

Fudan – Salzburg Master Exchange Program in  
Media and Communication Management (MCM)  
Program Handbook

Spring Semester 2016

School of Journalism Fudan University

## **Crisis Communication**

Instructor: Prof. Shaojing Sun

Office: Room 308, Journalism Building

Class Time: Mon. 1:30-3:10 pm Phone: (021)65643695

Meeting: HQ 204 E-mail: ssjmedia@163.com

Office hour: Wed. 1:30 – 3:30 & by appointment

### **Course Description**

We are living in a fast-changing society coupled with risks, crises, disasters and emergencies, whatever we call them. Such crises include, but not limited to, natural disaster, food poisoning, epidemics, terrorism, and among others. How to effectively cope with crises, needless to say, is an important task for both academia and professionals.

This course is designed to investigate the key role that communication plays in crisis events. By integrating communication theories with case analyses of past and ongoing crises, the course is aimed to enhance students' understanding of crisis communication in general, and in Chinese culture in particular.

### **Course Objectives**

- Master theoretical underpinnings of crisis communication
- Understand the role of culture and organizational context in crisis communication
- Apply communication knowledge and skills to real-world cases
- Evaluate crisis communication materials scientifically
- Conduct in-depth analysis of certain aspects of crisis communication

### **Course Readings**

Before each class, readings will be assigned. Readings are selected from published journal articles and book chapters. To benefit more from the class, students are encouraged to keep up with the assigned readings.

### **Course Evaluation**

Throughout the semester, students will work individually and collectively. Individual assignments and group project will be assigned and evaluated. Your contribution to class discussion is also valued. Individual assignments and final project will each count 50% of the final grade.

Assignments:

#1: find a research article on crisis communication you are interested. You can look it up in the recommended journals or other academic research journals. Try to apply what you have learned from the article to practice.

#2: find a crisis in the past or is still ongoing, analyze how relevant stakeholders are responding to the crisis. Summarize the crisis communication process.

#3: form groups voluntarily, and pick a topic related to crisis communication.

### **Relevant Journals**

Journal of Contingencies & Crisis Management  
International Journal of Mass Emergencies & Disasters

**Links Relevant to Crisis Comm.** (welcome to add)

<http://crisiscommscholars.wordpress.com/>

<http://www.udel.edu/DRC/>

<http://www.fema.gov/>

<http://www.ncfpd.umn.edu/>

<http://www.comm.riskcenter.umd.edu/>

<http://www.iitc.wayne.edu/>

<http://www.colorado.edu/hazards/>

### **Tentative Schedule**

Week 1 Course overview and introduction

#### **Part I: Foundations of Crisis Communication**

Week 2 conceptualizing crisis communication

Coombs, W. T. (2009). Conceptualizing crisis communication. In R. L. Heath & D. H.

O'Hair (Eds.), *Handbook of risk and crisis communication* (pp. 99-118). New York: Routledge.

Coombs, W. T. (2010). Parameters for crisis communication. In *Handbook of crisis communication* (pp. 17-53).

Week 3 crisis communication theory

Reynolds, B., & Seeger, M. W. (2005). Crisis and emergency risk communication as an integrative model. *Journal of Health Communication, 10*, 43-55.

Week 4 managing the crisis

Veil, S. R., Buehner, T., & Palenchar, M. J. (2011). A work-in-progress literature review: Incorporating social media in risk and crisis communication. *Journal of Contingencies & Crisis Management, 19*, 110-122.

Wester, M. (2011). Fight, flight or freeze: Assumed reactions of the public during a crisis. *Journal of Contingencies & Crisis Management, 19*, 207-214.

#### **Part II: Crisis Communication in Contexts**

Week 5

Harro-Loit, H., Vihalemm, T., & Ugur, K. (2012). Cultural experience as a critical factor in crisis communication planning. *Journal of Contingencies & Crisis Management, 20*, 26-38.

Jiang, X. (2006). Cross-cultural pragmatic differences in US and Chinese press conferences: the case of the North Korea nuclear crisis. *Discourse & Society, 17*(2), 237-257.

Week 6

Slovic, P., Finucane, M. L., Peters, E., & MacGregor, D. G. (2004). Risk as analysis and risk as feelings: Some thoughts about affect, reason, risk, and rationality. *Risk Analysis, 24*, 311-322.

Griffin, R. J., Dunwoody, S., & Neuwirth, K. (1999). Proposed model of the relationship of risk information seeking and processing to the development of preventive behaviors. *Environmental Research, 80*, s230-245.

Week 7

Tse, A. C., So, S., & Sin, L. (2006). Crisis management and recovery: How restaurants in Hong Kong responded to SARS. *International Journal of Hospitality Management*, 25, 3-11.

Benoit, W. L. (1997). Image repair discourse and crisis communication. *Public Relations Review*, 23, 177-186.

Week 8

Wester, M. (2009). Causes and consequences of crises: How perception can influence communication. *Journal of Contingencies & Crisis Management*, 17, 118-125.

Week 9 Film

Week 10

Huang, Y., Lin, Y., & Su, S. (2005). Crisis communicative strategies in Taiwan: Category, continuum, and cultural implication. *Public Relations Review*, 31, 229-238.

Week 11 TBA

Week 12 TBA

Palttala, P., & Vos, M. (2012). Quality indicators for crisis communication to support emergency management by public authorities. *Journal of Contingencies & Crisis Management*, 20, 39-51.

Week 13 Guest lecture

Coombs, W. T. (2002). Assessing online issue threats: Issue contagions and their effect on issue prioritization. *Journal of Public Affairs*, 2, 215-229.

Week 14 TBA

Week 15 presentation

Week 16 Presentation

## Strategic Brand Communication in China

Instructor: Dr. Le Tang

Class time: Wed. 10:00-11:40 A.M.

