

22 May 2018

Dear Colleague,

On behalf of the “China in the Curriculum” public outreach program, I am looking forward to welcoming you on Friday, June 29th. The purpose of this letter is to provide you with logistical information, a schedule for the day, a syllabus that outlines material to prepare before our program, and a list of participants. Please prepare as much of the syllabus as you can, so we can maximize our day together.

Many thanks, and see you in New Haven!

All the best,

Denise

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Logistics:

- The program will take place at the Yale-China Association, which is located at 442 Temple St., New Haven, CT. 06511. (Please note that the location may change if we have additional registrants requiring extra space. Stay tuned!)
- Parking:
 - There is metered parking on Temple Street near the Yale-China Association building
 - For more detailed information on travel, see the page of the Yale Undergraduate Admissions Office, which is one street over: <https://admissions.yale.edu/travel-arrangements>
- Other:
 - Lunch will be provided.
 - We will walk downtown to a Chinese restaurant for lunch. Please wear comfortable shoes.

Schedule:

- 8:30-9:00 Registration (with coffee and pastry)
9:00-9:30 Welcome and Introductions
9:30-10:15 *The Visual Culture of the Chinese Cultural Revolution: Teaching with Propaganda Posters*
10:15-10:30 Break
10:30-11:15 *Literature of the Chinese Cultural Revolution: Teaching with Short Stories*
11:15-12:00 Lesson Planning in Breakout Groups
- 11:15-11:45 Small Group Discussion
 - 11:45-12:00 Reports
- 12:00-2:00 Lunch at New Haven's Taste of China
2:00-3:00 *Oral History of the Chinese Cultural Revolution: Teaching with the CR/10*
- 2:00-2:40 Presentation by Haihui Zhang and Sandi Ward
 - 2:40-3:00 Q&A
- 3:00-4:00 Lesson Planning in Breakout Groups
- 3:00-3:30 Small Group Discussion
 - 3:30-4:00 Reports and Wrap Up
- 4:00-4:30 Tea and Farewell

Syllabus:

Lesson 1: *The Visual Culture of the Chinese Cultural Revolution: Teaching with Propaganda Posters*

- 1) **Read:** Stefan Landsberger, “Contextualising (Propaganda) Posters,” in *Visualising China, 1845-1965: Moving and Still Images in Historical Narratives*, edited by Christian Henriot and Wen-hsin Yeh. Leiden and Boston: Brill, 2013. [\(attached PDF\)](#)
- 2) **Visit:** chinese posters.net, and spend about 20-30 minutes exploring the website.

Lesson 2: *Literature of the Chinese Cultural Revolution: Teaching with Short Stories*

- 1) **Read** the following Chen Ruoxi short stories: “Jingjing’s Birthday”(Originally entitled “Chairman Mao is a Rotten Egg”), “The Execution of Mayor Yin,” and “Nixon’s Press Corps.”
- 2) These short stories are found in Chen Ruoxi, *The Execution of Mayor Yin and Other Stories from the Great Proletarian Cultural Revolution*, edited by Howard Goldblatt. Bloomington: Indiana University Press, 2004. The book is available on Amazon for \$21.56 and approximately \$13.50 used.

Lesson 3: *Oral History of the Chinese Cultural Revolution: Teaching with the CR/10*

- 1) **Visit:** culturalrevolution.pitt.edu, and familiarize yourself with the background and motivation of the project CR/10. The website contains a brief interview with Haihui Zhang, who will be leading this lesson with Sandi Ward.
- 2) **Watch:** The following 9 video clips, which add up to about 90 minutes. These clips have been chosen by Haihui Zhang and Sandi Ward especially to speak to the themes of our workshop. (Of course, you are welcome to watch more!) The final three video clips have been chosen for their accessibility to learners of Chinese as a foreign language, as several of our participants are Chinese teachers.

