

Doing Fieldwork in China

Sample

(Subject to Changes)

Instructor Tianshu Pan

Credits 3

Total credit hours 42

Language of Instruction English

1.Course Description

This course aims to situate students' fieldwork experiences within a framework of the local social contexts to provide students with conceptual and methodological tools for approaching their field placements; to evaluate their own experiences and observations through critical reflection; Anthropology provides a new language, a set of technical concepts, and a new methodological toolkit that will hopefully help you better observe, describe and understand the local social world around you. In learning the anthropological perspective, I hope that you develop a critical, even "skeptical" view toward superficial explanations of human behavior by replacing your common-sense understandings of social interaction with an uncommon sense about the structure and process of social life. As we learn about cultural anthropology as a social science we will learn to discriminate between reasonable and unreasonable generalizations made on the basis of limited evidence.

In addition, this course establishes a forum for you to direct your work and creative energies towards social and cultural issues in various contexts. This approach allows the you to discover "communities," to create a channel of communication, to find ways of continual engagement and project development, and to perhaps carry knowledge and expression beyond the immediate workings of the community and into the realm of culture. Ethnographic narratives will be woven into the in-class discussion of these themes.

2.Course Objectives

We are hoping that students can achieve the following goals:

- 1.To gain in-depth understanding of research design and ethnographic fieldwork in cultural anthropology through practice
- 2.To hone skills of observing, describing and analyzing of the local moral world around us.
- 3.To grasp the skills of fieldnote-taking and writing field journals and mini-ethnographies.

To conduct empirical studies in the field and find what it means to be a member of the society under study.

3.Course Schedule

Week 1 Getting to know the "field"

Brown, Kerry. 2013. *Shanghai 2020: The City's Vision of Its Future*. Foreign Language Press.

Wasserstrom, Jeffrey N. 2009. *Global Shanghai 1850-2010*. Routledge.

Case Examples: **Rethinking Shanghai Nostalgia**: An Ethnographic Inquiry into the Interface between Historical Memory and Place-making Process in a Global Metropolis;

Reflections and Thoughts on the Ethnographic Aspects of World Expo 2010

Week 2 Why Culture Matters

Class discussion topic: ethnocentrism vs. relativism; the medicalization of society

Miner, H. 1956. Body Ritual among the Nacirema, *American Anthropologist* 58 (1956): 503-507

Bohannon, Laura. 1966. Shakespeare in the Bush, *Natural History Magazine*, August/September.

Case Example: Ethnographic Perspectives on the Lifeworld of the Nacirema

Background reading:

Conrad, Peter. 2007. *The Medicalization of Society: On the Transformation of Human Conditions*

into Treatable Disorders. The Johns Hopkins University Press.

Assignment: Field Journals

Week 3 Ethnography and Field Work: the Validity of "Soft Data"

Class discussion topic: the normal and abnormal behaviors

Malinowski, B. 1922. "Introduction" in *Argonauts of the Western Pacific*. Waveland Press.

Kelley, Tom. The Ten Faces of Innovation. Chapter 1, the Anthropologist Tom Kelley
Excerpt from C. Wright Mills, *The Sociological Imagination (originally published in 1959)*

The AAA Statement on Ethics (www.aaanet.org/stmts/irb.htm.)

Background Reading:

Maria Heimer and Stig Thøgersen. 2006. *Doing Fieldwork in China*. University of Hawaii Press.

Fieldwork Assignment: Researching the Place; The Social Life of Things

Week 4 Field visits

Week 5 Place Matters

Class discussion topic: neighborhood gentrification and spatial reconfiguration in Shanghai

Excerpt from C. Wright Mills, *The Sociological Imagination (originally published in 1959)*

Place Matters: An Ethnographic Perspective on Historical Memory, Place Attachment,

and Neighborhood Gentrification in Post-reform Shanghai, In *Chinese Sociology and Anthropology* (Vol. 43, no. Summer 2011), pp. 52-73.

