Discovering Urban China: Tradition, Modernity, Nostalgia
ASIA 3900 Global Seminar: China Summer 2018
J. Colleen Berry, Instructor

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Required Texts
Lonely Planet Shanghai. 8th edition (May 2015) OR most recent edition
Lonely Planet Beijing. 11th edition (May 2015) OR most recent edition

Other Texts, Assignments
Posted on D2L. Please download before the trip!

Course Description
This course will explore the ways that Chinese cities, especially Beijing, Shanghai, and Hangzhou are depicted in film, literature, popular culture in terms of tradition, modernity, and nostalgia. We will begin by defining the terms and then discuss various texts and scholarly articles that deal with these themes. These discussions will be tied to what the students are observing first-hand as they explore these three cities.

These are some of the bigger questions the class will address:

• What are some of the concepts of and feelings about the "old" or the traditional aspects of Chinese culture and about modernity? How does what we see in the cities we visit (and surrounding areas) reflect those concepts and feelings?
• How are Chinese cities managing to balance the need for more living space and better infrastructure (such as new subway lines and stations) with the desire to maintain traditions and history?
• What role does nostalgia play in the reconstruction of Chinese cities and sites within those cities?
What are some of the problems or challenges facing these cities that we have read about/viewed and personally observed? How are these problems being addressed in the texts we have read/viewed and according to the students’ own observations?

What are some of the ways that we as visitors view life in these cities that are different from the ways that the residents might view them?

What role does tourism play in portraying the sites we have visited and what are some of the issues that tourism gives rise to? What are the benefits and the drawbacks of tourism?

**Learning Outcomes**

Students will

- Increase their intercultural competence and appreciation of cultural differences through a better understanding of Chinese history and culture
- Have a deeper appreciation for the challenges and opportunities that life in Chinese cities present their residents
- Improve their research, writing, and critical reading skills, as well as their ability to express themselves orally
- Gain the skills and confidence necessary for navigating and learning to understand new places even when they may not speak the language or have a deep knowledge of the culture

**Grading and Assignments**

Note: Detailed guidelines for each assignment will be provided on the D2L site.

**Participation**

Before leaving for China, we will meet for three three-hour class sessions. In China, most days, we will meet for class in the mornings and then we will go out to visit various sites. Classes will cover things like learning some basic Chinese, discussing the assignments, and short lectures. Because there are only twelve students in the course, the class will be held primarily as a seminar; that means you are expected to come to class fully prepared to discuss the assignments. You will be given a maximum of 3 points per day depending on the degree to which you are prepared and participate. Any in-class writing assignments such as quizzes will also count toward the participation grade. Attendance is expected at every class and missing classes and group activities (without a valid and verifiable reason) will have a serious impact on the student’s grade.

**Presentation** (See guidelines below)

You will each make one in-class presentation on a site that the class will be visiting. The presentation will be based on an academic article chosen by the student and approved by the instructor that is directly or indirectly related to the site. It will include the main concepts from that article as well as historical and cultural information about the site, and how it ties into the concepts of tradition, modernity, and nostalgia, and to other relevant articles we have read. It will entail not just a presentation of facts but an
analytical view of how the sites are currently presented (Have they been modernized or enhanced in any way, or are they the way they originally were? Why?), who they are aimed at (residents, domestic tourists, international tourists, etc.) for what purpose.

The presentations will be at least 15 minutes long and should employ PowerPoint to show photos of what students should to look for, a map that situates the site in relation to the city and a map of the site itself (if possible), and other relevant information. The presenter will also lead the group to the site so it will be their responsibility to figure out how the group will get there and which bus or subway site is closest.

Students will be graded on clarity, organization of the material, how well they present the theoretical concepts of the article they have chosen, the accuracy and details of the information, delivery (voice, eye contact, enthusiasm), and how closely they followed the instructions.

Students will submit their Powerpoints and an outline of their presentation (including directions to the site) to the instructor one day BEFORE the presentation.

Journal (See guidelines below)

Part I. (Due by May 11)
Before the you leave for China, you will answer a number of questions about your expectations and goals.

Part II. (Due by June 25)
This is a photo/video journal of your trip. Every day, you will be expected to take at least two photos or videos or a combination and then explain them and their significance historically, culturally, or in any other scholarly format in your journal. You may also write about significant experiences that you have even if you do not have a photo/video to document it. Be sure to keep track of the dates you took the photo/video and what it is about; otherwise you will forget.

