to be more and more popular in Western societies, do you think so? If yes, why?

Lecture 6 by Hu Anning: The Culture of Shanghai I: the Identity and Life Style of Shanghainess

Reading List


Yu, Hai. The Production of Space and the Distribution of Right-of-way.

Discussing Topics
Do you think identifying with hometown city or metropolis common in your society?
The stereotype of Shanghainese might not stand for the individual cases, what do you think about the characteristics of Shanghainese based on your personal life?

Lecture 7 by Hu Anning: The Culture of Shanghai II: Nostalgia, Gentrification, and Consumerism

Reading List

Discussing Topics
What do you think about the gentrification in Shanghai? Do you think gentrification is a global trend (e.g. the gentrification of the capital cities in your country)?
Nostalgia can be witnessed in many parts of China. Did you notice similar nostalgia in your country? What are the concrete activities?

Lecture 8 by Hu Anning: Religions in China: Survival and Revival.

Reading List

Discussing Topics
What are the social functions of religion in your society?
What are the similarities and differences between Chinese folk religion and commonly practiced Tarot, Fortune-telling using a crystal ball, and horoscope?
Lecture 9 by Yu Hai: Aspects of Shanghai Studies (2).

Reading List
Yu Hai: Becoming a Chinese Cosmopolitan Place: Tianzifang Beyond the Global-local Duality.
Yu Hai: Narrative of Historic Block Renovation in Power and Concept Dimensions - Case of Tianzifang in Shanghai.
Yu Hai: Urban Renovation in Shanghai’s Inner-City in Social-Spatial Perspective.
Yu Hai: The Shanghaiese People and the Identity of City of Shanghai.
Yunxiang Yan: Of hamburger and social space: Consuming McDonalds in Beijing, *The Consumer Revolution in Urban China*, Edited by Deborah S. Davis, University of California.
Albert Wing Tai Wai. Place promotion and iconography in Shanghai’s Xintiandi. Habitat International, 2006, 30: 245~260
Wang Xiaoming: Under the sky of Shanghai
Tianshu Pan: Communal memory, Spatializing Strategy, and Neighborhood Gentrification in Post-reform Shanghai
Fulong Wu: Rediscovering the ‘Gate’ under Market Transition: From Work-Unit Compounds to Commodity Housing Enclaves.

Lecture 10 by Wang Xiaozu: Finance and trade in Shanghai.

Time Table for Chinese Culture and Society

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Sep. 13</td>
<td>Course Orientation and Lecture 1</td>
<td>Lecture given by Prof. Yu Hai Course Orientation and From Cosmopolitan city to Socialist Shanghai (the 1840s –the 1990s).</td>
</tr>
<tr>
<td>Week 2</td>
<td>Sep.22</td>
<td>Site visit</td>
<td>Led by Prof. Yu Hai or Dr. Hu Anning: Visiting the Urban Planning Exhibition Hall.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Sep. 27</td>
<td>Lecture 2</td>
<td>Lecture given by Prof. Yu Hai Globalizing Shanghai (since 1990)</td>
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<tr>
<td>Week 4</td>
<td>Oct. 4</td>
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<td>National Holiday</td>
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<tr>
<td>Week 5</td>
<td>Oct. 11</td>
<td>Lecture 3</td>
<td>Lecture given by Prof. Yu Hai Aspects of Shanghai Studies (1).</td>
</tr>
<tr>
<td>Week 6</td>
<td>Oct.18</td>
<td>Lecture 4</td>
<td>Lecture given by Corinne Richeux Hua Stepping Stone program and Voluntary Organization In Shanghai</td>
</tr>
<tr>
<td>Week 7</td>
<td>Oct.25</td>
<td>Lecture 5</td>
<td>Lecture given by Dr. Hu Anning Chinese Culture: Ancestor Worship, Guanxi, and Confucian Ethics.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Nov.1</td>
<td>Lecture 6</td>
<td>Lecture given by Dr. Hu Anning:</td>
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<tr>
<td>Week 9</td>
<td>Nov.8</td>
<td>Lecture 7</td>
<td>The Culture of Shanghai I: the Identity and Life Style of Shanghainess.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture given by Dr. Hu Anning: The Culture of Shanghai II: Nostalgia, Gentrification, and Consumerism.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Nov.15</td>
<td>Site visit</td>
<td>Led by Prof. Yu Hai &amp; Dr. Hu Anning: Visiting the Lingang New City and Yangshan Port.</td>
</tr>
<tr>
<td>Week 11</td>
<td>Nov.22</td>
<td>Lecture 8</td>
<td>Lecture given by Dr. Hu Anning: Religions in China: Survival and Revival.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Nov.29</td>
<td>Lecture 9</td>
<td>Lecture given by Prof. Yu Hai: Aspects of Shanghai Studies (2).</td>
</tr>
<tr>
<td>Week 13</td>
<td>Dec.6</td>
<td>Lecture 10</td>
<td>Lecture given by Wang Xiaozu: Finance and trade in Shanghai. Hu Anning’s Essay Due</td>
</tr>
<tr>
<td>Week 14</td>
<td>Dec.13</td>
<td></td>
<td>Yuhai’s Assignments Due</td>
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</tbody>
</table>
Shanghai History