Meeting Venue: HQ 404

Email: [letang@fudan.edu.cn](mailto:letang@fudan.edu.cn)

Phone: 86-21-5566-4687

Office: Room 418, Journalism Building

Office Our: Tue. 9:00 a.m. – 11:40 p.m. & by appointment only

*Disclaimer: The course syllabus provides a general plan; deviations may be necessary.*

### Course Description

This course aims to provide students with the advanced knowledge of strategic brand communication in China. It's assumed that students who take this course have basic understanding of marketing, branding and marketing communication. It introduces students to the field of brand communication in China, updated theories, ongoing practice and new tendencies in the digital era. Typical cases in China environment will be provided and discussed, in order to help students reach a deeper understanding of relevant theories and practice reality.

### Course Objectives

- Master theoretical understanding of strategic brand communication
- Apply key theories and concepts to the practical cases in China environment
- Develop skills of strategic brand communication planning

### Course Reading

Kevin Keller (2012). Strategic Brand Management. Brand Media Strategy: Integrated Communications Planning in a Digital Era. Prentice Hall; 4th Revised edition

Yifan Wang, Zhongming Pan & Jinan Gao (2007) Brand in China. Wuzhou Communication Press.

### Course Evaluation

Class participation: 10%

Group project and presentation: 45%

Individual paper: 45%

### Tentative Schedule

Week 1: Course introduction

Week 2: Overview of strategic brand communication: theories and core concepts

Week 3: Overview of the most influential Chinese brands

Week 4: Strategic brand communication theory and practice in China: the case of auto industry

Week 5: Strategic brand communication theory and practice in China: the case of telecom industry

Week 6: Strategic brand communication theory and practice in China: the case of cosmetics and sportswear industry

Week 7: Visit to one of the major auto manufacturer in Shanghai (out of campus)

Week 8: Consumers in China: major characteristics

Week 9: Updated consumer research method in China

Week 10: Introduction of group project assignment

Week 11: Media environment in China

Week 12: Digital brand communication in China

Week 13: Communication industry in China

Week 14: Visit one of the major advertising agencies in Shanghai (out of campus)

Week 15: Group project presentation

Week 16: Group project presentation

## **Environmental Communication in China**

Instructor: Dr. Jingfang Liu

Class Time: Tue., 9:55-11:35 a.m.

Meeting Venue: HQ 204

Phone: 55664687

E-mail: [jingfangliu05@gmail.com](mailto:jingfangliu05@gmail.com)

Office: Room 418, Journalism Building

Office hour: Tue., 11:35 a.m. – 1:35 p.m. & by appointment only

*Disclaimer: The course syllabus provides a general plan; deviations may be necessary.*

### Course Description

This course is a survey of fundamental content in environmental communication. It introduces you to the field of environmental communication, its core concepts, perspectives, components, contextual theories, and nature of its scholarship. It will first cover the major areas that construct an environmental public sphere: the public, various environmental groups, the media, government, and corporations. Then, relevant Chinese environmental cases in each area will be presented to apply the theories.

### Course Objectives

- Master theoretical underpinnings of environmental communication
- Apply key communication theories and concepts to the practical cases, particular the Chinese environmental cases.
- Contextually examine environmental cases/events from a communication perspective
- Understand the particular components of a green public sphere in China
- Evaluate environmental communication materials using theoretical scholarship
- Conduct in-depth analysis of environmental communication cases

### Course Readings

We will use the following two major text books to help build a foundation for this class. We will also read individual academic articles to apply the theories and understand environmental communication in the Chinese context.

Cox, Robert. (2006). *Environmental Communication and the Public Sphere*. Thousand Oaks: Sage Publications.

Corbett, J.B. (2006). *Communicating nature: How we create and understand environmental messages*. Washington, DC: Island Press.

### Course Evaluation

Class attendance

10 points

Class participation

10 points

Individual article presentation

20 points

Individual case analysis

30 points

Group project:

30 points

a. Attendance: attendance will be recorded. You can have 3 excused absences (illness, emergency, natural disaster...). Any absence beyond that will cost you attendance point.

b. Class Participation: you are expected to be active participant for this class. That means that you are expected to read the required readings, ask questions, respond to the teacher and peer students, and participate in all class activities. Your class participation should be a reflection of your engagement with the readings and your ability to think independently and critically on the issues.

c. Individual article presentation: each student will choose an article from the syllabus and present it to the whole class. The presentation does not need to be very formal, you may use PPT, but it is not required. 1) You are required to cover the following in your presentation: the main idea(s), main theories discussed, any cases presented (if there is any), main method used, discussion and conclusion of the article. Please prepare a précis summarizing the above components in no more than 2 pages, and circulate it to me and the whole class electronically at least 24 hours before each class time. 2) Please prepare some good discussion questions to engage the class into some active discussion to link the article to the other article(s) and the topic of the class section.

d. Individual case analysis: please create an environmental case analysis. This assignment should focus on one or more famous environmental cases in recent China. You are required to do a thorough analysis of the case development while linking the case analysis with one or more theoretical areas covered in the class: e.g. public participation, green marketing. Elements covered in the case analysis include: background, case introduction, case development, theories applied, detailed analysis of the case (based on theories), discussion and conclusion.

e. Group project: please form groups voluntarily with no more than 4 people in each group, and select one of the major areas covered in the class to design a group project. It could be an academic research project on an area of the green Chinese public sphere, for example, media's role in the Chinese environmental movement (with illustrated cases). It could be a practical project that designs a tool (such as an online community/website) that educates, promotes, or circulates environmental knowledge and messages in China. The purpose of the group project is to apply knowledge learned in this class to the Chinese context. You can be creative!

You may choose from the following topics:

Discourse about the environment and/or nature

Environmental public participation

Media and the environment (Green journalism, green media, etc.)

Voice for Change (environmental movement, environmental NGOs)

Green Public Sphere in China



New Media, NGOs, and environmental movement  
 Green marketing and green business  
 CER (Corporate Environmental Responsibility) in China  
 Environmental sustainable development in China  
 Environmental risk

Please prepare a 20 page project write-up. The group should include the following sections in your project report: Literature review, practical application (the connection of theory to cases), case(s) description and analysis, multimedia presentation (if there is any such as visual images), comparative analysis (if there is any), conclusion, references (follow APA style). Each group should also prepare a separate report indicating the contribution of each individual group member in the group project. Note: the case analysis should focus on the case(s), the group project should focus on one area of green public sphere in China.

