ANTH 5250
SEMINAR IN THE ANTHROPOLOGY OF CHINA I
Spring 2021

Instructor: Andrew KIPNIS
Class meeting and Tutorial: Wednesday 12:30-3:15
Instructor Office Hours: by appointment: NAH410
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Course Description: In this course, students will read some recent ethnographies about China. We will come to understand China from a wide variety of perspectives and grapple with questions of the power and limitations of social anthropology to illuminate Chinese society. The weeks will organized according to topics, but students should remember that ethnographic writing tends to be holistic, so that the author of a given ethnography may use the “topic” of the book as a lens through which she or he explores a wide variety of issues. Students will be required to do a research paper on an ethnographic topic of their choosing.

Learning Outcomes:
- Learn how to read ethnographies critically
- Understand Chinese Society from many perspectives
- Understand how ethnographic methods vary with the topic addressed

Language of Instruction: English, some opportunity to read texts in Chinese.

Assessment:

1. Attendance/Participation and Weekly Discussion Forum Postings: 25%: For 10 out of the 11 weeks for which there are readings, students should post questions and comments on readings for tutorial on blackboard. You should post twice a week for at least 10 weeks and the deadline for each week is Wednesday morning before class at 10 am. If there are two articles, you should post once for each article.

   Forum posts: For ten weeks of your choice, you will need to submit two forum posts on assigned readings (these should be either responses to your classmates’ comments or your own post if you would like to discuss something different). Your posts do not have to be long—they could be as brief as two-three sentences, but they must meet the following criteria:
   - be pertinent to the main arguments of the readings (demonstrate that you have read the texts)
   - be meaningful and original (demonstrate that you have thought about the texts)
   - be polite and respectful

   The posts should be posted to the forum “Discussion Forum” on Blackboard.

2. Book review: 25%: Students will read one book in full from the class list of possible ethnographies. They will write a 1,500-word book review of an ethnography they choose and make a presentation about the ethnography in class. Students will be given a chance to sign up for their ethnography on the first day of class. The papers should analyse the book in
terms of the research methods used, the style of writing, the organization of the book as a whole and the arguments the author makes. The paper should be submitted through the plagiarism detection engine VERIGUIDE and use the standard department style for citations. The paper will count for 20 points and the presentation 5.

3. Annotated Bibliography: 10%: Students must prepare a bibliography of at least 8 sources that they will refer to in their final paper. The bibliography should start with a 200-word description of the student’s chosen essay topic. After each entry in the bibliography the student should write a sentence or two explaining how the source relates to the student’s topic. The bibliography should turned in by hard copy at the beginning of the class on 17 March. This assignment is really just the first step in writing the final paper and is meant to ensure that students begin their research early enough in the semester. Sources may be in any language but the paper must be written in English.

4. Final Paper: 40%: The paper may be on a topic of the student’s choosing that is relevant to the course and that is approved by the instructor. The approximate length of the paper should be 2,500 words. The paper should be submitted through the plagiarism detection engine VERIGUIDE and use the standard department style for citations. Students will make a brief oral presentation about their topic in class during the final lecture period. The presentation will count for 5 points and the paper itself 35 points. The paper should be submitted on Veriguide with a hardcopy turned into the office by Wednesday 5 May at 12 noon.

Course Schedule:

**Week One: 13 January Introduction**
- Sign up for book reviews
- Chinese modernities

**Week Two: 20 January ETHNOGRAPHIC RESEARCH**


- Ethnographic Methods
- Research in Zouping

**Week Three: 27 January URBAN CHINA, URBANIZATION**

Read: Kipnis, Andrew B. 2013. “Urbanization in Between” *China Perspectives* #3:5-12.


- Urban ethnography
- Typing people in China

Possible ethnographies:
Cliff, Tom
2016 Oil and Water: Being Han in Xinjiang. Chicago: University of Chicago Press.

Jankowiak, William R.

Kipnis, Andrew B.

Zhang, Li

Zhang, Li

(Cliff 2016; Jankowiak 1993; Kipnis 2016; Zhang 2001; Zhang 2010)

**Week Four: 3 February RURAL CHINA**


- Rural Ethnographies
- Morality and Ethics

**Possible ethnographies**

Cody, Sacha

Lai, Lili

Liu, Xin

Lora-Wainwright, Anna

Oxfeld, Ellen

Steinmuller, Hans

Wu, Ka-ming
(Cody 2019; Lai 2017; Liu 2000; Lora-Wainwright 2013; Oxfeld 2010; Steinmuller 2013; Wu 2015)

**Week Five: 10 February RELIGION**


- Politics of Religion in China
- Popular Religion

Possible ethnographies


(Boretz 2011; Cao 2011; Chau 2006; Chen 2003; Kipnis 2021; Palmer 2007)

***17 February Chinese Lunar New Year Holiday*********

**Week Six: 24 February CHANGING FAMILY RELATIONS**

Read the introductions from Brandtstadter and Santos, and then Harrell and Santos

- Kinship
- Social Relations

Possible ethnographies


Kipnis, Andrew B.


(Brandtstadter and Santos 2009; Harrell and Santos 2017; Kipnis 1997; Sangren 2017; Shi 2017; Wolf 1972; Yan 2003; Yang 1994)

**Week Seven: 3 March WORLDS OF WORK**


- Work
- Occupational and Class difference in Contemporary China

Possible ethnographies


Week Eight: 10 March EDUCATION AND PARENTING


And either


Or


- Education
- Parenting

Possible Ethnographies

Bregnbaek, Susanne

Fong, Vanessa L.

Hansen, Mette Halskov

Hansen, Mette Halskov

Kipnis, Andrew B.