(Shanghai: The Key to Modern China?)
Fall 2013

Instructor:

Allison Rottmann 罗艾丽
email: rottmann@bu.edu
Cell phone: 159.2116.2503

Course Overview:

The city of Shanghai has had multiple and changing reputations and representations. It has been simultaneously blamed as the source of all that was and is wrong in China and praised as the beacon of an advanced national future. Historically, the city has been China's leading colonial port, the location of its urban modernity, a national center of things from finance to fashion, and the home of radical revolutionary politics. The objective of this course is to use the social, cultural, political, and economic history of Shanghai as a lens to understand the making of modern China.

The late imperial, Republican, and People’s Republic periods will be covered, ending with an introduction to the era of Opening and Reform. We will question if and how the history of Shanghai provides a key to understanding the history of modern China. Themes will include the role of city's colonial past in shaping its history and whether Shanghai is somehow unique or representative of what we know as “modern China.” As part of this course, we will take advantage of our location to visit significant historical sights and exhibits.

Prior knowledge of Chinese history is not required. The course is designed to help students experience a historical tradition outside the western one, to further develop their analytical and communication skills through writing and critical interpretation of secondary and primary sources, and to appreciate different approaches to the study of history and international relations.

Important dates in this course

• March 11, Sunday: field trip
• March 21, Wednesday: first essay is due.
• April 14, Saturday: field trip
• April 25, Wednesday: second essay is due.
• May 20, Sunday: field trip
• May 23, Wednesday: third essay is due.
• Tuesday, June 12: take-home final paper is due.

**Course Requirements:**

- Your final grade in this course will be assessed as follows:

  Class discussion: 15%
  Three short 5-page papers: 20% each, totaling 60%
  Take-home final exam, which is a longer paper: 25%

- Students must complete reading assignments for the designated day BEFORE attending class and be prepared to discuss the readings in class.

- Discussion in class benefits us all. Its purpose is to: 1) inspire active and critical reading of the assigned materials, 2) enhance skills for analytical thinking and effective presentation of ideas in front of a group, and 3) learn different perspectives from other students. Your contributions to class discussions are an important aspect of your overall participation in the course.

- Students will write 3 five- to eight-page papers on assigned topics. These will either be “book reviews,” based on the assigned monographs, supplemented by knowledge from class lectures and discussions; or an essay on a specific topic. Detailed instructions will be given in separate assignment handouts.

In these essays you will be required to identify scholarly theses, locate and evaluate historical evidence, analyze arguments, and demonstrate an understanding of historical context. Mastering the technique of presenting complicated material in a concise format is one goal of this class. The intention of these essays and other assignments is not to summarize the assigned readings but instead to offer critical historical analyses of the readings.

- A final take-home essay examination of approximately 10 pages is due at the end of the course.

- Attendance in all classes, including field study events, is expected. Missing classes will affect your grade. If you cannot attend a specific class you must make all efforts to notify the professor beforehand or to explain your absence later.

- Schedules, topics, and readings may be revised at times, in which case announcements will be made in class as appropriate.

- No make-up or late exams will be given, except in case of extreme emergencies. Emergencies require adequate documentation and the instructor’s agreement that an emergency necessitated that a deadline be missed.
Written assignments must be turned in on the dates specified. Late work will be penalized with a ½ grade deduction for each day of delay.

All assignments in this course are to be completed independently. Collaborative work is neither required nor allowed.

Statement on Academic Integrity and Plagiarism:
All students are responsible for having read Boston University’s statement on plagiarism, cheating, and academic dishonesty published in the Code of Student Responsibilities. Students are advised that the penalty against students on a Boston University international program for academic dishonesty may be “expulsion from the program or Boston University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the dean.”

If you need to study the Code of Student Responsibilities to learn more about the rules of academic conduct, see:
http://www.bu.edu/academics/resources/academic-conduct-code/

For a good introduction on plagiarism, see:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Required texts
The following books are required for this course, to be read in part or entirely according to the syllabus. You will be able to purchase copies of the required books in Shanghai.

Shanghai: From Market Town to Treaty Port, 1074-1858
Linda Cooke Johnson
Stanford University Press, 1995
ISBN: 978-0804722940

Beyond the Neon Lights: Everyday Shanghai in the Early Twentieth Century
Hanchao Lu
University of California Press, 2004
ISBN: 978-0-520-24378-1

Shanghai Splendor: Economic Sentiments and the Making of Modern China, 1843-1949
Wen-hsin Yeh
University of California Press, 2007
ISBN: 978-0-520-25817-4

Policing Shanghai, 1927-1937
Frederic Wakeman, Jr.
University of California Press, 1996

*China in Revolution*
Documentary series available in BU Office library. You are required to view this during semester.