#### Useful Links

[www.guardian.co.uk](http://www.guardian.co.uk) (A UK newspaper that does a regular environmental page, with China featured from time to time)

<http://www.wilsoncenter.org/program/china-environment-forum> (China environment forum is an independent U.S. research organization about U.S. and Chinese environmental issues)

[www.ecoresearch.net](http://www.ecoresearch.net) (A U.S. based environmental online community that promotes new media for environmental protection)

<http://www.corpwatch.org/index.php> (A U.S. site that help find the truth about corporation, and judge "good" green marketing from the greenwashing one)

<http://www.sourcewatch.org/index.php?title=Greenwashing> (U.S. based SourceWatch has a section on greenwashing, which has all the "behind-the-door" information about media and some environmental Issues)

<http://www.greenlawchina.org/2012/02/china-environmental-news-alert-10/> (A site about China environmental news)

#### Tentative Schedule

Week 1: Course overview, introduction, film time.

Week 2: Introduction to the field of environmental communication

Cox, Robert. (2006) *Environmental Communication and the Public Sphere*. Thousand Oaks: Sage Publications. Chapter 1: Studying environmental communication

Depoe, S. (2007). *Environmental Communication as Nexus*. *Environmental Communication*, 1(1), 1-4.

Calhoun, C. (2006) *Introduction: Habermas and the public sphere*. In: Beilharz, Peter, (ed.) *Postwar American critical thought. SAGE hallmarks in postwar critical thought*. SAGE Publications, New York, USA. ISBN 9780761944157 (optional).

Cox, R.J. (2007). Nature's crisis disciplines. *Environmental Communication: A Journal of Nature and Culture*, 1, 5-20. (Optional)

### Week 3: Conceptualizing "Environment"

Cox, Robert. (2006) *Environmental Communication and the Public Sphere*. Thousand Oaks: Sage Publications. Chapter 2: Rhetorically shaping the Environment

Corbett, J.B. (2006). *Communicating nature: How we create and understand environmental messages*. Washington, DC: Island Press. Chapter 1. The formation of environmental beliefs

Corbett, J.B. (2006). *Communicating nature: How we create and understand environmental messages*. Washington, DC: Island Press. Chapter 2. A Spectrum of environmental ideologies

Carbaugh, D. (2007). Quoting "the Environment": Touchstones on Earth. *Environmental Communication*, 1 (1), 64-73. (Optional)

### Week 4: Environmental communication and public participation

Cox, Robert. (2006). *Environmental Communication and the Public Sphere*. Thousand Oaks: Sage Publications. Chapter 3: Public participation in environmental decisions

Cox, Robert. (2006). *Environmental Communication and the Public Sphere*. Thousand Oaks: Sage Publications. Chapter 4: Conflict resolution and collaboration in environmental disputes

### Week 5: Environmental communication and the public participation (the case of China)

Rooij, B. V. (2010): The People vs. Pollution: understanding citizen action against pollution in China, *Journal of Contemporary China*, 19 (63), 55-77

Chung, C. (2006). Prospects for Developing Meaningful Public Participation in Environmental Decision-making in China, *China Environment Series*, 8, p 138-141.

Kim, M. J., & Jones, R. E. (2006). Public Participation with Chinese Characteristics, *China Environment Series*, 8, p. 98 -102.

### Week 6: Media and the environment

Cox, Robert. (2006). *Environmental Communication and the Public Sphere*. Thousand Oaks: Sage Publications. Chapter 5: Media and environmental journalism

Hansen A (2011) Communication, media and environment: Towards reconnecting research on the production, content and social implications of environmental communication. *International Communication Gazette* 73(1-2): 7-25.

### Week 7: Media and the environment (the case of China)

Ma, J., Webber, M., & Finlayson, B. L. (2009). On sealing a lakebed: mass media and environmental democratisation in China, *Environmental Science and Policy*, 12 (1), 71-83.

Wen, B. (1998). Greening the Chinese media. *China Environment Series 2*, 39–44.

Wang, Q. J. (2005). Transparency in the grey box of China's environmental governance: a case study of print media coverage of an environmental controversy from the Pearl River Delta Region. *Journal of Environment and Development 14*(2), 278–312.

Week 8: Voices for change

Cox, Robert. (2006). *Environmental Communication and the Public Sphere*. Thousand Oaks: Sage Publications. Chapter 7: Environmental advocacy campaigns.

Cox, Robert. (2006). *Environmental Communication and the Public Sphere*. Thousand Oaks: Sage Publications. Chapter 8: Environmental justice/climate justice: voices from the grassroots

Corbett, J.B. (2006). *Communicating nature: How we create and understand environmental messages*. Washington, DC: Island Press. Chapter 10. Communication and social change

Week 9: Voices for change (the case of China 1) – environmental movement and a green public sphere

Yang, G., & Calhoun, C. (2007). Media, civil society, and the rise of a green public sphere in China. *China Information, 21*(2), 211-236.

Phillip, S., & Yang, D. (2006). An Emerging environmental movement in China? *The China Quarterly*, 333-356.

Liu, J. & Goodnight, G. T. (2008). China and the United States in a time of global environmental crisis, *Journal of Communication and Critical/Cultural Studies, 5* (4), 416-42

Week 10: Voices for change (the case of China 2) – environmental activism, NGOs, and ICTs

Sullivan J., & Xie, W. (2009). Environmental activism, Social Networks, and the Internet. *The China Quarterly*, 198, 422-432.

Liu, J. (2011). Picturing a green virtual public space for social change: A study of Internet activism and web-based environmental collective actions in China. *Chinese Journal of Communication, 4*(2), 137-166.

Sima, Y. (2011). Grassroots Environmental Activism and the Internet: Constructing a Green Public Sphere in China, *Asian Studies Review, 35* (4), 477-497.

