

China's Development and Globalization

Spring 2010
Mondays – 13:30-16:15
TBC

Instructor:

Lanyan Chen, Office Hour: Half an Hour before and after the Class on Monday,
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Course Description:

This course examines China's development and its participation in the globalization of the world in modern Chinese history from a gender perspective. It covers China's transformation from a traditional, imperial and semi-colonial society, through the founding of the People's Republic, and to the recent years in which China became a member of the World Trade Organization and decided to build a "Xiao Kang" (literally in English, "well-off") society. It examines the changes globalization has brought to trade as they are reflected through China's experience as a trading country. It discusses how China moved from a previously collectivist planned economy to a socialist market-based economy and has undergone industrial reforms and rural restructuring and the recent participation in what Thomas Friedman called – ten "flattening forces" of globalization. This discussion shall focus on how this participation impacts on men and women and the growing gender disparities. These disparities, which give rise to new vulnerabilities, result from gender-based segmentation in the labor market, differential income, and gender impacts of reform policies in transitional China. These reform policies include the family planning policy and household-based land contract systems, state ownership reforms and debilitating labor relations, and heightened discrimination against women and girls and the decline of social safety net and labor protection, especially among migrant workers, under the changing role of the government. The course also examines the different views of the challenges China's participation in globalization poses to the world. It attempts to examine some of the proposals for making globalization work for women in both developed countries, such as the United States, and developing countries, including China. At least ten topics are suggested for discussion during the course.

Course Outcomes:

By the end of the course, students are expected to develop a good knowledge of the path through which China has traveled from a near bankrupt economy to a low-middle income country with an annual per capita of US\$2000, also what has been the influence of globalization on China and Chinese women and discuss some of the issues she still faces. It is central to the course that students are exposed to the use of gender analysis in developing their views of gender impacts of China's participation in globalization. Students will also be involved in discussions on current development and globalization issues as they are reflected through China's experience, including **feminization of agriculture, gender impacts of trade liberalization and globalization, new vulnerabilities, migration, digital divide and gender impacts of industrial**

restructuring. Students are encouraged to conduct cross-cultural discussions, comparing their experiences with those of Chinese women and men. This comparison, especially through group discussions, is expected to result in an enhanced understanding of some of the issues faced by Chinese people, some of which are unique to China but many perhaps which are similar to those faced by people in other parts of the world.

Course Requirements and Form of Assessment:

There will be two written requirements. One is for the students to write a book review of no more than five pages, double-spaced. This written requirement is due on 8 March. It will be based on one of the required books. It is not just a summary of the chapters or parts of the discussions in a book but your analysis and critique of it or parts of it. The second written requirement is an essay of maximum ten double-spaced pages to discuss three of the topics that have been discussed in class or a research paper of maximum ten pages to be submitted in class on the 10th of May. Students can pursue research on a topic from the above list or select one directly from the course readings in consultation with the instructor. Students are encouraged to discuss with the instructor about their research, including a brief presentation of their research in class. Students are expected to write in comprehensible sentences with clear organization of ideas. Plagiarism is not tolerated and will result in failure for the class.

Moreover, students are expected to participate in class discussions. Attendance and participation are accounted for 10 percent of the final grade. One unexcused absence, for example, will be noted and further unexcused absences will result in a lower grade. Students are also required to bring to the class each week a written paragraph on the readings for the week as listed earlier to contribute to class discussions. This paragraph contains a brief discussion of learning from the readings and 2-3 questions about the reading that could be discussed in class to enrich learning.

Grade Breakdown

Out of 100 percent, the students are advised to note:

Book review – 20 percent

Term paper – 30 percent

Class presentation on the final paper – 10 percent

Final exam – 20 percent

Attendance and participation – 20 percent (10 percent for attendance and 10 for weekly participation in class based on a total of 10 written paragraphs on the weekly readings)

Attendance Policy:

One unexcused absence, for example, will be noted and further unexcused absences will result in a lower grade.

Academic Honesty Statement:

Please refer to the following web link for policies on academic honesty:

http://www.luc.edu/cas/pdfs/CAS_Academic_Integrity_Statement_December_07.pdf

Required Texts:

The course reading is listed in two groups. The top group contains the core material for the course. The books in the bottom group are recommended as additional reading should one wish to expand research on gender issues in work and organizations in transitional China.

- Lanyan Chen, 2008, *Gender and Chinese Development: Towards an Equitable Society*. Routledge.
- Barbara Entwisle and Gail Henderson, eds., *Re-drawing Boundaries: Work, Households and Gender in China*. University of California Press.
- Arianne Gaetano and Tamara Jacka, eds., *On the Move: Women and Rural-to-Urban Migration in Contemporary China*. New York: Columbia University Press.

Supplementary reading:

Anita Chan: *China's Workers under Assault: The Exploitation of Labour in a Globalizing Economy*

Carl Riskin, Zhao Renwei, Li Shi: *China's Retreat from Equality: Income distribution and economic transition*

Lanyan Chen: "Women and informal work in China: Reflections on two poverty alleviation pilot projects," *Canadian Journal of Development Studies*.

Lanyan Chen and Hilary Standing: "Gender equity in health in transitional China," *Feminist Economics*.

James Kynge: *China Shakes the World*

Class Schedule:

The classes include:

Sociological and gender analysis methods and globalization,

Reading: Intro of *Gender and Chinese Development* and *Re-drawing Boundaries*

Gender and China's economic and social transformations,

Reading: Chapter 1-2 of *Re-drawing Boundaries* and Intro of *On the Move*

Changing nature of globalization,
Reading: Chapters 3-6 of Re-drawing Boundaries

China's recent economic reforms
Reading: Chapter 1-3 of On the Move

Gender impacts of globalization
Reading: Chapter 7-9 of Re-drawing Boundaries

Gender impacts of China's reform policies and globalization,
Reading: Chapters 1-3 of Gender and Chinese Development

Rise of disparities and vulnerabilities in globalizing China,
Reading: Chapters 10-13 of Re-drawing Boundaries

Challenges China is posing to the world,
Reading: Chapter 14-16 of Re-drawing Boundaries

What about globalization's challenges to women:
Informal employment and the missing of "personal rights"
Reading: Chapters 4-6 of On the Move

How can globalization work for China and US?
Reading: Chapter 4 of Gender and Chinese Development and Chapter 7 of On the Move