Also required are selected primary sources, documentaries, and secondary readings, which will be distributed to class members electronically as PDF files or as photocopies.

**Additional Field Trips:**
Throughout the semester, we will visit local historical sights and museums, generally on Fridays, Saturdays, and Sundays as our schedule allows. Possible field trips include the former site of the city wall, the Shanghai History Museum, Sun Yatsen’s home, the WW2 Jewish Internment district, Duo lun lu May 4 Culture Street, and the Revolutionary Martyrs’ Cemetery at Longhua.

**Lecture Schedule and Reading Assignments:**
The designated reading assignments are to be completed BEFORE attending class.

**Week 1**
Wednesday, February 29: Introduction: Themes in Chinese History, Politics, and Culture

**Week 2**
Wednesday, March 7: Shanghai in the 1800s
Themes: Based on readings: what are the different ways to view SH and theories of analyzing urban history?

Readings:
Cooke Johnson, pp. 1-175
Wasserstrom: Introduction, pp. 1-20

Sunday, March 11: **field trip**, 1 to 6 pm
1 pm: Meet Prof. Rottmann at the Line 4 subway stop Nanpu daqiao, Exit 3. Bring a map of Shanghai with you. And be prepared to take notes. (You may also want to bring a camera.)
First, we’ll walk along a bit of the path of the former city wall (now Zhonghua lu) and in the district called Nanshi (the original walled city of Shanghai).

We’ll then continue by subway to the Shanghai History Museum in Pudong
Location: Museum is in the basement of the Oriental Pearl TV Tower in Pudong

Themes: Analyze how the museum curators/administration have chosen to present the city’s history; focus on Shanghai’s significance before and after the impact of colonialism.

Week 3

Wednesday, March 14: External Pressures: Tea and Opium
   Theme: Creation of the “preeminent treaty-port”

   Readings:
   “Memorial on Legalizing Opium, June 10, 1836” (handout/PDF)
   Cooke Johnson: finish the book

Week 4

Wednesday, March 21: Internal Pressures: Rebellion
   Theme: Taiping period in SH

   Readings:
   Begin Lu’s Beyond the Neon Lights

   **First essay is due in class.**

Week 5

Wednesday, March 28: Reform and Self-Strengthening
   Themes: What role did foreigners play in the city in this period? How is SH changing during this period?

   Reading:
   handout on modernization theory
   Finish reading Lu’s Beyond the Neon Lights
Week 6

Wednesday, April 4

_No class. Field excursion to Anhui province._

Week 7

Wednesday, April 11: Fall of the Qing; The Rise of the Republic  
Theme: How did the existence of treaty ports and the loss of national sovereignty affect the end of imperial China?

_Reading:_ Finish Lu’s _Beyond the Neon Lights_

Saturday, April 14: **Field trip** 2-5 pm  
Shikumen Museum at Xintiandi and the CCP First Meeting Sight  
Theme: Every day life in the city and the impact of class

Week 8

Wednesday, April 18: The New Culture and May Fourth Movements  
Themes: SH modernity, radicalism, bourgeois culture

_Reading:_  
Begin Yeh’s _Shanghai Splendor_

Week 9

Wednesday, April 25: Urban party politics; rise of the CCP  
Themes: SH as a breeding ground for radical politics

_Reading:_  
Continue Yeh’s _Shanghai Splendor_

**Second essay on Beyond the Neon Lights is due.**

Week 10

Wednesday, May 2: The Nanjing Decade (1927-37)  
Themes: SH as home to the right and haven for the left; the international drug trade; SH as the urban model for the nation; the politics of patriotism

_Readings:_
Finish Yeh’s *Shanghai Splendor*

**Week 11**

Wednesday, May 9: Occupied Shanghai and World War Two (1937-1945)  
Themes: Japan and new heights of imperialism; WW2 begins in Shanghai; a divided city; the end of the concessions

**Reading:**  
Rottmann, “Crossing Enemy Lines: Shanghai and the Central China Base”  
Begin Wakeman’s *Policing Shanghai*

**Week 12**

Wednesday, May 16: Explaining the Fall of the Guomindang Government  
Theme: What role did SH play in the GMD’s demise?

**Reading:**  
Continue Wakeman’s *Policing Shanghai*

Sunday, May 20: **Field Trip**, 1-5 pm  
The Revolutionary Martyrs Cemetery and the former GMD prison at Longhua  
Also, we will visit Longhua Temple, a large, old, active Buddhist temple.

**Week 13**

Wednesday, May 23: The 1950s: Now the Revolution  
Theme: Cleansing a City with a Tarnished Past; Campaigns (*yundong* 运动)

**Reading:**  
Finish Wakeman’s *Policing Shanghai*

Third essay on *Shanghai Splendor* is due.

**Week 14**

Wednesday, May 30: The Cultural Revolution

**Reading:** Selected readings on Shanghai during the CR: to be distributed
Week 15
Wednesday, June 6: Post-reform Shanghai
Theme: From Socialist Modernity to Shanghai Modernity?