1. [“We were all bits of dust in the falling ashes...”](#) (11:49, audio only)

Red Guards; “great networking”; Lei Feng; “big-character poster”; Four Greats; violent struggle

--This one is striking because of how she personally reflects (especially at the end) and for the moment when she recalls her younger brother claiming he was willing to sacrifice his life and be like Lei Feng.

2. [“I felt bewildered: how did they hang themselves?”](#) (9:06)

“morning request, evening report”; loyalty dance; “problematic history”; [go] “up to the mountains and down to the countryside”; neighborhood committee

--I thought of this one because “Jingjing’s Birthday” touches on children’s understanding/lack thereof of what was going on in society. Among other things, interviewee discusses struggling to make sense of suicides he witnessed.

3. [Hope in Prison](#) (8:21)

struggle meeting; revolutionary masses; “overseas relations”; “make a clean break”

--Interviewee’s family was persecuted for being Christians and having “overseas relations”; interviewee says some of his siblings “made a clean break” with their father due to his “problematic history.” Interviewee feels the CR happened because of a “cultural problem.”

4. [“Educated Youth \[...\] gave local cultural enterprises a lot of help.”: A Farm Youth’s Perspective](#) (14:13)

“cow shed”; factionalism/faction; Worker-Peasant-Soldier student; workers propaganda team; Red Guards; “five red categories”; “old three classes”; Mao Zedong Thought; Quotations from Chairman Mao; struggle meeting; poor and lower-middle peasant[s]; [go] “up to the mountains and down to the countryside”; production team; violent struggle

--This interviewee’s perspective offers a perspective from someone living in a rural area to which Educated Youth were sent. He talks about the 知青 contributions to the local enterprises, discusses violent struggle in detail, and talks about how his father and brother joined two different factions.

5. [“Disasters also impacted our remote village.”: A View from Shandong Province](#) (11:31)

“great networking”; “big-character poster”; “economize when making revolution”; violent struggle; “bystanders”

--As the title suggests, he discusses the misconception that rural areas were not seriously impacted by the CR. He talks about local students going to network and becoming minor celebrities when they returned home. The final anecdote, about the students being urged to “economize when making revolution” is ironic and funny. (starts around 9:11)

6. [“They wouldn’t let us buy a coffin.”](#) (15:37)

rebel faction; struggle; 抄家; production brigade; rehabilitate

--This one also touches a lot on familial relationship. It’s one of the saddest one we’re suggesting. The interviewee discusses her father’s suicide and its aftermath, including her mother’s remarriage and its impact on herself and her siblings. Her speech is a bit unclear, but this one is very moving.

7. [“Why did I climb over the mountains to Kunming, regardless of the danger? Because I missed my mom so much.”](#) (11:07)

黑五类; 历史反革命; 五七干校

--From a language learner’s perspective, this one would be quite accessible because she speaks clearly and slowly and tells her story in an almost completely linear fashion. This one is also very moving, talking about her mom’s imprisonment and how she took a big risk to cross the mountains to check on her mom. This one, along with “We were all bits of dust…” might be the ones from the whole collection that struck me the most, just based on the way the interviewees express themselves.

8. Two perspectives from young people (‘90s generation). Both are quite clear and may also be good for language learners:

[“Our teacher said the school entrance exam would not cover the Cultural Revolution, so we just skipped it.”](#) (2:49)

[My Grandparents’ Different Experiences](#) (3:24)

Additional background

- 1) **(Suggested) Read:** Richard Curt Kraus, “The Cultural Revolution Era, 1964-1976,” in *The Oxford Illustrated History of Modern China*, edited by Jeffrey N. Wasserstrom. Oxford: Oxford University Press, 2016. [\(attached PDF\)](#)
- 2) **(Optional) Watch:** *China: A Century of Revolution*, Part II
<https://www.youtube.com/watch?v=GgpKv-xXgf8>
- 3) **(Optional) Watch:** *Morning Sun* <http://www.morningsun.org/film/>