Background reading: *Deep China* (Kleinman et.al. 2011)

Week 6 Participant Observation

Class discussion topic: Naturalistic Observation and Participant Observation

How we know what we know and how we know we know; Research as a way of knowing;

Qualitative Research: Fieldwork and Participant Observation; Observing, Learning, and Reporting;

Background reading:

Bernard, H. Russell. 2018[1994]. *Research Methods in Anthropology*. 2d ed.

Thousand Oaks, CA: Sage. Ethnographic text: *Sidewalk* (Duneier1999) ;

Ethnographic case example: Seeing Voices: Studying the Deaf People in Shanghai (Zhang Meiyin)

Week 7 Field Encounters

Class Discussion topic: Asking, Listening, and Telling

Ethnographic Case Example: Arthur Kleinman's Eight Questions

Kleinman, Arthur M. 1973. Medicine's Symbolic Reality: On a Central Problem of the Philosophy of Medicine, *Inquiry* 16(1973): 206-13.

Gibson, D. and M. Zhong (2005). "Intercultural communication competence in the healthcare context." *International Journal of Intercultural Relations* 29(5): 621-634.

Background reading:

Kleinman, Arthur. 1988. *The Illness Narratives*.

Emerson, Robert, Rachel Fretz and Linda Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago and London: The University of Chicago Press.

Week 8 Reflections on Medical School Education

Class discussion topic: What does it mean to be a doctor?

Davis-Floyd, Robbie E. 1987 Obstetric Training as a Rite of Passage. Woman, Physician and Society. Special Issue of the Medical Anthropology Quarterly. Vol. 1, no 3.

Recommended reading:

Konner, Melvin. 1987. *Becoming a Doctor: A Journey of Initiation in Medical School*. Penguin.

Week 9 Field Trip

Week 10 The Challenge of a Graying China

Class discussion topic: "let the sunset glow" (aging in cross-cultural perspective)

James Watson's seminal study of ancestor worship in pre-revolutionary China.

(http://www.fas.harvard.edu/~anthro/social_faculty_pages/social_pages_watson_w.html)

Martin Whyte 1997. The Fate of Filial Obligations in Urban China *The China Journal*,

No. 38. (Jul., 1997)

Recommended readings:

Jackson and Howe. 2004. Introduction: Will China Grow Rich Before It Grows Old, in *The Graying of the Middle Kingdom*. CSIS.

Ikels, Charlotte Ikels. 2004. *Filial Piety: Practice and Discourse in Contemporary East Asia*

Week 11 Stigma and “Shame of Illness”

Class discussion topic: the normal and abnormal behaviors

Kleinman, Arthur. 1988. *The Illness Narratives*. (Chapter 6)

Background reading: *The Burden of Sympathy* (Karp 2001)

Case example: Challenges of Mental Health Care-giving in Urban Shanghai

Week 12 Fieldwork in a “Risk Society”

Class discussion: coping with risk in everyday life

Pan, Tianshu. Weathering the Storm: Local Responses to Avian Flu Threats In N. Zhejiang, China, In *Fudan Journal of Social Sciences* (Vol.4, No. 4, 2007)

Background reading:

Kleinman and Watson. 2003. *SARS in China*.

Claire E. Sterk, *Fieldwork on Prostitution in the Era of AIDS*.

Case Example: Local Responses to Avian Flu in Northern Zhejiang Province

Week 13 Fudan Anthropology Day and the Annual Meeting of the Shanghai Anthropological Society

Week 14 Rules and Etiquette in the Field: Guanxi and Reciprocal Exchange

Reeves-Ellington. “Using Cultural Skills for Cooperative Advantage in Japan.”

L. Cronk, “**Strings attached**,” *The Sciences*

Chao Chen et.al. “Chinese *Guanxi*: An Integrative Review and New Directions for Future Research”

Week 15 Technology, Society, and Eldercare

Kleinman. Arthur. 2019. *The Soul of Care: the Moral Education of a Husband and a Doctor*. Random House.

Kleinman et al. 2021. Social Technology: an Interdisciplinary Approach to Improving Care for Older Adults .