Reading:
Wasserstrom: pp. 109-123 and Conclusion: Ten Theses, pp. 124-140
Rottmann, “Finding Its Place in the Past”

Tuesday, June 12: TAKE-HOME FINAL DUE
Your final is due by 5 p.m. in the BU Office or by e-mail.
## Classic Periods in Chinese History

<table>
<thead>
<tr>
<th>Period</th>
<th>Time Period</th>
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<tbody>
<tr>
<td>Shang</td>
<td>1700 - 1050 BCE</td>
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<tr>
<td>Zhou</td>
<td>1050 - 221 BCE</td>
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<td></td>
<td>Western Zhou, 1050 - 771 BCE</td>
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<td>Eastern Zhou, 771 - 256 BCE</td>
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<tr>
<td></td>
<td>Spring and Autumn period: 771 - 481 BCE</td>
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<td>The Warring States period: 403 - 221 BCE</td>
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<td>Qin</td>
<td>221 - 206 BCE</td>
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<tr>
<td>Han</td>
<td>206 BCE - 220 CE</td>
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<tr>
<td></td>
<td>Former Han: 206 BCE - 9 CE</td>
</tr>
<tr>
<td></td>
<td>Later Han: 25 - 220 CE</td>
</tr>
<tr>
<td>North-South Division</td>
<td>220 - 589 CE</td>
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<td></td>
<td>Three Kingdoms 220 - 280</td>
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<td>Jin 265 - 420</td>
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<td></td>
<td>Northern Wei 386 - 535</td>
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<tr>
<td>Sui</td>
<td>589 - 618</td>
</tr>
<tr>
<td>Tang</td>
<td>618 - 907</td>
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<tr>
<td>Five Dynasties</td>
<td>907 - 960</td>
</tr>
<tr>
<td>Northern Song</td>
<td>960 - 1126: Liao empire on the northern border, 907-1126</td>
</tr>
<tr>
<td>Southern Song</td>
<td>1127 - 1276: Jin empire in North China, 1115-1234</td>
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<tr>
<td>Yuan</td>
<td>1215 - 1368 (1276, seized southern China)</td>
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<tr>
<td>Ming</td>
<td>1368 - 1644</td>
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<tr>
<td>Qing</td>
<td>1644 - 1911</td>
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<tr>
<td>Republic</td>
<td>1912 - 1949</td>
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<tr>
<td>People’s Republic</td>
<td>1949 - present</td>
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</tbody>
</table>
Psychology and Life

(Introduction to Psychology)

Fall 2013

Instructor:
Jun Gao Ph.D.
Office: Social Science Building 1101
Phone: 021-55665473.
Email: gaojun82@fudan.edu.cn
Office Hours: The exact time will be announced at the first class of the course

This syllabus is intended to help you clearly understand the course goals, expectation, testing methods and topics we are going through, so you may optimize your learning experience and maximize your performance.

Course Description:

*Introduction to Psychology* is a course offered to undergraduate students who are interested in learning more about the science of psychology and are eager to apply their learning into their daily lives to make a better life. It provides a general introduction to major fields of psychology, i.e. the methodology and the basis of psychological reasoning, the classical concepts and theories as well as the latest research outcomes and new progresses made in this science to promote the understanding and changes in individuals, families and societies. The main topics includes the biological and evolutionary basis of human behaviors, sensation and perception, consciousness, learning, memory, intelligence, human development, motivation and emotion, stress and health psychology, personality psychology, social psychology, abnormal psychology and psychological counseling & psychotherapy. Besides lecturing, the course uses group discussion and reading materials to facilitate the learning process. Extra reading materials for each chapter are to be emailed to students and it is expected that students will choose at least one paper to read. In order to get full credits of the course, students are asked to complete two individual homework reports, one group project and two participations in psychological studies (several opportunities will be offered during the semester and students can choose which to participate in; if you are not willing to participate for any reasons, extra homework will be offered to get the credit). The final exam is a 100-item close-book format multiple choice test. Students who are open-minded, curious and confident in English are warmly welcomed to embark on this journey.

Text Book:
- Additional reading materials will be sent by emails to your email box. You need to
register your email address with the help of TA on the beginning of the semester.

Reference & Learning Resources:
• Benjamin B. Lahey 著，吴庆麟 等译. 心理学导论（第九版）. 上海人民出版社，2010 年第一版
• The website of American Psychological Association. www.apa.org

Learning Objectives:
As an introductory course, the main purpose of this course is to provide an overview of the modern psychology. It is expected that through lectures, readings, assignments and other active learning behaviors such participating in course discussions and psychological experiments, students will be able to
• have a general understanding and appreciation of the basic research methods, topics as well as classical theories and major findings of the field.
• develop a psychological perspective and try to use this perspective, as a way of critical thinking, to reflect upon oneself and this world.

