

### **Subject Description**

<b>Subject Code</b> 科目編號	CHC5117
<b>Subject Title</b> 科目名稱	The Culture of Work in Contemporary China: From Maoist China to Reform and Opening-Up to the Age of Artificial Intelligence 當代中國的工作文化：從毛時代到改革開放到人工智慧的時代
<b>Credit Value</b> 學分	3
<b>Level</b> 程度	5
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b> 科目宗旨	<p>This course introduces students to the development of the culture of work from 1949 to the present, covering representative literary and cinematic texts and important studies of the social and ideological changes throughout the period.</p> <p>本課程講授 1949 年以來中國的工作文化的發展歷程，當中介紹重要的代表文學以及電影作品以及關於社會和意識形態變化的重要研究。</p>
<b>Intended Learning Outcomes</b> 學習成果	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>a) understand the development and the characteristics of the culture of work after 1949;</li> <li>b) show an ability to analyse a series of literary works, films, and Youtube videos through the perspective of work</li> <li>c) comprehend the close relationship between the culture of work and contemporary Chinese history and culture during that historical period;</li> <li>d) demonstrate literary and cinematic sensibilities and a critical ability;</li> <li>e) show an ability to write academic papers</li> </ul> <p>修畢本科的同學，當能：</p> <ol style="list-style-type: none"> <li>1. 能夠對 1949 年之後中國對工作的觀念以及工作文化的巨大變化有準確的瞭解</li> <li>2. 能夠從工作的角度來分析一系列文學作品以及電影、紀錄片和網上視頻</li> <li>3. 可以理解工作文化與中國當時歷史文化的緊密關係</li> <li>4. 具備評價及鑑賞文學、電影作品的能力；</li> <li>5. 能夠書寫有組織的學術論文。</li> </ol>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p>科目摘要/ 教學大綱陳述</p>	<p>Week 1 Introduction: What Does Work Mean in an Age of “Involution” and “Lying Flat”?</p> <p>Week 2 The Notion of “Labor” in the Maoist Period and Its Visual Representations</p> <p>Week 3 The Labor Hero/Heroine in the Maoist Period and “Serving the People”</p> <p>Week 4: Exhausted Labor Hero/Heroine and The Theory of “Fatigue”</p> <p>Week 5 Labor and Work in the Beginning of the Reform and Opening: “<i>Guanxi</i>” (Human Connections) and Urban-Rural Relationship</p> <p>Week 6 The Declining Culture of the Work Unit</p> <p>Week 7 Factory as Ruins and the “Laid-off” Generation</p> <p>Week 8 How Does the Subaltern Speak?</p> <p>Week 9 Encountering Strangers in the Workplace</p> <p>Week 10 The Spirit of Craftsmanship and A Slow Life</p> <p>Week 11 “Internet Celebrity” and Work in the Internet Age</p> <p>Week 12 Work in the Age of Artificial Intelligence</p> <p>Week 13 Workshop: What is the “Post-Work” Age?</p> <p>(Students can discuss their previous working experience and share their understanding, expectation and anxiety about work as well as have a brainstorming)</p> <p>Week 1 課程導言：“內捲”與“躺平”的年代思考工作為何？</p> <p>Week 2 毛時代的勞動觀念及其影像呈現</p> <p>Week 3 毛時代的勞動模範與“為人民服務”</p> <p>Week 4 疲憊的勞模以及“疲憊”理論</p> <p>Week 5 改革開放初期的勞動與工作：“關係學”與城鄉關係</p> <p>Week 6 衰落的社會主義單位文化</p> <p>Week 7 作為廢墟的工廠與“下崗”一代</p> <p>Week 8 底層到底要怎樣言說？</p> <p>Week 9 在職場與陌生人相遇</p> <p>Week 10 工匠精神與慢生活</p> <p>Week 11 “網紅”與互聯網時代的工作</p> <p>Week 12 人工智慧時代與工作</p> <p>Week 13 工作坊：什麼是“后工作”時代？</p> <p>(同學們可以一起討論自己過去工作的經驗或者對於工作的理解、期待、焦慮以及頭腦風暴)</p>
<p><b>Teaching/Learning Methodology</b></p> <p>教學方式</p>	<p>This course will include lectures, classroom discussions, group oral presentations as well as final paper writing. Before the class, students should complete the assigned readings (both primary readings and secondary readings) and write down their thoughts and questions to be raised during the class discussion.</p> <p>The group presentations will start on Week Three and students will be divided into groups. Presenters should find materials related to that week’s subject and readings and share with the other students their findings, thoughts, analysis and raise questions. The audience will be expected to actively respond to the presentations.</p>

