



The Hebrew University of Jerusalem

Syllabus

Gender Family and the State in the Peoples Republic of China - 46876

Last update 03-02-2023

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Asian Studies

Academic year: 0

Semester: 2nd Semester

Teaching Languages: English

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Orna Naftali

Coordinator Email: orna.naftali@mail.huji.ac.il

Coordinator Office Hours: Wed., 12:15-13:15

Teaching Staff:

Dr. Orna Naftali

Course/Module description:

The course explores the main changes that have occurred in Chinese gender and family relations from 1949 to the present, with a special focus on the interaction between state policies and initiatives and everyday notions and practices of individuals and families on the ground. The discussion will draw on studies in the fields of History, Sociology and Anthropology, Media Studies, Cultural Studies and Gender Studies. Weekly meetings will also include viewing of clips from select documentary films.

Course/Module aims:

The class seeks to evaluate the impact of Chinese state projects and policies in various areas of family life, including marriage and divorce, birth and child-rearing, elderly care, and the role of the patrilineage in individual and community life. To what extent did the socialist revolution of 1949 transform the the nature of kinship and gender relations in rural and urban China? How did the launching of market reforms and Open Door Policy in the late 1970's transform Chinese family life in the post-Mao era? And how did the Chinese government's population control policies impact the lives of individual men and women on the ground? The course will consider these issues while highlighting the importance of gender, class, and geographical variables in shaping Chinese family life today.

Learning outcomes - On successful completion of this module, students should be able to:

- Describe the main components of the Chinese Communist Party's family and gender ideology
- Identify the socialist and pre-socialist sources of inspiration for the shaping of this ideology
- Review major state initiatives in areas such as marriage and divorce, birth and child-rearing, inter-generational relations, and the role of the lineage in individual and community life during the Maoist period (1949-76) and in the Reform era (1978-)
- Evaluate the overall impact of government discourses, legislation and reform initiatives on Chinese family life in rural and urban areas
- Analyze the role of gender identities in the shaping of Chinese family life since 1949

Attendance requirements(%):

Teaching arrangement and method of instruction: Lecture and Seminar

Course/Module Content:

- *Introduction*
- *Historical background and main research questions*
- *The socialist revolution and the Institute of marriage in the Maoist period (1949-76)*

- *Birth policies in the Maoist period*
- *Inter-generational relations in the Maoist period*
- *Marriage and divorce in the reform Era (1978-)*
- *The birth control policy in the reform era: Central government perspectives*
- *The birth control policy in the reform era: Family perspectives on the ground*
- *Marriage and divorce in the reform era*
- *Family and marriage among LGBT in China*
- *Work and the family in the reform era*
- *Child-rearing in the reform era*
- *Filial piety and inter-generational relations in the reform era*
- *Conclusion*

Required Reading:

**Please refer to the updated list of readings on the class website on the Moodle2 system*

Yan, Yunxiang. 2003. Private Life under Socialism: Love, Intimacy and Family Change in a Chinese Village, 1949-1999. Stanford: Stanford University Press. "Introduction: The Chinese Family and the Study of Private Life"

Glosser, Susan L. 2003. Chinese Visions of Family and State, 1915-1953. Berkeley: University of California Press. Ch. 4: "Love for Revolution: Xiao Jiating ['Small Family'] in the People's Republic"

White, Tyrene. 2006. The Longest Campaign: Birth Planning in the People's Republic, 1949-2005. Ithaca: Cornell University Press. Ch. 2: "Jihua Shengyu: The Origins of Birth Planning"

Hershatter, Gail. 2011. The Gender of Memory: Rural Women and China's Collective

Past. Berkeley: University of California Press. Ch. 6: "Midwife"

Hershatter, Gail. 2011. *The Gender of Memory: Rural Women and China's Collective Past*. Berkeley: University of California Press. Ch. 7: "Mother"

Roberts, Rosemary. 2014. "The Confucian Moral Foundations of Socialist Model Man: Lei Feng and the Twenty Four Exemplars of Filial Behaviour". *New Zealand Journal of Asian Studies*, Volume 16, Issue 1, pp. 23-38

Greenhlagh, Susan. 2003. "Science, Modernity, and the Making of China's One-Child Policy". *Population and Development Review*, Volume 29, Issue 2, pp. 163-196