Course requirements:
• Assignments – the basic assignments include two homework reports, a mid-term paper based on a group project and two participations of psychological experiments. The first homework is to write a comment on one of the reading materials sent to the students. The second homework can be either an essay or any other format (such as a drawing) that summarizes students’ learning from the course. The mid-term paper is based on a team work and the size of the team is from 3 to 5 students. The team is asked to work out a research plan and the topic can be freely chosen by students as long as it is within the scope of psychology.
• Exams- The final exam is a close-book format multiple choice test. This 100-item test covers all the topics of the course. An outline of the course is provided to students at the end of the semester, which aims to help students to prepare for the final exam.
• Class Behavior – It will be appreciated if students can abide by three basic rules of this course. They are: 1. Please to be punctual at each class and to ask for leave in advance if one cannot show up (you can either send email to me or to the TA). 2. Try to be proactive in learning this course, i.e. try to be alert and stay focused through the course. An open attitude and a sense of curiosity are welcomed. 3. Please show the basic respect to the lecturer, the TA and all fellow students.

Grading Policy:

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<tr>
<th>Components</th>
<th>Point %</th>
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<tr>
<td>Homework assignments (2 times)</td>
<td>10% each</td>
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<tr>
<td>Week</td>
<td>Dates</td>
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</tr>
<tr>
<td>1</td>
<td>An Introduction to the Course</td>
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<tr>
<td>2</td>
<td>Statistics and Research methods in Psychology</td>
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<tr>
<td>3</td>
<td>The Biological and Evolutionary Basis of Behaviors</td>
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<td>4</td>
<td>Sensation and Perception</td>
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<tr>
<td>5</td>
<td>Consciousness and Alternate States</td>
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<tr>
<td>6</td>
<td>Learning</td>
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<td>7</td>
<td>Memory</td>
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<td>8</td>
<td>Cognition Processes and Intelligence</td>
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<td>9</td>
<td>Topics in Developmental Psychology</td>
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<td>10</td>
<td>Emotions and Motivations</td>
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<td>11</td>
<td>Personality</td>
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<td>12</td>
<td>Stress and Health</td>
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<td>13</td>
<td>Psychological Disorders</td>
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<td>14</td>
<td>Psychological Counseling and Psychotherapy</td>
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<td>15</td>
<td>Topics in Social Psychology</td>
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<td>16</td>
<td>Final Exam</td>
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Chinese Diplomacy

(Diplomacy of P.R.China (1949-201))
Fall 2013

Instructor: Dr. Shen Yi
Office Hours: Wednesday 1:30~3:00 pm
Office Location: Room 739, Wenkelou (Arts and Social Science Building)
Office Telephone: 021-55665434
E-mail: sheny@fudan.edu.cn

Course Description:
This course provides students with a comprehensive introduction to contemporary China’s diplomacy and its foreign policy, as well as their theoretical, historical background. This course will also investigate the decision-making process of Chinese foreign policy, China’s bilateral relations with major powers, China’s multilateral relations with its neighboring countries, developing countries and international organizations. Emphasis will be placed on the period since 1978 when China initiated its reform and opening up era while at the same time, the course will try to touch the latest development of the Diplomacy of China represented by the cyber security issues as much as possible.

Format:
The course will be conducted with a mixture of lectures, class presentations and discussions, writing assignment, and final exam. It will have a one-hour and a half general meeting per week.

Readings:
Before starting a new topic, the instructor will provide a detailed reading list. They are mainly selected from the following textbooks and occasionally other books or journals. The background textbook is available at FDU bookstore and other copies of the required readings and recommended readings are available in the libraries of SIRPA and Centre for American Studies.

Background Textbook:

Required Readings:
Course Requirements:

(1) Participation
Attendance is mandatory. Students will be expected to have completed each week’s **REQUIRED** reading assignments **before** the general meeting, and it will also be welcomed to read those **SELECTED** reading either before or after the class. Participation in class discussions is an essential part of the class.

(2) Article review
Students will be required to submit one short article review regarding China’s foreign policy in a specific issue area (decision-making, public opinion, security/defense, relations with specific nations, etc.) which should produce a critical discussion of the literature, not just summarize the readings. Students should submit the paper to the instructor on **Oct. 30th, 2013**. **Suggested paper length is 5 pages (double-space)**, including notes and bibliography.

(3) Presentation and Discussion
Though this class includes some lectures, each student will be required to make at least one structured oral presentations. There will be 2 week presentation and discussion. Students will be divided into 4 groups, each group will hold one subject and arrange the presentation and discussion by team-work. You should address the main points in the readings but also present an argument focusing on particular issues. In doing so, you may need to conduct some additional research by consulting other literature not listed in the syllabus.

Students are expected to significantly contribute to the class discussions. Discussion enlivens a lecture course and is conducive to learning. Participation in free discussion is encouraged.

