

HUMA 5685
The Peasants and the Chinese Communist Party

Fall 2023, Monday 15:00–17:50
Room 4502, Lift 25-26

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OFFICE HOURS: Thursday 17:00–16:00

Course Description:

This course examines the historical origins and evolution of the complex relations between the peasants and the Chinese Communist Party in the twentieth 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 discuss them. I recommend reading the texts in the order they are listed on the syllabus. In addition to pages assigned, MPhil students in particular should read the “acknowledgments” 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.

Assignments and Grading:

Please be forewarned: Students are required to complete a substantial amount of reading and other assignments every week. You are expected to have **completed all readings assigned for that day before class**. Class attendance is required. If you are not committed to consistently performing the following tasks, don't take this class.

Timelines, reading notes & discussion questions	20%
Book reviews x 2	30%
Historiographical essay outline	10%
Historiographical essay	40%
*Extra credit: Global China Humanities talk attendance and 1-page report x2	2%

1) Timeline/chronology

In the first 10 minutes of each class, a **student** 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 of text maximum, not including maps and photos), but do NOT make it a lecture. In addition, the responsible student team should post the timeline on Canvas by **10:00 pm on Sunday**. 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 combined timeline at the end of the semester.

2) Reading notes and discussion questions

For each required text, **one student** will prepare one- to two-page reading notes with **two to three discussion questions** and post the notes on Canvas by **10:00 pm on Sunday**. The same student will present that text and lead discussions 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.

3) Two book reviews

Each of the book reviews should be approximately **800–1,200 words** in length on a book of your choice. 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 works of other scholars? Finally, clearly state your evaluation of its scholarly contribution.

You are encouraged to consult published reviews, including JSTOR, Project Muse, and CAJ. Remember that all your classmates and the instructor will or have read them. Therefore, existing reviews are no substitute for your own reading and analysis.

4) 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 **3,000–3,500 words in length for MPhil and PhD students, and 2,000–2,500 words for MA and undergraduate students.**

You can consult the UCSD Modern Chinese History website for sample book reviews and historiographical essays. <https://ucsdmodernchinesehistory.wordpress.com>

ACADEMIC INTEGRITY

Academic integrity is highly valued in this course, and it is expected that all written assignments reflect your original work. Plagiarism, including the use of AI-generated content without proper attribution or presenting it as your own, is strictly prohibited and will be dealt with accordingly in accordance with the institution's academic integrity policy.

A WARNING ON PLAGIARISM

Plagiarism is the use of another person's words, ideas or research results without proper acknowledgment, and passing them off as one's own. The most common forms of plagiarism include the following¹:

- (1) 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. If you cite a specific term that encapsulates an author's original idea, you must use quotation marks even if you only cite one word.
- (2) paraphrasing (i.e., changing some of the wording) of a passage without acknowledging the source. Even if you change all of the words but retain the author's basic idea, you must cite the original source.
- (3) properly citing a source in an earlier note and then continuing to use the source without citing. You must **cite the source every time** you adopt an idea or a specific wording. This may mean a footnote at the end of every sentence, or if the other author's ideas are uninterrupted by yours for a whole paragraph (generally not a good idea for a paper), you may have a footnote at the end of the paragraph.
- (4) citing a primary source as if you have looked at it yourself, when you simply **found the primary source quoted or cited in a secondary work**. If you have not seen the primary source yourself or if you found the source only because you saw it referenced elsewhere, you also must cite the secondary work in which it was cited originally. Example: Julius Caesar, *The Gallic Wars*, p. 12, **cited in** Gerbil Munchkin, *Caesar's Life and Times*, p. 2345.
- (5) common knowledge: You do not need to cite information that is part of common knowledge, i.e., information that an educated person can be reasonably expected to know before engaging in research.

¹ UC San Diego Department of History, "Academic Integrity Policy," accessed 2 Feb 2023, <https://history.ucsd.edu/undergrad/resources.html#Academic-Integrity-Policy-and-I>.

If you are in doubt about what qualifies as common knowledge, consult your instructor.

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 website'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 the 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 website: <http://www.ust.hk/provost/integrity/student-4.html> Links for definitions and university procedures in dealing with plagiarism.

A Warning on Using Generative AI for Written Assignment

Although AI models like ChatGPT can offer learning assistance and generate text, it is essential to recognize that they are no substitute for your independent thinking, research, and writing. Therefore, relying on generative AI for your written assignments can lead to academic dishonesty and have grave consequences as discussed above.

You should use AI technology, such as ChatGPT, DeepL/write, and Grammarly for copyediting purposes. However, you should not use it to write your assignment. In fact, AI is often USELESS for our assignments that require specific references, i.e., footnotes with exact page numbers (for books) and timestamps (for films). Generative AI tools are, in fact, DANGEROUS, since they routinely, consistently fabricate sources and present them as true. Using their results simply shows that you have not done the readings.

I am familiar with the works of almost all reputable authors in modern Chinese history. I can easily identify suspicious or fake sources, and I can quickly determine if your sources are fabricated. However, by using fake sources, you waste my time.

- If you use any fabricated sources, you will receive ZERO credit for the assignment.
- If you use multiple fabricated sources, you will automatically fail the entire class.

