

Course Form for PKU Summer School International 2019

Course Title	Chinese Traditional Identity and Its Transformation after 1949
	中国传统认同与其现代变迁
Teacher	SUN Feiyu
First day of classes	July 1, 2019
Last day of classes	July 26, 2019
Course Credit	2 credits
Course Description	
Objective:	
<p>Who is Chinese? How did Chinese people think about themselves? How did this identity change throughout the Revolution? This course will lead you explore several key phenomenon of the identity transformation in 20th century China. The first target of this introductory course is to help students to understand the basic structure of Chinese traditional identity from a perspective of sociology. Based on this understanding, this course will further the topic into the transformation of Chinese traditional identity after 1949, especially during the Land Revolution and today’s Reform and Open policy period. Required readings include both Chinese classical texts and modern sociological/anthropological works. A study tour of The Military Museum of the Chinese People’s Revolution and several movies will be arranged for students understanding of this transformation.</p>	
Pre-requisites /Target audience	
None.	
Proceeding of the Course	
<p>Participation, presentation and discussion constitute a central part in this course. Attendance is mandatory. Students are expected to complete all required readings prior to class meetings and to actively participate in class discussion. Absence without legitimate reasons will lead to deduction in scores for participation and discussion, and in extreme cases, may lead to a student’s failure in the course.</p> <p>The proceeding of the course will be based on students’ presentation of the required texts related to the general themes and specific topics. Throughout the course, each student is expected to do two presentations (10 minutes) which briefly summarizes and critiques required texts for a particular session. The presentations are arranged in the fourth class of each week. By the end of each presentation, each student is required to join the discussions</p>	

in class.	
Assignments (paper or other forms)	
1. Two presentations. 2. One final report.	
Evaluation Details	
1. Attendance and class discussions (20%) 2. Two presentations (40%) 3. The Final Report (40%) 1000 words or no less than four double-space pages	
Texts	
There are both <i>required</i> and <i>recommended</i> readings for each class. No book purchase needed. All the required texts (those highlighted in bold) will be available through PKU Summer School arrangements.	
Academic Integrity (If necessary)	
Participation in this class commits the students and instructor to abide by a general norm of equal opportunity and academic integrity. It implies permission from students to submit their written work to services that check for plagiarism (such as Turnitin.com). It is your responsibility to familiarize yourself with the definition of plagiarism. Violations of the norm of academic integrity will be firmly dealt with in this class.	
CLASS SCHEDULE (Subject to adjustment)	
Session 1: <i>General Introduction</i>	Date:
The purpose and scope of the course Course requirements Class and presentations scheduling	
【Questions】 Questions: how to study China's society?	
【Readings, Websites or Video Clips】	

<p>【Assignments for this session (if any)】 Reading required: T'UNG-TSU CH'U, <i>Law and Society in Chinese Traditional Society. Chapter 1, 2 &6;</i> Suggested reading: Chapter, 3, 4, &5;</p>	
<p>Session 2: China's traditional society: rural society;</p>	<p>Date:</p>
<p>【Description of the Session】 The purpose of this class is to discuss what is China's traditional identity as well as its traditional community. Some classical chapters will be introduced and discussed.</p>	
<p>【Questions】</p> <ol style="list-style-type: none"> 1. To understand China's traditional society from a rural sociology perspective; 2. How to analyze individual identity from a collective perspective in China? 3. Why Rural society was so important to understand traditional China's society? 	
<p>【Readings, Websites or Video Clips】 T'UNG-TSU CH'U , <i>Law and Society in Chinese Traditional Society. Chapter 1, 2 &6;</i></p>	
<p>【Assignments for this session (if any)】 Reading Required: Fei Xiaotong, <i>From the Soil, the Foundations of Chinese Society: a Translation of Fei Xiaotong's Xiangtu Zhongguo, With an Introduction and Epilogue.</i> Translated by Gary G. Hamilton and Wang Zheng. Berkeley: University of California Press.</p>	
<p>Session 3: Fei Xiaotong: Cha-Xu-Ge-Ju</p>	
<p>【Description of the Session】 This class will introduce the most important study of modern China's sociology, Fei Xiaotong's study on Rural Chinese society in Contemporary China.</p>	
<p>Questions:</p> <ol style="list-style-type: none"> 1. What is Cha-Xu-Ge-Ju? 2. How is the Chinese traditional family different from a modern family? 	
<p>【Readings, Websites or Video Clips】 Fei, Xiaotong. (1992). <i>From the Soil, the Foundations of Chinese Society: a Translation of Fei Xiaotong's Xiangtu Zhongguo, With an Introduction and Epilogue.</i> Translated by Gary G. Hamilton and Wang Zheng. Berkeley: University of California Press.</p>	
<p>【Assignments for this session (if any)】 Prepare presentations for next week.</p>	
<p>Session 4: Presentations and discussions</p>	