Kuan, Teresa

Obendiek, Helena

Woronov, Terry E.

Xu, Jing

(Bregnbaek 2016; Fong 2004; Hansen 2015; Kipnis 2011; Kuan 2015; Obendiek 2016; Woronov 2016; Xu 2017)

Week Nine: 17 March MIGRATION AND MOBILITY

ANNOTATED BIBLIOGRAPHY DUE

- Migration
- Mobility

Possible Ethnographies

Chu, Julie Y

Fong, Vanessa L.

Jacka, Tamara

Ling, Minhua
2019 The Inconvenient Generation: Migrant Youth Coming of Age on Shanghai’s Edge. Stanford: Stanford University Press.

Yan, Hairong

Zavoretti, Roberta

(Chu 2010; Fong 2011; Jacka 2005; Ling 2019; Yan 2008; Zavoretti 2017)

Week Ten: 24 March CHINESE MEDICINE AND ANALOGIC THOUGHT


Farquhar, Judith 1985. “Time and Text: Approaching Contemporary Chinese Medical practice through the analysis of a Published Case”

- Health
- Chinese Medicine

Possible Ethnographies

Farquhar, Judith

Farquhar, Judith

Farquhar, Judith, and Qicheng Zhang

Gottschang, Suzanne Z.

Mason, Katherine A.

Song, Priscilla
Uretsky, Elanah
Zhang, Everett Yuehong

(Farquhar 1994a; Farquhar 1994b; Farquhar 2002; Farquhar and Zhang 2012; Gottschang 2018; Mason 2016; Song 2017; Uretsky 2016; Zhang 2015)

****31 March and 7 April Off Reading Week****

Week Eleven 14 April ETHNIC MINORITIES AND TOURISM


- Travel
- Ethnicity

Possible ethnographies

Chio, Jenny

Gillette, Maris Boyd

Litzinger, Ralph A.

Makley, Charlene

Mueggler, Erik

Notar, Beth E.

Schein, Louisa

(Chio 2014; Gillette 2000; Litzinger 2000; Makley 2007; Makley 2018; Mueggler 2001; Mueggler 2017; Notar 2006; Schein 2000)
Week Twelve: 21 April ONLINE ETHNOGRAPHIES


- Online Life
- Relations on the Internet

Possible ethnographies

Carrico, Kevin

McDonald, Tom

Wang, Xinyuan

Yang, Guobin

(Carrico 2017; McDonald 2016; Wang 2016; Yang 2010)

Make Up Week: 26 or 27 April, time TBA FINAL PRESENTATIONS

- Student presentations

FINAL PAPERS DUE WEDNESDAY 5 May at 12 NOON

GRADE DESCRIPTORS:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria for 1) the course and 2) for coursework</th>
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| A     | 1) Outstanding performance on all learning outcomes.  
2) The work has creatively synthesized course materials and key ideas in an original way. The argument is logical and cohesive, the discussion is well-organized, and the writing is clear. Concrete evidence corresponds to statements and claims. |
| A-    | 1) Generally outstanding performance on all (or almost all) learning outcomes.  
2) The work synthesizes course materials and key ideas in an original way, but there are areas for improvement. |
| B-range | 1) Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance. |
2) The work demonstrates a solid grasp of course materials and key ideas. There are areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence.

| C-range          | 1) Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses. |
|                 | 2) The work shows some effort, but course materials have not been sufficiently engaged. The argument and the writing is not clear, and/or there is no evidence for statements and claims made. |

| D-range          | 1) Barely satisfactory performance on a number of learning outcomes. |
|                 | 2) The work shows little effort to engage course materials. There are major problems with clarity of argument and writing. |

| F                | 1) Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. |
|                 | 2) The work has failed respond to the assignment prompt. |

### LIST OF POSSIBLE ETHNOGRAPHIES

**Boretz, Avron**


Brandtstadter, Susanne, and Goncalo D. Santos, eds.


Bregnbaek, Susanne


Cao, Nanlai


Carrico, Kevin


Chau, Adam Yuet


Chen, Nancy N.
Chio, Jenny

Cho, Mun Young

Chu, Julie Y

Chumley, Lily Hope

Cliff, Tom

2016  Oil and Water: Being Han in Xinjiang. Chicago: University of Chicago Press.
Cody, Sacha


Farquhar, Judith

Farquhar, Judith, and Qicheng Zhang

Fong, Vanessa L.

Gillette, Maris Boyd

Gottschang, Suzanne Z.

Hansen, Mette Halskov

Hanser, Amy

Harrell, Stevan, and Goncalo D. Santos

Jacka, Tamara

Jankowiak, William R.

Kipnis, Andrew B.


Kuan, Teresa

Lai, Lili

Ling, Minhua
2019 The Inconvenient Generation: Migrant Youth Coming of Age on Shanghai’s Edge. Stanford: Stanford University Press.

Litzinger, Ralph A.

Liu, Xin

Lora-Wainwright, Anna

Makley, Charlene


Mason, Katherine A.

McDonald, Tom
Mueggler, Erik

Notar, Beth E.

Obendiek, Helena

Osborg, John

Oxfeld, Ellen

Palmer, David A.

Pun, Ngai

Sangren, P. Stevan

Schein, Louisa

Shi, Lihong

Song, Priscilla

Steinmuller, Hans

Uretsky, Elanah

Wang, Xinyuan

Wolf, Margery

Wong, Winnie Won Yin

Woronov, Terry E.


Wu, Ka-ming


Xu, Jing


Yan, Hairong


Yan, Yunxiang


Yang, Guobin


Yang, Mayfair Mei-hui


Zavoretti, Roberta


Zhang, Everett Yuehong


Zhang, Li


Zheng, Tiantian