For your book and film reviews and final paper, attach an “**AI Use Statement**” at the end of your paper.

- The statement should clearly state which AI tools you've used for the paper, for example, DeepL, DeepL/Write, ChatGPT, AND for what purposes.
- Make sure you save screenshots or take pictures of cited sources showing page numbers. If I find certain citations suspicious, I may ask you to provide evidence.

WEEKLY SCHEDULE

Week 1 (9/4). Introduction

Week 2 (9/11). 1920–1927: Early Communist Revolution

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)

Lucien Bianco, *Origins of the Chinese Revolution 1915–1949* (Stanford University Press, 1971), i–xi, 53–81 (Early Years), 82–107 (Social Causes), 199–207 (Conclusion).

Selected Works of Mao Tse-tung, vol. 1 (Peking: Foreign Languages Press, 1965).

“Analysis of the classes in Chinese society” (Mar 1926), 13–21.

http://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1_1.htm

- 毛澤東. 〈中國社會各階級的分析〉, 《毛澤東選集》, 第1卷(北京: 人民出版社, 1951), 207–249. http://news.xinhuanet.com/ziliao/2004-06/24/content_1544971.htm

“Report of an investigation of the peasant movement in Hunan”(Mar 1927), 23–59.

http://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1_2.htm

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>)

Marx and Engels, “The Communist Manifesto,” in *Marx/Engels Selected Works*, Vol. 1. (Progress Publishers, Moscow, 1969). (Read pp. 14, 27 of the PDF

<http://www.marxists.org/archive/marx/works/1848/communist-manifesto/>)

*王奇生,〈革命的底层动员:中共早期农民运动的动员•参与机制〉,收入王奇生主编,《新史学·第七卷,20世纪中国革命的再阐释》(北京:中华书局,2013):61–97.

Week 3 (9/18). 1927–1934: The Jiangxi Soviet

Stephen C. Averill, “Local elites and Communist Revolution in the Jiangxi Hill Country,” in Joseph Esherick and Mary Backus Rankin eds., *Chinese Local Elites and Patterns of Dominance* (Berkeley: UC Press, 1990), 282–304.

黄道炫,《张力与限界:中央苏区的革命(1933–1934)》(北京:社会科学出版社,2011),1–177, 306–317, 476–480.

Mao Zedong, *Report from Xunwu*, trans with an introduction and notes, by Roger R. Thompson (Stanford University Press, 1990), 122–136, 148–196.

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 (9/25): Nationalism vs. Social Causes (Rational Peasants)

Joseph W. Esherick, *Accidental Holy Land: The Communist Revolution in Northwest China* (University of California Press, 2022), Preface (xi–xxiv); Ch. 5, *Accidental Holy Land* (123–160); Conclusion (pp. 196–210).

Kathleen J. Hartford and Steven M. Goldstein, *Single Sparks: China’s Rural Revolutions* (Armonk, NY: M. E. Sharpe, 1989), 3–33 (“Intro: Perspectives on the Chinese Communist Revolution”), 177–182.

Mark Selden, *The Yen’an Way in Revolutionary China* (Cambridge: Harvard University Press, 1971), vii–ix, 208–278.

Chalmers Johnson, *Peasant Nationalism and Communist Power: The Emergence of Revolutionary China* (Stanford, CA: Stanford University Press, 1962), vii–xii, 1–33, 192–200.

*Joseph W. Esherick, “Deconstructing the Construction of the Party-State: Gulin County in Shaan-Gan-Ning Border Region,” *The China Quarterly*, No. 140 (Dec 1994): 1052–1066.

Week 5 (10/2). No Class

Week 6 (10/9). 1938–1945: Yan’an and Other Base Areas in WWII

Chen Yung-fa, *Making Revolution: The Communist Movement in Eastern and Central China, 1937–1945* (UC, 1986), xi–19, 154–191, 219–222, 499–521, 562–566.

Mark Selden, *China in Revolution: The Yen’an Way Revisited* (Armonk, N.Y.: M.E. Sharpe, 1995), Conclusion and Epilogue. [中譯:《革命中的中国:延安道路》(北京:社会科学出版社,2002)]

Lucien Bianco, “Peasant responses to Chinese Communist Party mobilization policies, 1937–1945,” in *Peasants without the Party: Grassroots Movements in Twentieth-Century China* (Armonk, NY: M. E. Sharpe, 2001), 231–243.

*陳永發 Chen Yung-fa,〈「延安模式」的再檢討〉,《新史學》,卷8期3(1997年9月):95–159.

*陳永發,〈紅太陽下的罌粟花:鴉片貿易與延安模式〉,《新史學》,卷1期4(1990年12月):41–117.

Week 7 (10/16). 1945–1949: Land Reforms and the Civil War

Odd Arne Westad, *Decisive Encounters: The Chinese Civil War, 1946–1950* (Stanford University Press, 2003), 128–137, 355.

William Hinton, *Fanshen: A Documentary of Revolution in a Chinese Village* (NY: Monthly Review Press, 1966), ix–14, 147–167, 222–240, 317–365.