	<p>Each student will need to choose a subject related to the course but also of their own interests. The student is also expected to email the instructor his/her topic and a short summary on Week 8. The final paper is in the form of research paper of approximately 8,000 characters.</p> <p>本課程包括課程講座、課上討論、小組報告以及期末論文寫作。學生需要在課前完成指定閱讀（包括文學/電影作品以及相關學術研究）并且記下他們的想法、感受以及問題，留待課上討論時提出。</p> <p>小組討論開始于第三星期，全體修課的同學需要被分成小組。每組的報告需要找到與本周主題以及閱讀相聯係的材料，並在報告中與同學們分享自己的發現、想法以及問題。同時其他聽報告的同學亦需在此期間積極回應。</p> <p>每個學生都需要選擇一個與課程相聯係并且自己也有興趣的題目來完成期末論文。在第八星期時，需要電郵給授課老師期末論文的題目以及簡短摘要。期末論文的形式主要是研究型論文，大約 8000 字左右。</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>考核方式</p> <p>(與學習成果相呼應)</p>	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th><th></th></tr><tr><td>1. Final Paper  (about 8000 characters)  論文寫作（約 8000 字）</td><td>70</td><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td><td></td></tr><tr><td>2. Oral presentation  □頭報告</td><td>20</td><td>v</td><td>v</td><td>v</td><td></td><td></td><td></td></tr><tr><td>3. Class participation and discussion  課堂參與及討論</td><td>10</td><td>v</td><td>v</td><td>v</td><td></td><td></td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><b>Final paper:</b> Students are required to submit a final essay on a topic of their own choice. Students are suggested to consult with their teachers on the choice of topics in order to achieve the intended learning outcomes. An 8,000 character paper is used to assess the student’s knowledge of the culture of work in contemporary China; the ability to analyze the selected</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Final Paper  (about 8000 characters)  論文寫作（約 8000 字）	70	v	v	v	v	v		2. Oral presentation  □頭報告	20	v	v	v				3. Class participation and discussion  課堂參與及討論	10	v	v	v				Total	100 %						
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	<p>literary and cinematic texts in relation to historical contexts; the ability to explain the thematic characteristics and analyze literary and cinematic texts; and the ability to present a well-organized argument and demonstrate critical and analytical thinking in their own academic writing.</p> <p><b>Oral presentation:</b> Students are required to give a presentation on a topic related to the particular subject of that week. The presentation should be based on the student's own analysis of thematic characteristics and literary and cinematic texts by applying the knowledge learnt in the lectures and demonstrate the student's ability to critically analyze the key cultural issues and historical background related to the literary and cinematic works.</p> <p><b>Class participation and discussion:</b> Students are required to attend all lectures and participate in classroom discussions. For classroom discussion, students are required to finish all required readings for each week. Discussions should be based on the student's own understanding and analysis of the required readings, as well as a critical response to their classmates' presentations, as a demonstration of the student's knowledge, literary and visual sensibilities, and critical understanding of the cultural values and historical setting that inform the selected works regarding the culture of work in contemporary China.</p> <p><b>論文寫作：</b>學生須於學期終呈交一份 8000 字的學術論文，在擬定論文題目時，建議學生應諮詢任教老師的意見，有助達到預期的學習成效。論文寫作的評核方法，將有效評估學生能否 1) 具備當代中國的工作文化的基本知識；2) 掌握分析文本與文化歷史語境之間關係的技法；3) 掌握分析文本的方法，以及 4) 具備撰寫有組織的學術論文的能力。</p> <p><b>口頭報告：</b>學生於課堂上進行口頭報告，分析與那一星期相關的閱讀題材。學生口述報告時，除了應用課堂所學的知識外，還應有個人之見。學生口頭報告的表現，將有效評估學生能否 1) 具備當代中國工作文化的基本知識；2) 掌握分析文本主題和文學技巧的方法，以及 3) 闡述文本與文化歷史語境之間關係的能力。</p> <p><b>課堂參與及討論：</b>學生須出席大課，並參與課堂討論。學生須完成每周指定閱讀，在課堂上與同學討論。學生在課堂上討論的表現，將有效評估學生能否 1) 掌握課堂所學的知識；2) 具備評價文學與電影作品的的能力，以及 3) 對當代文學與文化、社會以及歷史之間的關係有批判思考。</p>	
<b>Student Study Effort Expected</b> 學生學習時數	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lecture 講課</li> </ul>	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>• Completion of reading assignments 文獻閱讀</li> </ul>	26 Hrs.