Part III. (Due by June 25)
After leaving China, you will answer a number of questions about your experiences and whether you met your original goals.

The journal grade will be primarily based on analyses of the sites. You must participate in visiting all of the required sites unless you have a valid reason (determined by the instructor) for not doing so.

Final paper (See guidelines below) (Due by June 30)
You will meet with the instructor to discuss your project topic before departing for China. In China, you will make notes, take pictures/videos of everything you observe, and collect information that is related to your paper and when you return home, you
will do further research and finish writing the paper. The final paper will be due six weeks after the end of the program unless you make other arrangements with the instructor.

**Overview:** This will be a larger research paper in which you will link issues in two of the cities we visit (Beijing, Shanghai, and Hangzhou) in both historical and contemporary terms, drawing on interdisciplinary materials. The topic should be a contemporary issue such as pollution, transportation, tourism, migrant workers, religious practices, the disappearance of traditional living spaces, sex/gender/orientation, dating practices, marriage, intellectual property rights, or any other topic that is approved by the instructor. Because it is issue-based, you will look at the historic roots of the problem, the ways both cities have dealt with the issue, the impact the issue has had, as well as solutions that are or could be implemented.

Ideas for topics:

- The Changing World of Pets in China
- Tourism, Race, and Nationality: Same Place, Different Experiences
- Recycling
- Renovating China: New Architecture as a Reflection of Nostalgia
- The Chinese vs Western Clash in Architecture
- Chinese Bookstores Past and Present
- Hotels as History in China
- A Century of “Modern Girls” in Advertising
- Chinese Acrobats: Tradition and Innovation
- *Shanzhai* Culture: What, Where, and Why
- Steps toward a Sustainable Environment
- The Museum Craze in China
- Expressions of Nostalgia in Shanghai and Beijing
- Tea as Cultural Artifact and Social Interaction
- Tourism: Conflicts between Authenticity and Appeal

**Notes on all of the assignments**

All the above assignments must be completed and submitted to get a passing grade and, except in case of serious illness or other emergency, students must take part in the entire course (including visiting all the sites) to receive a passing grade. The pre-trip and in-China portions of the journal must be completed and submitted by their respective deadlines in order to get a passing grade on those parts of the assignment. Behavior that is disruptive to the group, inappropriate, dangerous, or in any other way deemed by the instructor to be seriously inappropriate can be cause for dismissal from the program which would result in a failing grade.

All written assignments will be submitted as Word documents using Dropbox on the class D2L site.
Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class, group activities</td>
<td>25%</td>
</tr>
<tr>
<td>Presentations</td>
<td>15%</td>
</tr>
<tr>
<td>Journal (pre-trip; in-China; post-trip)</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
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<tr>
<td>Final Paper/Project</td>
<td>20%</td>
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94-100 A  73-76: C
90- 93: A-  70-72: C-
87- 89: B+  67-69: D+
83- 86: B   63-66: D
80-82: B-   60-62: D-
77-79: C+   0-59: F

OTHER

The syllabus, schedule, and some of the readings and other assignments will be posted on D2L. The schedule is subject to change. It is your responsibility to check the schedule for changes regularly, especially before class.

Writing: Pay attention to detail! Spelling and grammar actually are important. Also, be careful about the distinctions between its/it’s, your/you’re, their/there, etc. If your papers or email or other forms of writing are filled with spelling and grammar errors, it indicates one of two things: (1) You are woefully uneducated; or (2) You care so little about the person you are writing that you are unwilling to take the time to write properly. Neither is something you want to convey to your professor. Use complete sentences. Use proper spelling, capitalization, and grammar. Write like you would if you were writing to a potential employer. This is true, even in your journals.

When writing Asian names (especially Chinese, Japanese, and Korean), be sure to call the person by their correct name. In CJK languages, the family name (“last name”) comes first, however in English, it is sometimes last. If you aren’t sure, look it up or ask. Pay attention to the way people are referred to in the readings. For example, Mao Zedong’s family name is Mao. Never refer to him as “Zedong.” If you can’t figure it out, ask.