*Brian DeMare, *Land Wars: The Story of China's Agrarian Revolution* (Stanford University Press, 2019).

黃道炫, 〈洗臉——1946—1948 农村土改中干部整改〉, 《历史研究》2007 年第 4 期.

黃道炫, 〈三年内战中的民夫—以冀鲁豫区为例〉, 《新史学·第七卷》, 98–114.

Week 8 (10/23) No Class: Chung Yung Festival

10/23. First Book Review Due

Week 9 (10/30) 1948–1957: Land Reforms and the Early PRC

Edward Friedman, Paul Pickowicz, and Mark Selden, *Chinese Village, Socialist State* (Yale University Press, 1991), 185–203, 214–245.

董時進, 〈董時進致信毛澤東談土改〉, 《炎黃春秋》(2011 年第 4 期): 85–88.

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).

楊奎松, 《中华人民共和国建国史研究 1》(江西人民出版社, 2009), 1–167 (1 建國前夕土改政策變動; 2 地主富農問題).

*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 10 (11/6) 1958–62: The Great Leap Forward and the Great Famine

Frank Dikötter, *Mao's Great Famine: The History of China's Most Devastating Catastrophe, 1958–1962* (NY: Walker & Co, 2010), i–xxiii, 84–123, 269–348.

Lucien Bianco, *Stalin and Mao: A Comparison of the Russian and Chinese Revolutions*, translated by Krystyna Horko (Hong Kong: The Chinese University Press, 2018), Ch. 4, Peasants (77–124); Ch. 5, Famines (125–166).

楊繼繩, 《墓碑: 中國六十年代大饑荒紀實》(天地圖書, 2010).

- 上篇: 5–26 (前言), 180–255 (四川), 610–636 (城市).
- 下篇: 1036–1057 (社會控制), 1058–1083 (制度背景).

*Felix Wemheuer and Kimberley Manning, eds., *Eating Bitterness: New Perspectives on China's Great Leap Forward and Famine* (Vancouver: UBC Press, 2011). [e]

- Chen Yixin, “Under the Same Sky: Accounting for Death Rate Discrepancies in Anhui and Jiangxi,” 197–225.
- Gao Hua, “Food Augmentation Methods and Food Substitute,” 171–196. [=高華, 〈大饑荒中的“糧食食用增量法”與代食品〉, 《歷史筆記 I》, 395–420.]

*Thomas B. Bernstein, “Stalinism, Famine, and Chinese Peasants: Grain Procurements during the Great Leap Forward,” *Theory and Society*, vol. 13, no. 3 (May 1984): 339–377.

*Thomas B. Bernstein, “Mao Zedong and the Famine of 1959–1960: A Study in Willfulness,” *The China Quarterly* 186 (2006): 421–45.

Week 11 (11/13) 1961–1966: Downsizing, Four Clean-ups

Friedman, Pickowicz, and Selden, *Revolution, Resistance, and Reform in Village China* (Yale University Press, 2005), 1–45.

Anita Chan, Richard Madsen, and Jonathan Unger, *Chen Village under Mao and Deng* (UC Press, 1992), 41–73 (Chap. 4, “The Big Four Cleanups”).

Jeremy Brown, *City Versus Countryside in Mao's China: Negotiating the Divide* (Cambridge UP, 2012)

- Chap. 4 “The Great Downsizing of 1961–1963,” 77–107.
- Chap. 5 “The four cleanups and urban youth in Tianjin's hinterland,” 108–136.

高華, 〈大災荒與四清運動的起源〉, 《歷史筆記 I》, 421–446.

Week 12 (11/20) 1966–1976: Cultural Revolution, Sent-down Youths

Chen Village, 141–168 (Chap. 5, “The Cleansing of the Class Ranks”).

Jeremy Brown, *City Versus Countryside in Mao's China*, 137–168 (Chap. 6, “Purifying the city: the deportation of political outcasts during the Cultural Revolution”).

Michel Bonnin 潘鳴嘯, Annie Au-Yeung 歐陽因 Translate, *失落的一代：中國的上山下鄉運動, 1968–1980* (香港：中文大學出版社, 2009), i–xxxix, 207–323, 385–440.

*Schmalzer, Sigrid. *Red Revolution, Green Revolution: Scientific Farming in Socialist China*. Chicago, Ill: University of Chicago Press, 2016.

Week 13 (11/27) Gender, Memory, and Oral History

Gail Hershatter, *The Gender of Memory: Rural Women and China's Collective Past* (UC Press, 2011), Intro & 1 Frame, 1–31; 4 Activist, 96–128.

Jacob Eyferth, “Liberation from the Loom? Rural Women, Textile Work, and Revolution in North China,” in *Maoism at the Grassroots: Everyday Life in China's Era of High Socialism*, ed. Jeremy Brown and Matthew D. Johnson. (Harvard University Press, 2015), 131–153.

郭于華, 《受苦人的講述》, 第 3 章 「脫離苦難的社會工程」: 農業集體化的道路 (三、農村集體化的女性記憶) (115–138).

11/30. Second Book Review Due

Week 14 (12/4) Final paper presentation and peer critique

12/5 Historiographical essay outline DUE.