

Course Form for PKU Summer School International 2022

Course Title	Chinese Traditional Identity and its transformation after 1949
	Title in Chinese: 中国传统认同与其现代变迁
Teaching Staff	Dr. Sun, Feiyu (Associate Professor of Sociology Dept., Peking University) sunfeiyu@pku.edu.cn
First day of classes	July 4, 2022
Last day of classes	July 29, 2022
Course Description	
Objective:	
<p>Who are 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 social identity from a perspective of sociology. Based on this understanding, this course will further the topic into the transformation of Chinese society and 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. Two study tours 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. The first one (10-15 minutes) is to briefly summarize and critique required texts for a particular session. And the second is to report a deep-interview that you've done with you family member about your family history. By the end of each presentation, each student is required to join the discussions in class.</p>	
Assignments (paper or other forms)	
Two presentations.	

Evaluation Details	
<ol style="list-style-type: none"> 1. Attendance and class discussions (20%) 2. Midterm presentation (40%) 3. The Final Presentation (40%) 	
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 on class.	
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> / Chinese traditional rural society	July. 5 th
<p>The purpose and scope of the course. Course requirements. Class and presentations scheduling. 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>	
【Questions】	
Questions: How should we study China's society?	
【Assignments for this session (if any)】	
<p>Reading required: T'UNG-TSU CH'U, Law and Society in Chinese Traditional Society. Chapter 1, 2 &6;Suggested reading: Chapter, 3, 4, &5;</p>	
【Questions】	
<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? 	
【Assignments for next session (if any)】	
<p>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>	
Session 2: Law and Society in Chinese Traditional Society	July. 6 th
【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.	

Questions:	
<ol style="list-style-type: none"> 1. What is Cha-Xu-Ge-Ju (差序格局) ? 2. How is the Chinese traditional family different from a modern family? 	
【Assignments for this session (if any)】	
<p>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</p> <p>Lu, Xun. (1990). <i>Diary of a Madman and Other Stories</i>. Translated by William A. Lyell. Honolulu: University of Hawaii Press.</p> <p>Intellectuals and the state in modern China : a narrative history. Chapter 6.</p>	
Session 3: Continued Law and Society... Society before the Revolution:Poverty.	July. 7th
【Description of the Session】	
<p>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>	
Questions:	
<ol style="list-style-type: none"> 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; 	
【Assignments for this session (if any)】	
<p>Required reading: Suggested Reding: Thaxton, R. (1983), <i>China Turned Rightside Up: Revolutionary Legitimacy in the Peasant World</i>. New Haven: Yale University Press.</p>	
Session 4. Continued: Society before the Revolution:Poverty. New Cultural Movement;	July. 12th
【Description of the Session】	
<p>In order to understand the society and the change of the individual identity before China's revolution, a study on Northern China's society will be introduced and discussed.</p>	
Questions:	
<ol style="list-style-type: none"> 1. What the difference between the Northern China and Southern China in terms of the structure of local society? 2. What made the Northern Chinabecome social basis of China's revolution? 	
【Assignments for this session (if any)】	
<p>Required readings: Sun, Feiyu, 2012, <i>Social Suffering and Political Confession: Suku in Modern China</i>. Chapter 1.</p> <p>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.</p> <p>____(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 Languages Press 1965.</p> <p>Snow, E. (1973), <i>Red Star Over China</i>. New York: Random House.</p>	
Session 5. China's Revolution as a background of the Land Revolution	July. 13th
【Description of the Session】	
<p>A brief description of China's revolution will be introduced and discussed.</p>	

<p>Questions:</p> <ol style="list-style-type: none"> 1. In what sense the land revolution became necessary for China's revolution? 2. How did the revolution represent a change of Chinese identity? 	
<p>【Readings, Websites or Video Clips】</p> <p>Sun, Feiyu, 2012, <i>Social Suffering and Political Confession: Suku in Modern China</i>. Chapter 1.</p> <p>Mao Tse Tun, (1927). Report On An Investigation Of The Peasant Movement In Hunan. In Mao, Tse-Tun, <i>Selected Works of Mao, Tse-Tung</i>, Vol. 1 (pp.23-59). Beijing: Foreign languages Press 1965.</p>	
<p>Mid-term exam: Presentation on Depth-interview transcriptions</p>	<p>July. 14th</p>
<p>Session 6. The Land Revolution and its emotion works.</p>	<p>July.19th</p>
<p>Students are required to organize small groups and each group is required to read one specific depth interview of an ordinary peasant which was done by professor Sun. And each group is required to present the story based on the theories that they learned from the course.</p> <p>【Assignments for this session (if any)】</p> <p>Required readings: Mao, 1937. How to Differentiate the Classes in the Rural Areas. In Mao, Tse-Tun, <i>Selected Works of Mao, Tse-Tung</i>. Vol. 1 (pp137-39). Beijing: Foreign Languages Press 1965.</p> <p>Perry Elizabeth. Moving the Masses: Emotion work in the Chinese Revolution.</p> <p>Suggested readings: Sun, Feiyu. <i>Social Suffering and Political Confession</i>. Chapter 2.</p>	
<p>Session 7. From Land Revolution to the Big Famine</p>	<p>July. 20th</p>
<p>【Description of the Session】</p> <p>In this session, we will explore the basic idea of China's revolution and its complexity, from a perspective of Emotion works— Revolutionary technique;</p> <p>Movie: <i>Farewell, my concubine</i>.(homework)</p>	
<p>Questions:</p> <ol style="list-style-type: none"> 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? 	
<p>Assignments:</p> <p>Required readings:</p> <p>Beinstain, Thomas P_ Stalinism, Famine, and Chinese Peasants: Grain Procurements during the Great Leap Forward. <i>Theory and Society</i>, Vol 13, No.3, 1984.</p> <p>Lin, J. Y. (1990).Collectivization and China's Agricultural Crisis in 1959-1961, in <i>Journal of Political Economic</i>, Vol.98, No.6, pp1228-1252.</p>	
<p>Session 8. Urbanization, Globalization... Modernization of China.</p>	<p>July. 21st</p>
<p>【Description of the Session】</p>	

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.

【Assignments for this session (if any)】

【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.

Pun Ngai and Lu Huilin. The Foxconn production model and the new era of student Workers. in Rudolf Traub-Merz and Kinglun Ngok (eds) *Industrial Democracy in China*. China Social Sciences Press.

Session 10. Fieldwork and Presentations

July 26th.

【Description of the Session】

In this session we will talk about the phenomenon of “the CPC”.

Questions:

1. What happened to them?
2. How did their identity change after they migrated into the urban area?