NOTES ON BEHAVIOR AND COMMUNICATION

Names, titles, gender

You are welcome to call me Colleen—and I would prefer it since we will be spending a lot of time together. I go by the pronouns she/her/hers. Please do not refer to me as Miss, Ms., Mrs., or Ma’am. Women are often called by those titles even when we have PhDs whereas men are assumed to have them and usually called Prof or Dr. It is always better to assume that someone has a higher status than a lower one.

The class rosters I have been given list you with your legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference as early
as possible so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the student code.

Email (paraphrased from http://www.math.uh.edu/~tomforde/Email-Etiquette.html)

An email to a professor should not be written the same way you would write a text message to a friend; look at it as a professional interaction and as practice writing in a more formal register. Keep in mind that you are not texting with a friend or writing a casual message to an acquaintance—this is a professional interaction with someone who is an expert in their field and in an official position to evaluate you and grade your work. Your emails should contain the proper parts of letter, convey respect and courtesy, and reflect the fact you are a serious student.

Begin your email by addressing your professor by title and name and end your email with a closing and your name. A message that begins without a greeting or ends without a signature may be viewed as rudeness or indifference on the part of the writer. Begin your email with a greeting addressing the professor politely, such as "Dear Colleen" or "Hi Colleen". Don't begin with "Hey" or with no greeting. End with a closing and signature, such as "Sincerely, Your Name" or "Thanks, Your Name."

Please use your university email account to correspond with me. It gets very confusing if you use accounts that are different than the one officially listed.

Respect

In this classroom, I expect mutual respect to and from everyone. If I as the instructor ever say or do anything that you feel is disrespectful to you in any way, please let me know about it. I will appreciate knowing and will make whatever changes I can to make you feel comfortable in our classroom. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities.

Disability Statement

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the Disability Services website and discuss your needs with your professor.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, if you have any such conflicts, please let me know at least two weeks in advance and I will be happy to make other arrangements for you.

Discrimination and Harassment
The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU-Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible of violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at http://honorcode.colorado.edu.

Copying directly from books, articles, Web sites or other sources or taking ideas from those sources, even if you paraphrase them, without giving credit to the original author is considered plagiarism. Using a paper you wrote for another class or a paper someone else wrote is plagiarism. All papers must be original work written by you and cannot be papers written in whole or in part for another class without citation. We will discuss plagiarism in class, but if you have any questions about plagiarism or how to cite your sources, please come see me. Ignorance will be no excuse if you are found to be plagiarizing and the consequences are very serious. You will be reported to the Student Affairs office and depending on the severity of the offense, you may fail the assignment, fail the class, or even be suspended or expelled from the university. Again, please come see me if you have any questions about what constitutes plagiarism.

The Writing Center in Norlin (http://www.colorado.edu/pwr/writingcenter.html) is an excellent resource for everyone. You are strongly encouraged to use it regardless of how good a writer you are. They have information on all types of writing, citations, plagiarism, and many other topics. Please do not leave it until the last minute though—if you cannot get an appointment because you waited to long, you will not be given an extension.

Also, I urge you to submit an assignment or a draft (other than the final exam) a few days early for help with your writing. I will be happy to take a look and make suggestions and it can definitely boost your grade.
Finally, you are responsible for understanding the contents of this syllabus. If you have questions, come to see me. Come to see me even if you don’t have questions. I’m here to help. Take advantage of that fact.
Each student will be assigned a presentation on one of the sites we will visit. The presentations should last between ten and fifteen minutes, followed by a question and answer period. PowerPoint presentations with pictures of the site are encouraged. The presentations should include both historical/academic and practical information about the site—when it was constructed, its purpose and use, changes over time, and its significance today. In addition, connections should be made between the site and our discussions of tradition, modernity and nostalgia. Finally, the presentation should address the reason for visiting this site—why is it important?

The presentations should be based on at least one academic article either about the site itself or about the kinds of activities that take place at the site. (Please do not use articles that have been assigned in class.) For example, if you were assigned the Jade Buddha Temple and couldn’t find any relevant scholarly articles about the temple itself, you could look for articles on things like Buddhist rituals that are reappearing in Chinese temples or the hierarchy of a monastery. As part of your presentation, come up with two or three discussion questions for the end of your presentation. (These will be in addition to the allotted time.) Be sure to put some thought into what makes a good discussion question.