Alpermann, Björn and Shaohua Zhan. 2018. "Population Planning after the One-Child Policy: Shifting Modes of Political Steering in China". *Journal of Contemporary China*, Published Onlinefirst: 5 Nov 2018, pp. 1-19

Johnson, Key Ann. 2016. *China's Hidden Children: Abandonment, Adoption, and the Human Costs of the One-Child Policy*. Chicago: The University of Chicago Press. Ch. 4: "From 'Unwanted Abandoned Girls' to 'Stolen Children': The Circulation of Out-of-Plan Children in the 2000s"

Santos, Gonçalo. 2016. "On Intimate Choices and Troubles in Rural South China". *Modern Asian Studies*, Volume 50, Issue 4, pp. 1298-1326

Davis, Deborah S. 2014. "Privatization of Marriage in Post-Socialist China." *Modern China*, Volume 40, pp. 551-577

He, Xin. 2017. "'No Malicious Incidents': The Concern for Stability in China's Divorce Law Practice". *Social & Legal Studies*, Volume 26, Issue 4, pp. 467-489

Engebretsen, Elisabeth Lund. 2009. "Intimate practices, conjugal ideals: Affective ties and relationship strategies among lala (lesbian) women in contemporary Beijing". *Sexuality Research & Social Policy*, Volume 6, Issue 3, pp. 3-14

Zheng, Tiantian. 2015. *Tongzhi Living: Men Attracted to Men in Postsocialist China*. University of Minnesota Press. Ch. 6: "Embracing the heterosexual norm: The double lives of tongzhi," pp. 142-62

Zuo, Jinping. 2014. "Understanding Urban Women's Domestic-Role Orientation in Post-Mao China". *Critical Sociology*, Volume 40, Issue 1, pp. 111-133

Brown, Melissa J. 2017. "Dutiful Help: Masking Rural Women's Economic Contributions". In Gonçalo D., Santos and Stevan Harrell (eds.). *Transforming Patriarchy: Chinese Families in the Twenty-First Century*, pp. 27-36. Seattle: University of Washington Press

Zang, Xiaowei. 2012. *Islam, Family Life, and Gender Inequality in China*. London: Routledge. Ch. 7: "Who's the Boss?"

Walsh, Eileen Rose. 2005. "From Nü Guo to Nü'er Guo: Negotiating Desire in the Land of the Mosuo". *Modern China*, Volume 31, Issue 4, pp. 448-486

Kuan, Teresa. 2015. *Love's uncertainty: the politics and ethics of child rearing in contemporary China*. Stanford: Stanford University Press. Ch. 1: "The Politics of Childhood"

Hanser, Amy, and Jialin Li. 2017. "The Hard Work of Feeding the Baby: Breastfeeding and Intensive Mothering in Contemporary Urban China". *The Journal of Chinese Sociology*, Volume 4, Issue 18, pp. 1-20

Shi, Lihong. 2009. "Little Quilted Vests to Warm Parents' Hearts": Redefining the Gendered Practice of Filial Piety in Rural Northeastern China". *The China Quarterly*, Volume 198, pp. 348-363

Eklund, Lisa. 2018. "Filial Daughter? Filial Son? How China's Young Urban Elite Negotiate Intergenerational Obligations". *NORA - Nordic Journal of Feminist and Gender Research*, Volume 26, Issue 4, pp. 295-312

Additional Reading Material:

None

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 25 %

Participation in Tutorials 10 %

Project work 50 %

Assignments 0 %

Reports 15 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

Class requirements:

-Submission of reading responses to select class materials (15%)

-A class presentation (25%)

-Attendance and Active participation in class discussion throughout the semester (10%: 5% for attendance, 5% for participation)

-Final paper OR Seminar paper (50%)

**Please note that the class presentation and submission of reading responses are required to pass the course, conditional on the grade received for each assignment.*

** Note: If all participants are Hebrew speakers, the class may be held in Hebrew. Otherwise, the class will be held in English.*

**If the class is conducted in English, the reading responses and short final paper will be submitted in English.*

** Students who are submitting an expanded seminar paper may do so in either English or Hebrew.*