	<ul style="list-style-type: none"> <li>Preparation for Oral Presentation 口頭報告準備</li> </ul>	10 Hrs.
	<ul style="list-style-type: none"> <li>Completion of Final Essay 學期論文書寫</li> </ul>	32 Hrs.
	Total student study effort	107Hrs.
<b>Reading List and References</b> <b>參考書目</b>	<p><b>Primary Sources</b></p> <p>崔曼莉 (Cui, Manli), 〈求職遊戲〉 (Qiuzhi Youxi) “The Game of Employment”, 《全球華語小說大系：官場職場卷》。北京：新世界出版社，2012，頁 214–258。</p> <p>李可 (Li, Ke), 《杜拉拉升職記》 (<i>Dulala shengzhi ji</i>) A Story of Lala’s Promotion。西安：陝西師範大學出版社，2007。</p> <p>諶容, Shen, Rong. 1986. 〈人到中年〉 (Rendao zhongnian) “At Middle Age” 諶容著，《諶容集》福州：海峽文藝出版社，1986，頁 149–236。</p> <p>路遙 (Lu Yao), 〈人生〉 (Rensheng) “Life” 《收穫》，1982，第三期。</p> <p>劉震雲 (Liu Zhenyun), 〈一地雞毛〉 (Yidi jimao) “Chicken Feathers over the Floor”, 《官場》。北京：華藝出版社，1992。頁 79-141。</p> <p>郝景芳 (Hao Jingfang), 〈北京折疊〉 (Beijing zhedi) “Folding Beijing”, 《孤獨深處》。南京：江蘇鳳凰文藝出版社，2016，頁 1-40。</p> <p><b>Film, Documentary, and Youtube video</b></p> <p>董兆琪導演 (Dong Zhaoqi), 《雷鋒》 (Lei Feng) A Solder Called Lei Feng。北京：八一製片廠，1965。</p> <p>張猛導演 (Zhang Meng), 《鋼的琴》 (Gang de qin) The Piano in a Factory。瀋陽：遼寧電影製片廠，2011。</p> <p>秦曉宇，吳飛躍導演 (Qin Xiaoyu, Wu Feiyue), 《我的詩篇》 (Wode shipian) Iron Moon: The Poetry Of Chinese Migrant Workers。上海：上海易騰影視文化有限公司，2015。</p> <p>蘇里導演 (Su Li), 《我們村裏的年輕人》 (Women cunli de nianqingren) The Young People in Our Village。長春：長春電影製片廠，1959。</p> <p>李子柒 (Li Ziqi), Youtube 視頻 Youtube Channel, <a href="https://www.youtube.com/watch?v=hL5HlwzuAUA">https://www.youtube.com/watch?v=hL5HlwzuAUA</a>。</p> <p>葉君，蕭寒導演 (Ye Jun, Xiao Han), 《我在故宮修文物》 (Wo zai Gugong xiu wenwu) <i>Masters in Forbidden City</i>。北京：清華大學新聞與傳播學院清影工作室，2016。</p> <p><b>Required Reading in Chinese</b></p> <p>蔡翔 (Cai Xiang), 《革命/敘述：中國社會主義文學-文化想象 (1949-1966)》 (Geming/Xushu: Zhongguo shehuizhiyi</p>	

	<p>wenxue/wenhua xiangxiang) (Revolution/Narrative: The Literary/Cultural Imagination of Chinese Socialism)。北京大学出版社，2010年。</p> <p>曹順妮(Cao Shuni)，《工匠精神：開啓中國精造時代》(Gongjiang jingshen: kaiqi Zhongguo jingzao shidai) The Spirit of Craftsmanship: Opening Up the Era of China's Refined Manufacturing)。北京：機械工業出版社，2016。</p> <p>陳頌(Chen Qi)，〈“為人民服務”的政治哲學〉(“Wei renmin fuwu de zhengzhi zhaxue”) (The political philosophy of “serving the people”)，《政治與法律評論》第4輯，北京大學出版社，2014。</p> <p>戴錦華(Dai Jinhua)，《〈鋼的琴〉——階級，或因父之名》(“Piano in the Factory”: class or in the name of the father)，<a href="https://jiliuwang.net/archives/53044">https://jiliuwang.net/archives/53044</a>。</p> <p>韓炳哲 Byung-Chul Han，《倦怠社會》(The Burnout Society)，北京：中信出版集團，2019。</p> <p>李開復(Kaifu Lee)，《AI 新世界》(AI Superpowers: China and Silicon Valley)。台北：天下文化出版股份有限公司，2018。