Week 11: film and discussion: Kekexili

Week 12: “Green” marketing and corporations

Cox, Robert. (2006). *Environmental Communication and the Public Sphere*. Thousand Oaks: Sage Publications. Chapter 10: green marketing and the corporate advocacy

Bullis, C., & Le, F. (2007). Corporate environmentalism. In S. May, G. Cheney, & J. Roper (Eds.), *The Debate Over Corporate Social Responsibility* (pp. 321-336). Oxford, New York: Oxford University Press.

Brown, D. C. (2007). The Behavior of corporate species in ecosystems and their roles in environmental change. In S. May, G. Cheney, & J. Roper (Eds.), *The Debate Over Corporate Social Responsibility* (pp. 391-402). Oxford, New York: Oxford University Press. (optional)

Week 13: “Green” marketing and corporations (the case of China)

Tang, L., & Li, HM. (2009). Corporate social responsibility communication of Chinese and global corporations in China. *Public Relations Review*, 35(3), p.199-212.

Wang, J. & Chaudhri, V. (2009). Corporate social responsibility engagement and communication by Chinese companies. *Public Relations Review*, 35(3), p. 247–250.

Week 14: Guest lecture TBA

Week 15: Project presentation

## China's media and politics in the context of globalization

Instructor: Prof. Shen Guolin  
Office: Office Building 211  
Email: shenguolin@fudan.edu.cn  
Class time: TBD  
Office Hours: TBD

### **Course description :**

This course introduces foreign students to the background of China's political institution and culture and provides overview of China's international communication in a global context. By the end of the course, the students will have acquired a broad perspective of China's international communication and gain familiarity with its political consequences in globalization. Four general topics will be explored: media and China's revolution; media's role in China's political institution; Trajectory of Media Reform; media and international relations. For each topic, the course will be conducted with several lectures and one seminar. The students are encouraged to give his or her ideas and comments on each topic, so that the course will explore issues more deeply.

### **Requirements:**

- 1) Participation: All students should be prepared to contribute to each seminar discussion by informally bringing questions stemming from the readings.
- 2) Final project: By the end of this course, each student will be required to propose a plan for researching one topic or one case that he is interested in.

Grading will be based on the presentation in the seminar (30%) and the final project (70%);

**Office:** Room 211, Office Building, Journalism School, Fudan University

**Office Hour:** 13:30-15:00 Wednesday

**Email Address:** [shenguolin@fudan.edu.cn](mailto:shenguolin@fudan.edu.cn)

**Course schedule and outline:**

**Part I Understanding China's Media System**

**Week 1**

Course review: How to study China's international communication?  
How to understand globalization?  
How to understand today's international communication?  
How to ask question about China?  
How is media controlled in China?

**Week 2**

How is information censored in China?  
The regulation of internet in China

**Week 3**

**Seminar: Google Pullout and China's internet policy**

**Readings:**

Hong, Junhao, and Marlene Cuthbert. "Media Reform in China since 1978: Background factors, Problems, and Future Trends." *Gazette*, 47.3 (1991): 141-58

Lee, Paul Siu-nam. "Mass Communication and National Development in China: Media Roles Reconsidered." *Journal of Communication* 44.3 (Summer 1994):22-37

Zhao, Yuezhi. "From Commercialization to Conglomeration: The Transformation of the Chinese Press Within the Orbit of the Party State". *Journal of Communication*, Spring 2000:3-26

Endeshaw, Assafa. Internet Regulation in China: The Never-ending Cat and Mouse Game. *Internet Regulation in China: The Never-ending Cat and Mouse Game. Information & Communications Technology Law*, Vol. 13, No. 1, 2004: 41-57

**Part II China's international communication**

**Week 4**

The system of China's international communication  
China's media in international communication

### **Week 5**

How China's media report foreign affairs?  
The challenge of China's international communication

**Reading:** Chan, Joseph M. "Media Internationalization in China: Processes and Tensions." *Journal of Communication* 44.3 (Summer 1994): 70-88

Pan, Zhongdang, Chin-Chuan Lee, Joseph Man Chan, Clement Y.K. So. "One Event, Three Stories: Media Narratives of the Handover of Hong Kong in Cultural China". *International Communication Gazette*, Vol. 61, No. 2, 1999, pp.99-112

Yin, Jing. "China's Second Long March: A Review of Chinese Media Discourse on Globalization". *The Review of Communication*, Vol. 6, Nos. 1-2, January -April 2006, pp. 32-51

### **Week 6**

**Seminar and discussion: Tibetan Crisis in global communication**

## **Part III Media and Chinese nationalism**

### **Week 7**

Chinese nationalism in historical context  
Media as national sovereignty  
Media imperialism reconsidered

### **Week 8**

Demonizing China?  
The wave of anti-Western media

### **Week 9**

**Seminar and discussion: *Global Times* and China's international communication**

#### **Readings:**

Hao, Xiaoming. Party Dominance vs. Cultural Imperialism: China's strategies to regulate satellite broadcasting. *Communication Law and Policy*, Vol.5, Spring 2000, No.2: 155-83

Pan Zhongdang, Lee Chin-Chuan, Chan Man Joseph, So York Kee Clement. Orchestrating the Family -Nation Chorus: Chinese Media and Nationalism in the Hong Kong Handover. *Mass Communication & Society*, vol.4 no.1, 2001, pp.331-347

Farquhar, Mary and Chris Berry, "Speaking Bitterness: History, Media and Nation in Twentieth Century China", *Historiography East and West*, Volume 2, Number 1, 2004, pp. 116-143

Yin, Jiafei. "To Be A Patriot Or To Be A Journalist: Reporters Caught In borderlands: Ethics In Covering International Conflicts", 53rd Annual Conference of the International Communication Association, May 23-27, 2003, San Diego, CA

Zhao, Yuezhi. *Communication in China: Political Economy, Power, and Conflict*. Rowman & Littlefield Publishers, 2008, Chapter 3