(4) Final exam
Final exam is a test in which student will chose two questions to answer among the four, each question will be composed of two or three sub questions. **Students have about 2 hours to answer all these questions.**

**Evaluations:**
Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term: article review</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation and discussion</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>50%</td>
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</tbody>
</table>
Political Economy of China

中国政治经济状况

Fall 2013

Instructor
Prof. LI. ZHANG, Room 1117, Wenke Building (文科大楼),
Tel: 021-5566-5575,
Email: lizhangfudan@fudan.edu.cn
Course TA: Miss Zhang Caiyi, Email: 11210730006@fudan.edu.cn
Instruction Language: English
Course Credit: 2.0
Office Hours: 14:00 – 16:30, Mondays or by appointment

(1) Course description
This course provides a political economy perspective on the rapidly changing economy and society in contemporary China. The course will focus on the discussion how political, economic and social forces shape “socialism with Chinese characteristics”. Students who elect this course are assumed to have basic knowledge of China and Chinese.

(2) Objectives
The ultimate objectives of this course are:
● to enhance students’ intellectual knowledge about China from a political economy perspective;
● to improve students’ ability to think about China’s complex development more comprehensively and critically; and
● to enable students to integrate what they have learned from this course into other China-related courses in their own discipline of study.

(3) Learning outcomes
After completing the course, students should
● be able to explore controversial concepts and issues that are important for understanding socialism with Chinese characteristics;
● be knowledgeable about the relationships between various development patterns and systemic features in both pre-reform and reform periods; and
● be able to understand China’s development beyond what is presented in the mass media.

(4) Main text

(5) Background readings

(6) Schedules, topics and suggested readings

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<th>Week 1</th>
<th>Course introduction 课程简介</th>
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<td>An overview of the course, including contents, requirements and assessments</td>
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<th>Week 2</th>
<th>The lexicon of China’s political economy 中国政治经济学特殊词汇</th>
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<td><em>(Note: This week’s class time may subject to change because the University may reschedule the class arrangement for mid-autumn festival)</em></td>
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**Selected Readings**
- 许涤新主编（1983），简明政治经济学辞典。人民出版社。
- 沈孟璎编著（2009），《新中国 60 年新词新语词典》。四川辞书出版社。

<table>
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<th>Week 3</th>
<th>2013 Population and China’s power 人口问题与中国国力</th>
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**Selected Readings**
- Global Insight (2007), *China set to take the lead in global manufacturing.* Global Insight Perspective Article.
- 连玉明、武建忠主编（历年），中国国力报告。中国时代经济出版社。

| Week 4 | National Day holiday, no class meeting |

| Week 5 |  |
Territorial dimensions of authority and power in China’s political economy

Selected Readings


Week 6

Transformation of economic development models

Selected Readings


Week 7

Mobility system and citizenship

Selected Readings


### Week 8
**Political economy concerns of urbanization**

**Selected Readings**

### Week 9
**Government finance: the case of infrastructure financing**

**Selected Readings**
- Sarah Y. Tong and Gang Chen (2008), *China’s land policy reform: an update*. EAI Background Brief No.419, The East Asian Institute, National University of Singapore.
Week 10
Inequality under welfare regime transformation 福利体系转型中的不平等

Selected Readings

Week 11
Student Forum (1) 学生论坛

Week 12
Student Forum (2) 学生论坛

Week 13
How can we understand the real China 如何读懂中国

Selected Readings
- Yasheng Huang (2008), Capitalism with Chinese characteristics: entrepreneurship and the state. Cambridge University Press.

Week 14
9 December – 12 December 2013 Final exam week 期末考试

(7). Course assessment

Assessment scheme
Your final grades are determined by the total accumulative points of the following assignments. Students from different programs are assessed based on the same criteria.

Class participation 10%
Group projects 25%
Class participation

An example: IES policy for attendance should be noted.

- Class attendance is a component of your final grade. Absence from class will likely affect academic performance.
- Up to 3 unexcused absences throughout the semester are allowed. The student is encouraged to exercise the privilege of the 3-times allowed unexcused absence with caution and sense of responsibility.
- Any excused absence must be requested with valid reasons and documents.
- For both excused and unexcused absences, the student is required to inform the course instructor or TA.
- Even though a student’s absence is excused from class, he/she is not normally excused the associated class work.

Group projects and requirements

A). Group projects are a significant part of learning activities in this course. The main purpose of group projects is to facilitate learning by doing research and by exchanging views among students. Students will be organized into several groups. Each group will consist of 3 or 4 members. Each group will be assigned a topic under the given theme. Each group is required to give ONE presentation in class, and submit ONE presentation powerpoint and brief synopses in a soft copy to the course TA via email (11210730006@fudan.edu.cn) before the time of presentation (13:00, 21 November 2013 and 13:00, 28 November 2013).

B). Each presentation will have 15 minutes in maximum, followed by 5 minutes Q & A. Students are encouraged for active discussion. For the benefit of all participants, the presenters are encouraged to provide brief synopses of the topic (including references) in writing to the students.