</p> <p>羅小茗(Luo Xiaoming)，〈誰是‘階級’：‘我的詩篇’媒介組織中的個人危機〉(Shui shi ‘jieji’: ‘Wo de shipian’ meijie zuzhizhong de geren weiji”) (Who is the class: the individual crisis in the media organization of <i>Iron Moon: The Poetry Of Chinese Migrant Workers</i>)，《探索與爭鳴》，2016年第8期。</p> <p>王凡(Wang Fan)，〈“內捲”與“躺平”之間掙扎的中國年輕人〉(“Neijuan” yu “tangping” zhijian zhengzha de Zhongguo nianqingren)，“The Chinese young generation struggling between ‘involution’ and ‘lying flat’”，BBC 中文網，2021年6月2日，<a href="https://www.bbc.com/zhongwen/simp/chinese-news-57304453">https://www.bbc.com/zhongwen/simp/chinese-news-57304453</a>。</p> <p>亞明•那塞希 Armin Nassehi，《穿行社會：出租車上的社會學故事》(Chuanxing shehui: chuzuche shang de shehuixue gushi) Driving Around Society: Sociological Stories on Taxis。許家紹譯，北京大學出版社，2019。</p> <p>楊美惠(Mayfair Yang)，《禮物，關係學，與國家：中國人際關係與主體性建構》(Liwu guanxixue yu guojia: Zhongguo renjiguanxi yu zhutixing jiangou) Gifts, Favors, and Banquets: the Art of Social Relationships in China。台北：南天書局，2005。</p> <p>Reference in English</p> <p>Abidin, Crystal. <i>Internet Celebrity: Understanding Fame Online</i>, Emerald Publishing Limited, 2018.</p> <p>Dutton, Michael. <i>Streetlife China</i>. Cambridge: Cambridge University Press, 1998.</p> <p>“Giving Up, Lying Down: China urges its people to struggle. Some say no.” <i>The Economist</i> (July 3, 2021)</p> <p>Honore, Carl. <i>In Praise of Slow: How a Worldwide Movement is Challenging the Cult of Speed</i>, Orion, 2010.</p>
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	<p>Lee, Haiyan. <i>The Stranger and the Chinese Moral Imagination</i>, Stanford, CA: Stanford University Press, 2014</p> <p>Morris, Rosalind ed. <i>Can the Subaltern Speak? Reflections on the History of an Idea</i>, Columbia University Press, 2010.</p> <p>Murray, William M. ed. <i>Fatigue and Fracture of Metals</i>. Cambridge, Mass.: Technology Press of the Massachusetts Institute of Technology; New York: Wiley, 1952.</p> <p>Rein, Shaun. 2014. <i>The End of Copycat China: The Rise of Creativity, Innovation, and Individualism in Asia</i>. Hoboken: John Wiley &amp; Son. Inc.</p> <p>Tian, Xiaofei. "The Making of a Hero: Lei Feng and Some Issues of Historiography," In: <i>The People's Republic of China at 60: An International Assessment</i>. Cambridge, MA: Harvard Asia Center ; 2011. pp. 283-95.</p> <p>Yang, Mayfair. <i>Gifts, Favors, and Banquets: The Art of Social Relationships in China</i>. Cornell University Press, 1994.</p> <p>Zhang, Yu. <i>Going to the Countryside: The Rural in Modern Chinese Cultural Imagination</i>. Ann Arbor: University of Michigan Press, 2020.</p> <p>Zhang, Emma Yu. 2018. "Enchanting a World of Crafts: Handmade and Homemade Things, Affective Labor and Orality in <i>The Road Home</i> (1999)", <i>Journal of Chinese Cinemas</i>, 12:1, 1-19.</p>
<b>Medium of Instruction</b> 授課語言	Chinese (Putonghua) 中文 (普通話)