## **Part IV China's Public diplomacy and international relations**

### **Week 10**

System and behavior: China's Public diplomacy

China's soft power

### **Week 11**

Media's impact on international relations

### **Week 12**

#### **Seminar and discussion: Promotion of China's image**

#### **Readings:**

Nye, Joseph S. JR. *Soft Power and American Foreign Policy*, *Political Science Quarterly*. Vol.119, No.2, 2004:255-70

Lampton, David M. "The Faces of Chinese Power", *Foreign Affairs*, Volume 86, No. 1:115-127

Shambaugh, David. *The New Strategic Triangle: U.S. and European Reactions to China's Rise*. *The Washington Quarterly* • 28:3 pp. 7-25

Kurlantzick, Joshua. *China's Charm: Implications of Chinese Soft Power*, 47, June 2006

Chen, Zhimin. *Nationalism, Internationalism and Chinese Foreign Policy*. *Journal of Contemporary China* (2005), 14(42), February, 35-53

Yang, Ying. *China's Soft Power and Its National Image*. the International Studies Association 48th Annual Convention, 28 Feb.-3 Mar. 2007, Chicago, USA



## Introduction to Chinese Culture

Instructor: Hong Guo, Associate Professor, Ph. D

Office: Office Building 304

Office Tel: (021)65643699

E-mail: [hongguo@fudan.edu.cn](mailto:hongguo@fudan.edu.cn); [joyme999@aliyun.com](mailto:joyme999@aliyun.com)

Class time: TBD

Office Hours: TBD

### Course requirement:

- 1. Proficiency of Chinese not a must, but a profound interest in China and Chinese culture highly applauded.
- 2. Students are expected to actively participate in class activities (see the coming lines).
- 3. Personal presentation and individual paper are expected to be done with good logic, rigid argument, and persuasion.

### Grading:

- attendance 5%,
- classroom question-raising-answering, and discussion participation 10%,
- presentation (20%)
- calligraphy writing 5%,
- ink painting 10%,
- dumpling making 5%,
- a short set of Taiji 10%,
- a community health dance 10%
- final paper 25% (can be one of the presentation topic or different, due one week before the closing class time).

### Presentation topics:

Self-chosen, up to interest

### Course description :

This course aims to acquaint students with a knowledge base about some major aspects of Chinese culture, and to get some practical know-how. Students are

basically required to do some related research work and show it in presentation, to share what you have done with class, to take part in the related Q & A and discussions, and to join various culture-related activities to better experience the cultural environment and meaning.

To meet students' need particularly mentioned by previous ones for some basic Chinese language teaching so as to move around, from Spring 2014, some daily-use Chinese language will be added into the contents, but not tested as grade assessment.

Therefore, this class stresses a lively experiencing formula, intends to help students comprehend a cross-cultural understanding effectively about the cultural bonanza of China with a holistic, dynamic and a broader viewpoint, to enlarge and enrich students' knowledge and experience about Chinese culture as a whole. Due to an insufficiency of English textbooks on Chinese culture in China, students can do most of the research online. Some of the URLs are as follows:

<http://www.china.org.cn/>

<http://www.china.org.cn/e-china/geography/index.htm>

<http://www.china.org.cn/e-china/geography/topography.htm>

<http://www.china.org.cn/e-china/population/56Ethnic.htm>

[http://www1.chinaculture.org/library/2008-02/11/content\\_45249.htm](http://www1.chinaculture.org/library/2008-02/11/content_45249.htm) (history)

<http://www.chinapage.com/history/dyna3.html>

[http://www.mnsu.edu/emuseum/prehistory/china/ancient\\_china/neolithic.html](http://www.mnsu.edu/emuseum/prehistory/china/ancient_china/neolithic.html)

[http://www1.chinaculture.org/library/2008-02/11/content\\_124904.htm](http://www1.chinaculture.org/library/2008-02/11/content_124904.htm)

<http://www.chinaknowledge.de/History/Han/qin.html>

<http://www.travelchinaguide.com/intro/history/>

<http://www.china.org.cn/e-china/history/Ancient.htm> for ancient history

<http://www.chinapage.com/main2.html>

<http://en.wikipedia.org/wiki/Chinese...>

[www.taoism.net](http://www.taoism.net)

[www.chinapage.com/sunzi-e.html](http://www.chinapage.com/sunzi-e.html)

<http://classics.mit.edu/Tzu/artwar.html>

<http://www.artofwarsuntzu.com/Art%20of%20War%20PDF.pdf>

<http://www.chinabridal.com/etiquette.htm>

[www.123chinesenewyear.com/chinesenewyear/ritual](http://www.123chinesenewyear.com/chinesenewyear/ritual)

<http://www.tcm-treatment.com/>

[www.index-china.com/index-english/TCM-s.html](http://www.index-china.com/index-english/TCM-s.html)

[en.wikipedia.org/wiki/Acupuncture](http://en.wikipedia.org/wiki/Acupuncture)

[chineseculture.about.com/library/weekly/aa050701a.htm](http://chineseculture.about.com/library/weekly/aa050701a.htm)

[www.china-fun.net](http://www.china-fun.net) > Chinese Sports

[www.wushu.com](http://www.wushu.com)

<http://english.china.com/>

<http://library.thinkquest.org/23062/frameset.html>

[en.wikipedia.org/wiki/Chinese\\_cuisine](http://en.wikipedia.org/wiki/Chinese_cuisine)  
[chinesefood.about.com/](http://chinesefood.about.com/)  
[www.travelchinaguide.com/intro/cuisine\\_drink/cuisine](http://www.travelchinaguide.com/intro/cuisine_drink/cuisine)  
[www.cuisinenet.com/glossary/china.html](http://www.cuisinenet.com/glossary/china.html)  
[www.asiawind.com/art/callig/Default.htm](http://www.asiawind.com/art/callig/Default.htm)  
[www.chinapage.com/callig1.html](http://www.chinapage.com/callig1.html)  
[www.chinaculture.org/gb/en\\_artqa/2003.../content\\_44014.htm](http://www.chinaculture.org/gb/en_artqa/2003.../content_44014.htm)  
[en.wikipedia.org/wiki/Sichuan\\_opera](http://en.wikipedia.org/wiki/Sichuan_opera)

And more.