These articles should be supplemented by other sources—recent news about the site, and other articles that give different perspectives on it or other relevant, practical information. Aspects of the site that are particularly interesting should also be pointed out as well as things to look for while visiting the site.

In addition, you will be responsible for leading the group to the site so you have to figure out where we will be (ask if you aren’t sure) and how we will get to the site. You will be the leader so be sure to be careful about this. Also, be sure to check on the times that the site is open and any practical information the group should know about the site. (For example, at Mao’s Mausoleum, you cannot take ANYTHING in with you that doesn’t fit into your pockets—what are you going to do with your bags/backpacks?)

PLEASE SEND ME THE BASICS OF YOUR PRESENTATION INCLUDING HOW YOU WILL GET US THERE BY 7:00 THE NIGHT BEFORE.

Presentations will count as 10% of your final grade so it is important that you do a thorough job.

Criteria for grading presentations: Content, clarity, creativity, following the guidelines, speaking skills, and your discussion question(s).

How do we get there and when is it open?
• You will be the leader of the group and have to physically get us there. Be sure to let me know your plan **one day in advance**.

What will we see?
• Part of the city it is in
• Physical structures

Why is it significant?
• History
• Renovations, rebuilding
• What does it mean to Chinese people? (Or, is it just a tourist site?)

How long should the presentation be?
• About 10 minutes (Let me know if you think you’ll need more time)
Journal Requirements

Site Visits: Before we visit a site, review the information you have about the site from the readings and from class in order to place each one in a historical, cultural, and social context. Be sure to make careful observations—examine, and explore it to the fullest—including carefully reading of any descriptive signs and markers that you can understand and collecting handouts or taking pictures (as allowed).

Journals: To get the most out of the trip and to remember what you observed, as well as to connect the work we do in class with the sites we visit, you will keep a directed daily journal. You are more than welcome to be creative: the inclusion of photographs or videos is encouraged. Good journal entries are those that show evidence of critical thinking and careful observations.

- **Part I** of your journal will consist of expectations of your visit and must be completed and turned in no later than noon on Friday, May 15. It should be at least **750 words long** and should be submitted as an attachment through D2L. If you do not submit this part before you leave for China, it will have a serious impact on this part of your grade.

- **Part II** is a photo/video journal of your trip. Every day, you will be expected to take at least two photos or videos or a combination and then explain them and their significance historically, culturally, or in any other scholarly format in your journal. You may also write about significant experiences that you have even if you do not have a photo/video to document it. Be sure to keep track of the dates you took the photo/video and what it is about; otherwise you will forget.

  Two things that are required for this part of the journal:
  1. Visit a Chinese park (Fuxing Park in Shanghai is an excellent place to do this) no later than 7:30 in the morning. Take pictures/videos of the activities you observe but be discrete and ask for permission when appropriate.
  2. Take a walk by yourself in a residential neighborhood that you are not familiar with (not one that is part of the neighborhood where we are staying). Again, be considerate and polite about taking photos and videos—ask when appropriate.

- **Part III** will be due after you finish your trip and will consist of Parts II and III. Proofread and make sure that Part II is in excellent condition before turning it in. Please address all of the questions for each site. Please submit through D2L the final versions of Parts II and III in a Word document no later than June 12. If you need more time, please let me know before we leave so we can make arrangements. (Please keep a copy of everything you send me until you receive your final grade.)

Grading: Please see the Journal Rubric for information on how the journals will be graded.

JOURNAL QUESTIONS Parts I and III

Part I. Pre-trip questions. Do **BEFORE** leaving for China.
1. What are some of your expectations of what China will be like?

2. What are you looking forward to the most?

3. What are you unsure or even a bit nervous about?

4. What are your goals during your stay in China? (Be as specific as possible.)

5. What questions do you have about China that you hope to answer on this trip?

6. What skills do you have that you think will help you in negotiating China?

**Part III. Retrospective. This will be completed after you finish the trip.**

1. What impressed you the most on this trip? What surprised you the most?

2. Who was the most interesting or memorable person you met in China and why?

3. What have you learned about the day-to-day life of people in China that stands out?

4. What have you learned about yourself?

5. Which of your original goals (Part I. Pre-trip journal) did you meet?

7. What were some of the cultural aspects of China that you felt unprepared for or frustrated by? How did you deal with them?

