

SAMPLE course outline only
Course contents will vary if taught by different teachers.
Please refer to the course teacher for the actual course content offered in each term.

2021-22 Term 1
THE CHINESE UNIVERSITY OF HONG KONG
Department of Sociology
UGEA 2300 China from Tradition to Modernity

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1. The Study of Chinese Tradition and Modernity

The continuity and change of Chinese development is a fascinating subject that is of great scholarly and practical interest. The challenge of any course on China would lie in both the scale and the importance of its subject-matter. The historical, geographical, and cultural coverage of Chinese Society certainly makes it difficult to pin point its intellectual and cultural meaning. This general situation is further complicated by the fact that, for University students of Hong Kong, aspects of Chinese society are already part of a familiar, accepted reality. A special skill is needed in order to reexamine this familiar reality in a more objective light.

Starting with these general ideas, several themes may be seen as especially essential in the study of Chinese development, from the viewpoint of the current socio-historical conditions. These themes would provide the basic background to the various topics included in this course: (1) The relation between tradition and modernity in Chinese society—this theme is important in understanding the historical continuity of China. (2) The characteristics and meaning of social life in traditional and contemporary China—this theme concerns the cultural identity of this society and its possible uniqueness and coherence. (3) The developing form and structure of Chinese society—this theme tackles the basic framework and form of Chinese culture and society, as well as the problem of unity in this broad societal whole. Within the wide-ranging compass of Chinese society, these interrelated concerns set the lines of studies that must be pursued.

At this point, it should be clear that this course elects a more comprehensive approach, which may better address the agenda laid out in the above, and set the stage for specialized studies into particular issues of Chinese society.

2. A Tentative Agenda

Based on the position outlined in the above, a tentative agenda of the lecture schedule is as follows:

Part one: Introduction

- 1- Overview
- 2- Studying Social Change in China

Part two: Changing Social Life

- 3- Culture and social psychology
- 4- Family
- 5- Everyday Life
- 6- Economic Life
- 7- Spatial Settlement

Part three: Changing Social Structure

- 8- Social Class
- 9- State and Politics
- 10- Traditional Society
- 11- Modern Society
- 12- Socialist Society

Part four: Social Change Reconsidered

- 13- Cultural Modernity
- 14- Socialist Modernity
- 15- Global Modernity

3. Suggested References

Three kinds of representative writings are cited in the following: general works on Chinese social and cultural development, works on traditional China, and works on contemporary Chinese society. You are not being asked to read all or even most of these works. Most of the required reading materials of this course will in fact be in the form of class hand-outs. The list below merely lays out for you some of the more famous and useful works relevant to the study of Chinese society. You should perhaps read in greater detail at least one or two works cited therein. The rest of the list you may wish to pursue in the future.

In addition, I also include in the following a work that I myself published. While this book, 《啓蒙論：社會學與中國文化啓蒙》, is not meant to be a general study of Chinese society, it will naturally assist you in grasping my own 'style' in the study of Chinese society and culture, as well as of Chinese sociology in general.

- D. Bodde (1991), Chinese Thought, Society, and Science, University of Hawaii Press.
- D. Davis & E. Vogel (1990), ed., Chinese Society on the Eve of Tiananmen, Harvard U. P.
- Fei, Xiaotong (1992), From the Soil, University of California Press.
- J. Gernet (1996), A History of Chinese Civilization, Cambridge U. P.
- K. C. Hsiao (1960), Rural China, U. of Washington Press.
- J. Levenson (1958), Confucian China and its Modern Fate, U. of California Press.
- F. Mote (1999), Imperial China, Cambridge: Harvard University Press.
- G. Rozman (1991), ed., The East Asian Region, Princeton University Press.
- F. Schurman (1968), Ideology and Organization in Communist China, U. of California Press.
- D. Shambaugh (1993), ed., "Greater China," The China Quarterly, Dec. 1993 #136.
- M. Weber (1951), The Religion of China, Free Press.
- Tu, Weiming (1994), ed., China in Transformation, Stanford University Press.
- B. Wilkinson (2000), Chinese History: A Manual, Harvard University Press.
- K. Wittfogel (1959), Oriental Despotism, Yale U. P.
- 陳海文 (2002), 啓蒙論: 社會學與中國文化啓蒙, Oxford University Press.
- 金觀濤、劉青峰 (1983), 興盛與危機, 湖南人民.
- 金耀基 (1978), 從傳統到現代, 台北: 時報出版社.
- 梁漱溟 (1949), 中國文化要義, 三聯書店重印.
- 田昌五 (1982), 中國古代社會型態研究, 人民出版社.
- 唐君毅 (1977), 中國文化之精神價值, 正中書店重印.

4. Course Requirements

- Mid-term: Book Report (40%)
- End of Term Examination (60%)

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academic_honesty/. With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.

<u>Grade</u>	<u>Descriptors</u>
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirement.

Supplementary Readings by Lecture
(to be distributed at the beginning of each week)

--Lecture One: Overview

(no specific readings)

--Lecture Two: Studying Social Changes in China

Freedman, M. "A Chinese Phase in Social Anthropology," in The Study of Chinese Society.

韓明謨: "中國社會學史大事記," 見中國社會學史。

--Lecture Three: Culture and Social Psychology

巴金: "十年一夢," 隨想錄 六十九。

金耀基: "人際關係中人情之分析," 收入楊聯陞, 中國文化中「報」、「保」、「包」之意義。

--Lecture Four: Family

Freedman, M. "The Chinese Domestic Family: Models," in The Study of Chinese Society.

陳寅恪, "政治革命及黨派分野" (Selections), 見唐代政治史述論稿。

--Lecture Five: Everyday Life

Fei, Xiaotong, "Special Characteristics of Rural Society," in From the Soil.

Fei, Xiaotong, "Chaxugeju: The Differential Mode of Association," in From the Soil.

--Lecture Six: Economic Life

Elvin, M. The Pattern of the Chinese Past (Selections).

費孝通, "小農經濟的堅韌," 見鄉土重建。

Yang, C.K. "Introduction" in Max Weber, The Religion of China.

--Lecture Seven: Spatial Settlement

Eastman, L., "The Periodic-Marketing System," in Family, Field and Ancestors.

Lattimore, O. "Introduction," The Inner Asian Frontier of China.

--Lecture Eight: Social Class and Social Change

Marx, K., "Preface" to A Contribution to the Critique of Political Economy.

魯凡之, 中國文化發展形態與亞細亞生產方式 (Selections).

劉子健, "略論南宋的重要性," 見兩宋史研究彙編。

--Lecture Nine: State and Politics

Balazs, E., Chinese Civilization and Bureaucracy. Ch. 1.

Wittfogel, K. Oriental Despotism (Selections).

--Lecture Ten: Traditional Society

費孝通, "基層行政的僵化," 見鄉土重建。

"社會形態的劃分," 見中國古代史新論點。

--Lecture Eleven: Modern Society

內藤湖南, "概括的唐宋時代觀," 收入日本學者研究中國史論著選譯 卷一。

Schwartz, V. The Chinese Enlightenment (Selections).

--Lecture Twelve: Socialism Society

陶大鏞, "社會主義制度及其優越性," 見社會發展史。

Vogel, E. & Davis, D. "Introduction," in Chinese Society at the Eye of Tiananmen.

--Lecture Thirteen: Global Modernity

Huntington, S. The Clashes of Civilization and the Remaking of World Orders (Selection).

石中, "未來的衝突," 收入王緝思主編, 文明與國際政治。