### **Course Syllabus**

1<sup>st</sup> week:

Culture orientation:

1. Self-introduction;
2. Some relevant explanations for students' cultural related questions if any;
3. Checking to see if a Chinese name is needed for each;
4. Introducing the whole course;
5. 1<sup>st</sup> part to start about 1) the concept of culture, 2) Chinese history;
6. Basic Chinese 1.

Relevant Q&A and discussion.

2<sup>nd</sup> week:

1. Finish Chinese history;
2. A geographical feature of the nation;
3. Population, any intention to change?
4. The rough composition of the nation's people (majority and minority groups and locations), and some basic cultural features;
5. Presentation topics to decide and report;
6. Basic Chinese 2.

Relevant Q&A and discussion.

3<sup>rd</sup> week:

1. Chinese name given;
2. Chinese philosophy 1:
  - A. *I Ching (Yi Jing, the Bible of Change)*
  - B. Confucius
3. Presentation topics further decided;
4. Basic Chinese 3.

Relevant Q&A and discussion.

Presentation to start next time for two or three of the students.

4<sup>th</sup> week:

1. Presentation to start;

2. Chinese philosophy 2:
    - A. Taoism
    - B. Buddhism
    - C. The Art of War by Sun Zu (Sun Zi)
  3. Basic Chinese 4.
- Relevant Q&A and discussion.

(City trip to Oriental Pearl Tower with the Old Shanghai Exhibition underneath is suggested to be done in spare time this semester. Students can go without the instructor, as it has English instruction and explanation. If discount tickets needed, the instructor can call to arrange it).

5<sup>th</sup> week:

1. Presentation;
2. Major religions;
3. Basic Chinese 5;
4. Taiji 1.

Relevant Q&A and discussion.

6<sup>th</sup> week: Beijing Trip (tentative).

7<sup>th</sup> week:

1. Presentation;
2. Chinese cuisine;
3. Dumpling making, wraps provided by instructor; some easy dishes provided via flash disc for students to copy and keep.
4. Taiji 2.

Relevant Q&A and discussion.

8<sup>th</sup> week:

Go to instructor's home to have lunch. In order to skip the time tension between classes, the time can be decided the previous week as need be.

9<sup>th</sup> week:

1. Presentation;
2. Chinese literature—classic heritage:
  - A. Noted poets and poems;
  - B. Noted novels— A Dream of Red Mansions/Chamber; The Water Margin (or All men are brothers, or Heroes of the Marshes); The Three Kingdoms; A Journey to the West
3. Taiji 3.

Relevant Q&A and discussion.

10<sup>th</sup> week:

1. Generally the social rituals/customs;
2. The 12 Chinese Zodiac animals;
3. Beloved symbols;
4. Beloved animals;
5. Taiji 4.

Relevant Q&A and discussion.

11<sup>th</sup> week:

1. Presentation;
2. Traditional Chinese art formats;
3. Noted Chinese painters — past and present;
4. Review Taiji, prepare for a test the week after next.

Relevant Q&A and discussion.

12<sup>th</sup> week:

1. Variety of art: sand art, calligraphy, Chinese ink-painting style animation, fire painting, finger painting, iron art, jade sculpturing/carving, wood carving, wood root sculpturing, etc.
2. Local folk art crafts—paper cut, ceramics, porcelain, flour art, silk, sugar-figure blowing, puppet show, wax printing, embroidery, clamshell engraving, eggshell engraving, rice engraving, nut engraving, bamboo weaving, tiger baby shoes, and so on
3. Painting in class;
4. Calligraphy writing in class.

13<sup>th</sup> week:

1. Chinese concept of health;
2. Various ways to keep fit (1):  
dynamic exercise
  - A. Various motion exercise;
  - B. Kung Fu (Gong Fu)
    1. A general history
    2. A specific genre in terms of location
    3. Typical sets practiced and showcased
    4. Review Taiji again, and test on it.

14<sup>th</sup> week:

1. Various ways to keep fit (2)
  - A. static exercise and Qi Gong
  - B. Chinese medication—herbs
  - C. Chinese physiotherapy—acupuncture
  - D. Chinese physiotherapy—cupping
  - E. Chinese physiotherapy—skin scraping
  - F. Chinese physiotherapy—massage

G. Chinese physiotherapy—foot massage

2. A community 16-step dance to learn.

Relevant Q&A and discussion.

Paper due.

15<sup>th</sup> week:

1. Chinese music, dance, local operas (Beijing, Si Chuan and more);

2. Chinese traditional musical instruments;

3. Noted ancient music;

4. Traditional dances (of Han's or that of minorities);

5. Festival or Carnival dances, like lion dances;

6. Review the community dance and test on it.

Farewell.

(The above schedule may vary according to our actual pace)

## **New Media and Society: Theoretical Advances and Chinese Context**

Instructor: Dr. Baohua Zhou, Associate Professor  
Office: Office Building 215  
Email: zhoubaohua@yeah.net  
Class time: TBA  
Office hours: TBA

### **Course Description**

This course explores selected “frontier” theoretical and empirical issues on how new media and society are interacting with each other with an emphasis on Chinese context. It addresses three sets of questions: what are the basic characteristics of new media development in China? How ordinary Chinese people adopt and use Internet and other new information and communication technologies? How have the Internet and other new media technologies affected Chinese people and what are further implications of the new media on Chinese society? The topics to be discussed will include new media adoption and usage, new media regulation, social media and public opinion, online activism, new media and social stratification, new media and journalism, among others.

### **Prerequisites**

Although not formally required, it is strongly recommended that students come to this course with knowledge of the basic situation of Chinese new media and, ideally, some knowledge of the new media events in China. It would be fantastic if students have read Chinese cyberspace.

### **Course Evaluation**

This class combines brief lecturing with extensive discussion. Additional class activities include video screening, individual term project, and in-class presentation. Students will complete a final research project in lieu of final exam. Grading will be based on class attendance and participation (50%) and final project (50%).

