INSTRUCTOR: David Cheng CHANG  
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OFFICE: 2350  
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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Timelines, reading notes &amp; discussion questions</td>
<td>20%</td>
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<tr>
<td>Book reviews x 2</td>
<td>30%</td>
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<tr>
<td>Historiographical essay outline</td>
<td>10%</td>
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<tr>
<td>Historiographical essay</td>
<td>40%</td>
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<tr>
<td>*Extra credit: Global China Humanities talk attendance and 1-page report x2</td>
<td>2%</td>
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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](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 following:

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.

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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. Refer to the university website: [http://www.ust.hk/provost/integrity/student-4.html](http://www.ust.hk/provost/integrity/student-4.html) 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**


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

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


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).


Week 5 (10/2). No Class

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

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


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

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**


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

楊奎松，《中華人民共和國建国史研究 1》(江西人民出版社，2009)，1–167 (1 建國前 夕土改政策 遭動；2 地主富農問題).


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


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).

楊繼繡，《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).


- Gao Hua, “Food Augmentation Methods and Food Substitute,” 171–196. [高華, 〈大饑荒中的糧食食用增量法〉，《歷史筆記 1》，395–420.]


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


- 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 1》，421–446.


*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”).


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


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.**