8. What was your favorite site or activity? Least favorite? Why?

9. What did you bring on the trip that was the most helpful? What do you wish you hadn’t brought or didn’t need?

10. What would you suggest to students going next year? What do you regret not doing or doing before the trip and during the trip?
Research Paper

This will be a research paper for which you will choose a topic related to some aspect of tradition, modernity, and nostalgia in China and address it in both historical and contemporary terms, drawing on interdisciplinary materials. It should be a topic that involves the ability to include some first-hand experiences or observations in China and should be based on something that you observe in the cities we visit. Making your on the ground experience part of the paper is an essential part of the paper. You may include photos or videos if they add to your paper.

Examples of paper topics:
- Renovating China: Architecture as a Reflection of Nostalgia
- The Chinese vs West Clash in Architecture
- Chinese Bookstores Past and Present
- Hotels as History in China
- A Century of “Modern Girls” in Advertising
- Chinese Acrobats: Tradition and Innovation
- Shanzhai Culture: What, Where, and Why
- Steps toward a Sustainable Environment
- Minority Peoples and Representations of Minority Cultures in China
- The Museum Craze in China
- Expressions of Nostalgia in Shanghai and Beijing
- Tea as Cultural Artifact and Social Interaction
- Tourism: Conflicts between Authenticity and Appeal
- Concepts of Race and Racial Difference in China

Before the trip, you will have to choose a topic and meet with the instructor to discuss it.

The paper will be a lengthy critical and theoretical study that contributes to the greater conversation in the field. It is not just a collection of facts but will be theoretically based and will build an argument based on analysis of the facts.

When you write paper, address it to a wider audience, just as a journal article does. A research paper is written for those inside our discourse community: your professors, classmates, and other literary analysts and researchers who study languages and literatures. It can have an impact on the larger community by helping us contextualize and better understand human experience. So, write in a more formal register. (Don’t use contractions, for example, or slang.)

How do you start? What is your big question? Begin by thinking of the works that we are reading, seeing and discussing in class. What captures your attention? What works will you include? What secondary sources support or refute your argument?
There will be five parts to the paper:

1. Title: This should reflect the content of your paper as narrowly as possible

2. An introduction: Present your big question and ideas in the introduction. Why is it important? What intrigues you?

3. Argument with supporting data including examples from your sources: How are you going to construct and develop the topic you are researching? What kind of order makes sense?

4. Your findings and conclusions: What have you discovered? What have you learned? How does this new idea impact the way you look at the topic? What are the theoretical implications and practices? How did your experiences in China add to your understanding of this topic? What data or evidence did you collect in China? Did it support the things you read in your sources or did it contradict or go beyond them?

5. Works cited: a list of your sources cited on a separate page according to MLA style. Please incorporate at least five academic sources that are directly or closely related to your work either by topic or by theory. For example, if you did a paper on how the lives of people in Beijing’s hutong are changing, you could probably use an article on how the lives of people in Shanghai shikumen are changing. (By academic sources, I mean sources from peer reviewed journals written by specialists in the field.) You can also draw on other sources in addition to these five.

Formatting

- 4000 words at least (works cited not included)
- Typed, double-spaced Word doc files. (No PDFs, please).
- MLA citation style

Be careful with the mechanics of writing: capitalization, punctuation, spelling, grammar, and conventions.

Remember to support your ideas with examples from your sources (at least eight).

Evaluation of the research paper will be based on creativity, ideas and successful argumentation: a firm grasp of the material and a clear, concise, intelligent presentation and interpretation; finally, the paper must include what you learned on the ground in China about the topic. See the rubric on how the paper will be graded.

Final due date: June 30, 2018

Reminder Plagiarism will not be tolerated. You must write in your own words. Always cite your sources. Always use quotation marks around direct quotes and cite the quote. Always cite your source when you have paraphrased someone else’s ideas or writing. Please come talk to me if you have ANY questions about what constitutes plagiarism.

FINAL EXAM
The final exam will be a comprehensive exam over all of the materials assigned throughout the class, including the pre-trip assignments. It will be based on the contents of those assignments, not on other outside sources. In order to do well on this exam, you should be taking notes on the readings and films and on the class discussions.

The exam will be made up of multiple choice questions, short identification questions, and one or two essay questions. It will be posted no later than June 12 and due by June 30.