### **Assignments**

1) *Class Attendance and Participation*: All students should come to class every week well prepared to discuss the assigned readings. To facilitate class discussion, you are expected to email instructor and all classmates at least one discussion question at least three days before the class. You are also encouraged to share any related academic literature or media items with the instructor and all classmates.

2) *Final project*: In lieu of a final exam, you will hand in an original research paper to advance knowledge in some area of new media and Chinese society. This topic should be approved by the instructor on or before November 1 (to be double-checked). Papers will be a literature review (theoretical synthesis) or an empirical

study (quantitative or qualitative). Towards the end of this course, each student will be given the opportunity to talk about their research ideas in class.

## Readings

There is no specific textbook for this course; individual readings are instead assigned. The majority of readings will be available at the course email box (TBA). Students are encouraged to share literature they think useful to the whole class by sending to the email box and notifying the instructor and all classmates.

## Lecture & Readings Outline (tentative)

### Week 1: New media scholarship and Chinese new media study

1. Rice, R. (2012). Theoretical Perspectives in the Study of Communication and the Internet, 2000-2009. In Dutton, W. (Ed.). *Oxford handbook of Internet Studies*. Oxford, UK: Oxford University Press.
2. Zhu, J. J., & Peng, T. Q. (2012, forthcoming). Mapping the landscape of Internet research: Text mining of SSCI journal articles 2000-2009.
3. Kluver, R., & Yang, C. (2005). The Internet in China: A meta-review of research. *The Information Society*, 21:4, 301-308.
4. Yang, G. B. (2011). Technology and its contents: Issues in the study of the Chinese Internet. *Journal of Asian Studies*, 70 (4): 1043-1050.

### Week 2: Social construction of new media

1. 2010 Chinese government white paper "Internet in China", URL: [http://www.china.org.cn/government/whitepaper/node\\_7093508.htm](http://www.china.org.cn/government/whitepaper/node_7093508.htm).
2. Yang, G. B. (2012). A Chinese Internet? History, practice, and globalization. *Chinese Journal of Communication*, iFirst, 1-6.
3. Yu, L. et al. (2011). What trends in Chinese social media? *The 5th SNA-KDD Workshop '11 (SNA-KDD'11), August 21, 2011, San Diego CA, USA*.

### Week 3: New media adoption and usage

1. CNNIC (2011/2012). Statistical Reports on Internet Development in China. <http://www1.cnnic.cn/en/index/00/02/index.htm>.
2. Zhu, J., and He, Z. (2002). Perceived Characteristics, Perceived Needs, and Perceived Popularity: Adoption and Use of the Internet in China. *Communication Research*, 29(4): 466-95.
3. Wei, R. (2006). Lifestyles and new media: adoption and use of wireless communication technologies in China. *New Media & Society*, 8 (6), 991-1008.

### Week 4: New media and politics 1 – Regulation

1. Qiu, J. L. (1999/2000). Virtual censorship in China: Keeping the gate between the cyberspaces. *International Journal of Communications Law and Policy*, 4, 1-25.
2. Lokman, T. (2003). The panopticon as the antithesis of a space of freedom: Control and regulation of the Internet in China. *China Information*, 17 (2), 65-82.
3. MacKinnon, R. (2011). China's "networked authoritarianism". *Journal of Democracy*, 22 (2), 32-46.

### Week 5: New media and politics 2 – Engagement (*expression, participation and online opinion*)

1. Lei, Y. (2011). The political consequences of the rise of the internet: Political beliefs and practices of Chinese netizens. *Political Communication*, 28 (3): 291-322.



2. Chan, J. M. & Zhou, B. H. (2011). Expressive behaviors across discursive spaces and issue types. *Asian Journal of Communication*, 21 (2), 150-166.
3. Shen, F., Wang, N., Guo, S., & Guo, L. (2009). Online network size, efficacy, and opinion expression: Assessing the impacts of Internet use in China. *International Journal of Public Opinion Research*, 21 (4): 251–276.
4. Zhou, B. H. (2011). Online participation and political efficacy. Unpublished manuscript.
5. Zhou, Y. Q., & Moy, P. (2007). Parsing framing processes: The interplay between online public opinion and media coverage. *Journal of Communication* 57 (1), 79-98.
6. Jiang, M. (2010). Spaces of authoritarian deliberation: Online public deliberation in China. In E. Leib & B. He (Eds.). *The search for deliberative democracy in China* (pp. 261–287). New York: Palgrave MacMillan.
7. He, Z. (2008). SMS in China: A Major Carrier of the Nonofficial Discourse Universe. *The Information Society*, 24 (3), 182-190.

#### **Week 6: New media and politics 3 – Activism**

1. Yang, G. B. (2009). "Introduction". *The power of internet: Citizen activism online*. New York: Columbia University.
2. Yang, G. B. (2003). The Internet and civil society in China: A preliminary assessment. *Journal of Contemporary China*, 12, 453 - 475.
3. Yang, G. B. (2003). The co-evolution of the Internet and Civil Society in China." *Asian Survey*, 43 (3), 405-422.

#### **Week 7: New media and journalism 1 – The interaction between new and old**

1. Matheson, D. (2004). Weblogs and the epistemology of the news: Some trends in online journalism. *New Media & Society*, 6 (4), 443-468.
2. Lowrey, W. (2006). Mapping the journalism-blogging relationship. *Journalism*, 7 (4), 477-500.
3. Chan, J. M., Lee, F., & Pan, Z. D. (2006). Online news meets established journalism: how China's journalists evaluate the credibility of news websites. *New Media & Society*, 8 (6), 925-947.
4. Lee, F. (2012). YouTube: professional incorporation in Hong Kong newspaper coverage of online videos. *Asian Journal of Communication*, 22 (1), 1-18.