<p>【Assignments for this session (if any)】 Required reading: Intellectuals and the state in modern China : a narrative history. Chapter 6. Suggested Reading: Lu, Xun. (1990). <i>Diary of a Madman and Other Stories</i>. Translated by William A. Lyell. Honolulu: University of Hawaii Press.</p>
<p>Session 5: New Cultural Movement;</p>
<p>【Description of the Session】 In this session, we will explore the historical circumstances, the beginning, the procedure and the effects of the New Cultural Movement. It's influence on China's revolution will be focused.</p>
<p>Questions: 1. How do we understand the New Cultural Movement from both a historical sociological perspective as well as a Revolutionary perspective? 2. The change of the Chinese intellectual identity throughout the movement;</p>
<p>【Readings, Websites or Video Clips】 Intellectuals and the state in modern China : a narrative history. Chapter 6.</p>
<p>【Assignments for this session (if any)】 Required reading: Philip Huang, (1985). <i>The Peasant Economy and Social Change in North China</i>. Stanford, Calif. : Stanford University Press. Chapter 1, 15&16 Suggested Reding: Thaxton, R. (1983), <i>China Turned Rightside Up: Revolutionary Legitimacy in the Peasant World</i>. New Haven: Yale University Press.</p>
<p>Session 6 Society before the Revolution</p>
<p>【Description of the Session】 In order to understand the society and the change of the individual before China's revolution, a study on Northern China's society will be introduced and discussed.</p>
<p>Questions: 1. What the difference between the Northern China and Southern China in terms of the structure of local society? 2. In Northern China, what became the basis on societal level for China's revolution?</p>
<p>【Readings, Websites or Video Clips】 Philip Huang, (1985). <i>The Peasant Economy and Social Change in North China</i>. Stanford, Calif. : Stanford University Press. Chapter 1, 15&16</p>
<p>【Assignments for this session (if any)】 Required readings: Sun, Feiyu, 2012, <i>Social Suffering and Political Confession: Suku in Modern China</i>. Chapter 1. Suggested readings: Mao, Tse-Tung. (1926). <i>Analysis of the Classes in Chinese Society</i>. In Mao, Tse-Tun, <i>Selected Works of Mao, Tse-Tung</i> Vol. 1 (pp.13-21). Beijing: Foreign Languages Press 1965. _____(1927). <i>Report On An Investigation Of The Peasant Movement In Hunan</i>. In Mao, Tse-Tun, <i>Selected Works of Mao, Tse-Tung</i>, Vol. 1 (pp.23-59). Beijing: Foreign</p>

Languages Press 1965.

Snow, E. (1973), *Red Star Over China*. New York: Random House.

Session 7. China's Revolution as a background of the Land Revolution

【Description of the Session】

A brief description of China's revolution will be introduced and discussed.

Questions:

1. In what sense the land revolution became necessary for China's revolution?
2. How did the revolution represents a change of Chinese identity?

【Readings, Websites or Video Clips】

Sun, Feiyu, 2012, *Social Suffering and Political Confession: Suku in Modern China*. Chapter 1.

Mao Tse Tun, (1927). Report On An Investigation Of The Peasant Movement In Hunan. In Mao, Tse-Tun, *Selected Works of Mao, Tse-Tung*, Vol. 1 (pp.23-59). Beijing: Foreign languages Press 1965.