Chen H., Hagedorn A., & An N. (2022). The development of smart eldercare in China, *The Lancet Regional Health - Western Pacific*

Week 16 In-class presentations

4.Grading & Evaluation

Attendance and Participation 10%

Journal of field experiences (with guidelines) 40%

Fieldwork assignments	
In-class presentations	30%
Write-ups	20%

5. Readings

1. Brown, Kerry. 2013. *Shanghai 2020: The City's Vision of Its Future*. Beijing: Foreign Language Press.
2. Miner, H. 1956. Body Ritual among the Nacirema, *American Anthropologist* 58 (1956): 503-507
3. Bohannan, Laura. 1966. Shakespeare in the Bush, *Natural History Magazine*, August/September.
4. Conrad, Peter. 2007. *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders*. The Johns Hopkins University Press.
中译本：社会医疗化，巨流出版社
1. Malinowski, B. 1922. "Introduction" in *Argonauts of the Western Pacific*. Waveland Press.
中译本：西太平洋的航海者，华夏出版社
2. Kelley, Tom. The Ten Faces of Innovation. Chapter 1, the Anthropologist Tom Kelley
中译本：创新的十个面孔，专利文献出版社
3. Excerpt from C. Wright Mills, *The Sociological Imagination (originally published in 1959)*
中译本：社会学的想象力，北京师范大学出版社
4. Maria Heimer and Stig Thøgersen. 2006. *Doing Fieldwork in China*. University of Hawaii Press.
中译本：在中国做田野调查，重庆出版社
9. Place Matters: An Ethnographic Perspective on Historical Memory, Place Attachment, and Neighborhood
Gentrification in Post-reform Shanghai, In *Chinese Sociology and Anthropology* (Vol. 43, no. Summer 2011), pp. 52-73.
10. Kleinman, Arthur M. 1973. Medicine's Symbolic Reality: On a Central Problem of the Philosophy of Medicine, *Inquiry* 16(1973): 206-13.
11. Gibson, D. and M. Zhong (2005). "Intercultural communication competence in the healthcare context." International Journal of Intercultural Relations 29(5): 621-634.
12. Kleinman, Arthur. 1988. *The Illness Narratives*.
《疾痛的故事》，上海译文出版社（复旦-哈佛当代人类学丛书）
13. Kleinman, Arthur. 2019. *The Soul of Care: the Moral Education of a Husband and a Doctor*. Random House. 中译本：《照护》，中信出版社。
14. Kleinman et al. 2021. Social Technology: an Interdisciplinary Approach to Improving Care for Older Adults
15. Emerson, Robert, Rachel Fretz and Linda Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago and London: The University of Chicago Press.
《如何做田野笔记》，上海译文出版社（复旦-哈佛当代人类学丛书）

16. Pan, Tianshu. Weathering the Storm: Local Responses to Avian Flu Threats In N. Zhejiang, China, In *Fudan Journal of Social Sciences* (Vol.4, No. 4, 2007)
17. 潘天舒，发展人类学十二讲，上海教育出版社

Course Director's Academic Background:

Tianshu Pan is Professor of Cultural Anthropology and director of the Institute of Anthropological and Ethnological Studies, Fudan School of Social Development and Public Policy, where he has taught since 2006. He co-directs the Harvard-Fudan/Fudan-Harvard Medical Anthropology Collaborative Research Center with Prof. Arthur Kleinman, the world's leading medical anthropologist. Pan was educated at Fudan (B.A. in English Language and Literatures, 1989) and Harvard (A.M. in Regional Studies-East Asia, 1995 and Ph.D. in Anthropology, 2002). Before moving to Fudan, he taught at Georgetown University and the School of Advanced International Studies (SAIS) at Johns Hopkins University in Washington, DC. His doctoral thesis research on social memory, neighborhood gentrification, and community-building practices in Shanghai was supported by the National Science Foundation (NSF) and Wenner-Gren Foundation for Anthropological Research. Since 1998, he has conducted field research on a range of topics including social memory and neighborhood gentrification, emic perspectives on ICT in rural China (in collaboration with Intel), local responses to avian flu threat, youth culture@fudan.edu (in collaboration with Microsoft China), care-giving practices in aging communities, stigma and challenges of mental health care-giving, "gerontechnology" and socioeconomic values in urban China.