#### **Week 8: New media and journalism 2 – Social media usage by journalists**

1. Singer, J. B. (2005). The Political J-blogger: 'normalizing' a new media form to fit old norms and practices. *Journalism*, 6(2), 173-98.
2. Lasorsa, D. L., Lewis, S. C., & Holton, A. E. (2012). Normalizing Twitter. *Journalism Studies*, 13 (1), 19-36.
3. Yu, H. Q. (2011). Beyond gate keeping: J-blogging in China. *Journalism*, 12 (4), 379-93.
4. Gao, F. F. (2008). New scheme of communication: an exploratory study of interactivity and multimedia use in Chinese j-blogs and the implications. *Asian Journal of Communication*, 21 (1), 69-83.
5. MacKinnon, R. (2008). Blogs and China correspondence: lessons about global information flows. *Chinese Journal of Communication*, 1 (2), 242-257.

#### **Week 9: New media and journalism 3 – Citizen journalism, professional-amateur and journalistic authority**

1. Allan, S. (2007). Citizen journalism and the rise of "Mass Self-Communication": Reporting the London bombings. *Global Media Journal*, 1 (1).
2. Reese, S. D. & Dai, J. (2009). Citizen journalism in the global arena: China's new media critics. In S. Allan and E. Thorsen (eds.). *Citizen Journalism:*

*Global Perspectives*. New York: Peter Lang.

3. Lowrey, W. & Anderson, W. (2005). The journalist behind the curtain: Participatory functions on the Internet and their impact on perceptions of the work of journalism. *Journal of Computer-Mediated Communication*, 10 (3).

**Week 10: New media and social stratification (digital divide, subjective consciousness, ICT4D and empowerment)**

1. Jung, J. Y., Qiu, J. L., & Kim, Y. C. (2001). Internet connectedness and inequality - Beyond the "divide". *Communication Research*, 28: 507-535.
2. Pan, Z. D. et al. (2011). Exploring structured inequality in Internet use behavior. *Asian Journal of Communication*, 21 (2), 116-132.
3. Zhou, B. H. (2011). New media use and subjective social status. *Asian Journal of Communication*, 21 (2), 133-149.
4. Cartier, C., Castells, M., & Qiu, J. L. (2005). The information have-less: Inequality, mobility, and trans-local networks in Chinese cities. *Studies in Comparative International Development*, 40 (2), 9-34.
5. Qiu, J. L. (2008). Working-class ICTs, migrants, and empowerment in South China. *Asian Journal of Communication*, 18 (4), 333-347.

**Week 11: New media and sociability**

1. Kraut, R., Patterson, M., Lundmark, V., Kiesler, S., Mukopadhyay, T., & Scherlis, W. (1998). Internet paradox: A social technology that reduces social involvement and psychological well-being? *American Psychologist*. 53 (9), 1017-1031.
2. Wellman, B., Haase, A. Q., Witte, J., & Hampton, K. (2001). Does the Internet increase, decrease, or supplement social capital? Social networks, participation, and community commitment. *American Behavioral Scientist*, 45, 436-455.
3. Ellison, N. Steinfield, C. & Lampe, C. (2007). The benefits of Facebook 'friends': Exploring the relationship between college students' use of online social networks and social capital. *Journal of Computer-Mediated Communication*, 12 (3).
4. Lee, K. M. & Zhu, J. J. (2002). Internet use and sociability in Mainland China and Hong Kong. *IT Society*, 1 (1), 219-237.

**Week 12: New media and social integration/divergence (online nationalism)**

1. Zhu, J. J. & He, Z. (2002). Information accessibility, user sophistication, and source credibility: The impact of the Internet on value orientations in mainland China. *Journal of Computer-Mediated Communication*, 7 (2).
2. Liu, S. D. (2006). China's popular nationalism on the internet. Report on the 2005 anti-Japan network struggles. *Inter-Asia Cultural Studies*, 7 (1), 144-155.

**Week 13: New media and migrants/ Diasporas**

1. Hiller, H. H. & Franz, T. M. (2004). New ties, old ties and lost ties: the use of the internet in diaspora. *New Media & Society*, 6 (6), 731-752.
2. Melkote, S. R. & Liu, D. J. (2000). The role of the Internet in forging a pluralistic integration: A Study of Chinese intellectuals in the United States. *International Communication Gazette*, 62 (6), 495-504.
3. Chan, B. (2010). The Internet and New Chinese Migrants. In *Reading Digital Diasporas: Spaces of Identity, Politics and Technology*. United States: University of Nevada Press. [Or Chan, B. (2005). Imagining the homeland: The Internet and diasporic discourse of nationalism. *Journal of Communication Inquiry*, 29 (4), 336-368.]
4. Chen, W. L. & Choi, A. (2011). Internet and social support among Chinese migrants in Singapore. *New Media & Society*, 13 (7), 1067-1084.

**Week 14: New media events**

1. Katz, E. & Liebes, T. (2007). "No more peace!": How disaster, terror and war have upstaged media events. *International Journal of Communication*, 1, 157-166.
2. Dayan, D. (2009). Beyond media events: Disenchantment, derailment, disruption. In N. Couldry, A. Hepp & F. Krotz (eds.). *Media events in a global age*. London, Routledge.
3. Jiang, M. (2012). Chinese Internet events. In Ashley Esarey, & Randy Kluver (eds.). *The Internet in China: Online business, information, distribution and social connectivity*. New York: Berkshire Publishing.
4. China Digital Times: <http://chinadigitaltimes.net/>;
5. ChinaSMACK: <http://www.chinasmack.com/>;
6. EastSouthWestNorth: <http://www.zonaeuropa.com/weblog.htm>

**Week 15: Student presentations**

## Contemporary Arts in China

Instructor: Dr. XU Jia  
Office: Office Building 411  
Email: [xuj@fudan.edu.cn](mailto:xuj@fudan.edu.cn)  
Class time: TBA  
Office hours: TBA

### Course Description:

- i) to familiarize the students with Chinese contemporary arts in terms of its development history, representative artists, works, crucial agencies and events,
- ii) to help the students understand Chinese contemporary arts socio-culturally and economically, domestically and within the global context, and
- iii) to invite the students to relate Chinese contemporary arts with the social evolvement of contemporary China and its trend of thoughts.

Existing theories are referenced yet novel theoretical attempts are encouraged in deciphering Chinese contemporary arts.