【Assignments for this session (if any)】

Prepare for the next sessions' presentation

Session 8. Presentations and discussions

【Assignments for this session (if any)】

Required readings: Mao, 1937. How to Differentiate the Classes in the Rural Areas. In Mao, Tse-Tun, *Selected Works of Mao, Tse-Tung*. Vol. 1 (pp137-39). Beijing: Foreign Languages Press 1965.

Perry Elizabeth. *Moving the Masses: Emotion work in the Chinese Revolution*.

Suggested readings: Sun, Feiyu. *Social Suffering and Political Confession*. Chapter 2.

Session 9. The Land Revolution

【Description of the Session】

In this session, we will explore the basic idea of China's revolution and its complexity, from a perspective of Emotion works— Revolutionary technique;

Questions:

1. **Why emotion works became a necessary political technique for China's revolution?**
2. **How did this technique relate with the change of Chinese identity?**

【Readings, Websites or Video Clips】

Mao, 1937. How to Differentiate the Classes in the Rural Areas. In Mao, Tse-Tun, *Selected Works of Mao, Tse-Tung*. Vol. 1 (pp137-39). Beijing: Foreign Languages Press 1965.

Perry Elizabeth. *Moving the Masses: Emotion work in the Chinese Revolution*.

Assignments:

Required readings:

Beinstain, Thomas P_ Stalinism, Famine, and Chinese Peasants: Grain Procurements during the Great Leap Forward. *Theory and Society*, Vol 13, No.3, 1984.

Lin, J. Y. (1990).Collectivization and China's Agricultural Crisis in 1959-1961, in *Journal of Political Economic*, Vol.98, No.6, pp1228-1252.

Session 10. From Land Revolution to Famine

【Description of the Session】

In this session, we will introduce in a briefly way the ten-years history after 1950. We will explore how did China move from the Land Revolution to the big famine.

Questions:

1. How could the big famine happen in around 1960?
2. The effects of Collectivization on individual identity.

【Readings, Websites or Video Clips】

Beinstain, Thomas P_ Stalinism, Famine, and Chinese Peasants: Grain Procurements during the Great Leap Forward. *Theory and Society*, Vol 13, No.3, 1984.

Lin, J. Y. (1990).Collectivization and China's Agricultural Crisis in 1959-1961, in *Journal of Political Economic*, Vol.98, No.6, pp1228-1252.

【Assignments for this session (if any)】

None

Session 11. Study tour: The Military Museum of the Chinese People's Revolution;

Session 12. Presentations and discussions

【Assignments for this session (if any)】

Required Readings: Zhou Feizhou and Camille Bourguignon, "Land Reform throughout the 20th Century China" in Hans P. Binswanger-Mkhize, Camille Bourguignon, and Rogier van den Brink (Eds.) *Agricultural Land Redistribution: Toward Greater Consensus*.2009, The world Bank, Washington, D.C.

—— "Creating Wealth: Land Seizure, Local Government, and Farmers", in D. Davis and F. Wang eds, *Creating Wealth and Poverty in Postsocialist China*. 2009, Stanford University Press.

Session 13. Land Reconsideration

【Description of the Session】

With some original materials that were collected from fieldwork, we will see what is really going on in today's rural China. An introduction of a brief history of modern rural China will be arranged as a basic back ground.

Questions:

1. What is the basic condition for today's poverty in Rural China?
2. Is there any possibility to change it under today's social&political background?

【Readings, Websites or Video Clips】 Some original videos and pictures will be showed.
【Assignments for this session (if any)】 Required readings: Pun Ngai and Lu Huilin. The Foxconn production model and the new era of student Workers. in Rudolf Traub-Merz and Kinglun Ngok (eds) <i>Industrial Democracy in China</i> . China Social Sciences Press.
Session 14. Globalization and its migration workers in China
【Description of the Session】 In this session we will talk about the phenomenon of “Peasant workers”.
Questions: 1. What happened to them? 2. How did their identity change after they migrated into the urban area?
【Readings, Websites or Video Clips】 Short video: “Apple’s lie” will be showed and discussed.
Session 15. The Secret tradition
【Description of the Session】 In this session, our class will focus on the everyday life of today’s China. We will try to find out, after all those revolutionary and reform histories, what left?
Questions: Is history only the history?
【Assignments for this session (if any)】 Prepare the presentations and final discussions.
Session 16. Presentations and Conclusions