C). The presentations should deal with following issues and have following components. Presentations are basically in a review manner.
- Presenting and interpreting key concepts that are highly related to the topic;
- Highlighting defining features of the topic;
- Reviewing influential works on the topic, such as their major arguments; and
- Underlining your insights and understudied areas of the topic, if any.

Research proposal and requirements
A). Each student needs to write one research proposal (2,000 to 3,000 words). Students have freedom to choose their own interested topics under a broad theme of “socialism with Chinese characteristics”.

B). I intend the individual research proposal to, in addition to issues of practicalities
- Be structured around enquiring a central question designed to stimulate academic interest and curiosity
- Specify research objectives and rationale
- Make a clear hypothesis that the particular insight could be developed to the topic in question by an appropriate perspective
- Engage with a critical review of influential studies and identify research gaps
- Elaborate the workable methodology
- Anticipate the possible implications

To learn more about how to write a research proposal, you can consult the website: http://researchproposalguide.com

The submission (in Microsoft word format) should be sent to the course TA via email (11210730006@fudan.edu.cn) before or by 17:00, 12 December 2013. Late submission is subject to grade deduction by 20% of the total grade of the research proposal per day.

Examination

There is a take-home final exam in the end of the semester. The final consists of 2 short questions (selected from several questions) and 1 long analytical question (selected from several questions). The questions will be emailed to students around 8:00am, 9 December 2013. The questions will be closely related to all lecture and project topics. The questions of the final emphasize depth of understanding and analytical ability. The review sheet will be available in the due course. Each student should submit her/his individual answers (in Microsoft word format) to the course TA through email (11210730006@fudan.edu.cn) before or by 17:00, 12 December 2013. Late submission is subject to grade deduction by 20% of the total grade of the final exam per day.

Academic honesty

Students are advised to pay attention to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to reaches of such policy.
Description
A research proposal is the plan of academic enquiry and discovery. It can be viewed as a written statement to present the exact focus of study and then to plan a research design. It should be structured around enquiring a central question designed to stimulate academic interest and curiosity.

For this course, each student needs to write one research proposal (2,000 to 3,000 words). Students have freedom to choose their own interested topics under a broad theme of “socialism with Chinese characteristics”.

Points to choosing a topic
- Phenomena or issues that annoy or frustrate you
- Phenomena or issues that are receiving much media coverage which you think will be interesting to probe further
- Phenomena that rise a number of questions that you feel need answers

Questions you need to answer in a research proposal
- What is the specific objective of my research project? (research questions)
- Why am I doing a project on this subject? What motivated the study? (project background; reasons)
- What are the important issues the project will investigate? (project contents and tasks)
- How can I deal with my research questions? (methodology)

Key components of a research proposal
- Title: concise and informative
- Introduction: state the objectives of the project, provide an adequate background and anticipate significance of the study (to answer “what” and “why”)
- Literature review: get some reference ideas; engage with a critical review of influential studies and identify research gaps that need to be filled
- Methodology: elaborate the workable ways to find answers/explanations (to answer “how”)
  - Build a conceptual or analytical framework: link theory and empirical issues. Theory is taken to be a set of explanatory concepts that are useful for explaining a particular phenomenon or situation.
  - Explain ways and methods to obtain/generate research material (data, information)
  - Explain ways you analyze your data (quantitative or qualitative)
- A list of references cited
Advises
● Do something that really needs further research, do not repeat other’s works
● Do something that you can fully manage, do not carry out impossible research

To learn more about how to write a research proposal, you can consult the website: http://researchproposalguide.com
Political Economy of China

Student Forum Guide

Purpose
The purpose of student forum is to provide a platform for students to exchange their understandings on the wide range of issues encompassed by this course. It aims to facilitate interactive debate on questions that remain at the forefront of research and policy making.

Practical information

1. General guidance
   ● Each group should select a topic from the topics given.
   ● Each presentation will have 15 minutes in maximum, followed by 5-minute Q & A. Each group should respect the allocated time. To manage the general dynamic, the chair (course instructor) will invite presenters to conclude their presentations should they extend beyond their allocation time.
   ● Because of the time constraint, it is vital that all groups limit their presentations to a relatively small number of issues and experiences that they consider particularly important for the class to consider. Presentation should be focused, address a few specific questions, convey a small number of key messages, and should not detract from the assigned topic. Please keep presentation slides as simple as possible. Each presentation should be aiming for no more than 20 slides.
   ● In order to minimize delays between presentations and ensure that the presentations run to schedule, presentation PPTs should be uploaded onto the TA’s computer no later than 3 minutes before the forum is due to start. The use of personal laptop computer is not encouraged.
   ● Please note that equipment for the projection of physical slides or transparencies will not be available.
   ● Each group should provide a one-page synopsis of the presentation (to highlight main points) in a hard copy to the students during the presentation.
   ● Presentation PPTs and brief synopses should be submitted in a soft copy to the course TA via email (11210730006@fudan.edu.cn) before the time of presentation (13:00, 21 November 2013 and 13:00, 28 November 2013).

