INSTRUCTOR: David Cheng CHANG
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OFFICE HOURS: TUE 5:00 - 6:00 PM, FRI 4:30 - 6:30 PM

Course Description:
This course examines the historical origins and evolution of the complex relations between peasants and the Chinese Communist Party in the 20th century. It explores some of the most important events, persistent issues, and recurring themes through the Communist revolution. It also introduces students to major competing interpretations by Chinese and western scholars.

Reading assignments:
Students are required to read selected primary sources in Chinese and/or their English translation. Secondary readings have been selected to introduce the works of major historians and new interpretations of recently declassified archival sources. An important focus will be how scholarly debate and understanding have evolved over time. All reading assignments should be completed PRIOR to the class meeting when we plan to discuss them. I recommend reading the texts in the order they are listed on the syllabus. In addition to pages assigned, graduate students in particular should read the “acknowledgements” section (or preface) of each monograph; this will help you develop an understanding of the structure and politics of the field. All listed books have been put on reserve at the library and/or online.

Writing assignments for graduate students:
There are four types of assignments for this class: chronology or timeline of major events, reading notes and discussion questions, three book reviews, and one historiographical essay.

1) Chronology/Timeline
In the first 15 minutes of each class, a team of two students will make a concise presentation on the historical background of each time period that we will discuss on the day. The presenters can use Powerpoint (5 pages maximum), but do NOT make it a lecture. In addition, the responsible student team should distribute the timeline in Word format to the entire class by email by 8:00 pm, Friday. Responsibility for the timeline and presentation will rotate to ensure that each student will present at least once. All students are required to build their own timelines. You will submit your final timeline at the end of the semester.

2) Reading notes and discussion questions
For each required text, a student will prepare a one to two-page reading notes with two to three discussion questions, and distribute them to the entire class by email by 8:00 pm, Friday. The same student will present that text and lead discussion in class.

Other students are expected to spend enough time on that text to be familiar with its basic argument and to be ready to discuss it; but in weeks with a heavy reading load, they will not be expected to cover it with the same degree of thoroughness as the
presenter. Responsibility for notes and presentations will rotate to ensure that the task is equally shared.

2) Three book reviews
These book reviews should be approximately 3 pages in length. The first paragraph should state the book or article’s main argument concisely; the following paragraphs should identify the text’s subsidiary arguments, its sources, and its principal contribution(s) to the field. How does this text speak to the issues in question and to the work of other scholars? Finally, clearly state your evaluation of its scholarly contribution.

You are encouraged to consult published reviews, including JSTOR, Project Muse, CAJ, and essays posted on UCSD Modern Chinese History website. Remember that all your classmates and the instructor will have read them. Therefore existing reviews are no substitute for your own reading and analysis.

Your first short paper is due by week 4, the second by week 8, and the last by week 12.

3) One historiographical essay
This long paper represents your effort to sum up the course by closely considering one or more key themes that run through the course as a whole. You should make a clear argument, support it with evidence from the reading, and come to a clear conclusion. Make sure to push your analysis of your chosen theme beyond the level of your short papers and our weekly class discussions. You will receive NO credit for stitching together your short papers into a long one. This essay should be 10-15 pages in length for MPhil and PhD students, 8-12 pages for MA and undergraduate students. It should be double spaced, using Times New Roman 12 or Georgia 11 font.

Grading:
- Attendance and Participation (+1 dept. seminar) 10%
- Chronology/Timeline 10%
- Reading notes & Discussion Questions 10%
- Book reviews (x3) 30%
- Historiographical essay draft/outline 10%
- Historiographical essay 30%

A WARNING ON PLAGIARISM
Plagiarism is the use of another person’s words, ideas or research results without acknowledgement, and passing them off as one’s own. I call your attention to this description of one of the most common forms of plagiarism: “verbatim copying of words, sentences, paragraphs or entire sections or chapter without quotation and proper attribution. This is the most obvious form of plagiarism. You must use quotation marks even if you only borrow several words in sequence from a source.”

Plagiarism is a serious academic offense and is covered by university policy on academic dishonesty. If I suspect that you have used another person’s (including another book, article, or Web site’s) words without proper footnoting, we will notify you and require that you submit an electronic copy of your paper to turnitin.com, so that we can use available electronic means to check for plagiarism. Just as the Web makes plagiarism easier, it also makes detection of plagiarism easy. Students found guilty of plagiarism will at the least get a failing grade on the paper, and at worst fail the course and be taken to the University for disciplinary action. Consider this fair warning. DO NOT PLAGIARIZE. It’s just not worth it. The consequences can be extremely serious.

Refer to the university web site: http://www.ust.hk/provost/integrity/student-4.html for definitions and university procedures in dealing with plagiarism.
**WEEKLY SCHEDULE**

**Week 1  : Introduction**

秦晖, 苏文(金雁), 《田园诗与狂想曲: 关中模式与前近代社会的再认识》(中央编译出版社, 1996), i-43 (绪论 “农民、农民学与农民社会的现代化”, 第一章 “什么是封建社会”), 162-190 (第六章 “自由封建主义”质疑——中国封建社会特点问题)。[新版：语文出版社, 2010]

**Week 2  : 1920-1927: Early Communist Revolution**


毛澤東, 《湖南農民運動考察報告》, 竹內實編 《毛澤東集》, 第 1 卷, 207-249. （vs. 《毛澤東選集》, 人民出版社, 1991版. ）
http://cpc.people.com.cn/GB/64184/64185/66615/4488900.html


**Week 3  1927-1934: Jiangxi Soviet**

毛泽东, 《寻邬调查》, 《毛泽东农村调查文集》(人民出版社, 1982), 41-181.


**Week 4  : Nationalism vs. Social Causes (Rational Peasants)**


**Week 5**: 1938-1945: Yan’an and Base Areas in WWII


**Week 6**: 1945-1949: Civil War, Land Reforms


**Week 7 (3/19)** 1948-1952: Land Reforms

杨奎松,《中华人民共和国建国史研究 1》(江西人民出版社, 2009), 1-167.

董時進，〈自由〉，〈土改〉，〈封建與反封建〉， 《共區回憶》(香港：自由出版社, 1951).

郭于華, 〈受苦人的講述: 蹟村歷史與一種文明的邏輯〉(香港中文大學出版社, 2013).
- 序 (孫立平); 導論：從底層的苦難講述中構建歷史(1-70);
- 第 2 章 為苦難歸因：「訴苦」—「翻身」的土地改革(71-138)

**Spring Break** No Class

**Week 8**: 1949-1957: Early PRC

杨奎松,《中华人民共和国建国史研究 1》(江西人民出版社, 2009), 168-217.

高華, 〈身分和差異：1949—1965 年中國社會的政治分層〉， 《在歷史的風陵渡口》．
(香港：時代國際出版有限公司, 2005), 284-348.


**Week 9**: 1958-62: The Great Leap Forward and Great Famine


Week 10  1961-1966: Downsizing, Four Clean-ups

Friedman, Pickowicz, and Selden, Revolution, Resistance, and Reform in Village China (Yale UP, 2005), 1-27, 46-111.

Week 11  Gender, Memory, and Oral History

Week 12  1966-1976: Cultural Revolution, Sent-down Youths

Final Papers Due (Hardcopy in by 6:00 PM)

By the end of the term, students will: (1) have gained a better understanding of the origin and process of the Chinese Communist revolution and the complex relations between peasants and the CCP; (2) have identified underlying dynamics, enduring patterns, and persistent issues of this relations; (3) have improved their critical skills in evaluating competing historical interpretations; (4) have improved their analytical writing skills through completing three short writing assignments and a multi-draft historiographic paper.