2. Presentation arrangement
   ● To be announced in the due course.

3. Labor division
   ● All members of the group should participate in and make contribution to the group project. However, the labor division of each group in terms of preparation and presentation is the internal matter of individual groups. Group members should
divide the project into tasks by consensus and determine the division of labor at the outset of the project.

- Given the time constraint and the size of the group, it is impossible for all members of the group to make oral presentation in the class. To make sure the participation of every member of the group in the group project, it is suggested that the group members can share the labor in this practical way: (1) All members should participate in preparing the project; (2) Two or three representative members (no more than three) are responsible for delivering the ideas of your topic in the class; (3) The other members who are not presenting should participate in Q & A.

4. Performance evaluation

- The group project will be assessed based on content (do presenters adequately support their points?), organization (is the presentation logical?), visual aids (are visual aids synchronized with the oral presentation?), and question answer (can the questions be answered appropriately?).
- The group project will also be assessed based on the fulfillment of the all project requirements indicated in this information sheet.
- To minimize the “free ride” problem, the group project is evaluated on a group basis as well as on an individual basis. Therefore the best way to get a high grade is to play to the strength of every group member.
- Each student should fill the private-bid form, as an important reference of grading, and submit it to the TA by email (Miss C.Y. Zhang, 11210730006@fudan.edu.cn) before or by 17:00, 12 December 2013 to declare the percentage of your personal contribution in the group project. Those who fail to submit the form will receive no credit for the group project.

Private bid form

Name

Names of other team members

I feel my contribution to this project is worth ____% of the team mark
This is because (e.g. attended all meetings, collected necessary material, contributed ideas, did a fair share of the work, other particular contributions, etc.)

Signed

Date

Topics and selective issues

(1) Poverty and inequality

Like elsewhere, Chinese people care about how economic resources and development outcomes are distributed, concerns which have been heightened by recent
developments. In the presentation, you may wish to address some of the following questions:

- Which measures of poverty are most useful to Chinese policy makers, in terms of enabling them to design policies and allocate resources effectively?
- What factors (e.g. globalization, changes in welfare systems, local government practices) have played the greater role in shaping current trends in poverty and inequality?
- What policy approaches (e.g. conditional transfers, general redistribution) hold the greater promise to deliver effective solutions?
- Looking ahead, what are some of the most pressing challenges that local governments are likely to confront in the future to provide affordable housing, as well as adequate urban infrastructure to ordinary citizens?

(2) Quality of development

Quality of development takes us beyond the notion of economic growth, requiring considerations of effective use of resources, people’s subjective well-being, the quality of the natural environment where people live, people’s health, and the features of the governance system, etc. In the presentation, you may wish to address some of the following questions:

- Despite of many drawbacks, what does GDP remain as a key measurement of development?
- What are the priorities for measuring China’s development outcomes (for example, measuring subjective well-being)?
- How malleable are government institutions to change in order to improve low well-being achievements?
- How does the interaction of market, society and government affect the current situation of quality of development? Provide evidence.

(3) Caring for the elderly

A rapid ageing of the population is affecting China as a result of restrictive birth policy. This trend, when combined with low-level of development, under-development of the social security system and high participation in the labor market by Chinese women, is leading to greater care needs for seniors. Even when not affected by medical conditions, elderly people may need assistance with respect to day-to-day activities and face risks of social isolation. Even when specific programs are in place, most of the care burden associated to old-age falls on families. In China, current policies are being developed in a piecemeal manner, rather than being constructed in a sustainable manner. In the presentation, you may wish to address some of the following questions:

- What are the most important factors bearing on the well-being of Chinese elderly people?
- What are the main factors that will shape the demand for care by the elderly in the coming future?
- How will demographic and labor market trends affect the supply of family available to care?
- How can policies best support informal carers and help achieve a better balance between private responsibility and public support in care-giving?
(4) Social cohesion

Over the past decades, many Chinese cities have achieved strong growth rates and increased economic prosperity as a result of urbanization, laying the foundations of a better life for attracting more migrants. While migrants may great contribution to urban development, there are strong sentiments of disconnection between the concerns of local governments and those of migrants (e.g. wage increase, access to quality public education). Resource redistribution is skewed to those deemed productive and valuable and excludes those defined as surplus. Such disconnect threatens the country’s social cohesion, weakening people’s sense of belonging, and opportunities for social mobility.

In the presentation, you may wish to address some of the following questions:

- What are constituent elements of the notion of social cohesion? What are the main dimensions of social cohesion in the Chinese context?
- What can we learn from past experiences and existing practices? To what extend, does China’s development be a process of distillation, concentration, segregation and exclusion?
- How can Chinese governments at different levels contribute to strengthening social cohesion? What types of policies and programs have proved more effective in securing the economic and social integration of migrants in cities?

Guidelines for writing short papers will be distributed in class at the beginning of the semester.

Recommended readings: