HUMA 5685
The Peasants and the Chinese Communist Party

Spring 2020, Monday 15:00–17:50
Room 5506

INSTRUCTOR: David Cheng CHANG
E-MAIL: changcheng@ust.hk
OFFICE: 2350
OFFICE HOURS: TBD

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.

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 of texts maximum, not including maps and photos), 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, 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 final 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 distribute them to the entire class by email by 8:00 pm, 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/three book reviews (for MA/MPhil students)

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, especially those on 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.

For MPhil students, your first short paper is due by week 4, the second by week 8, and the last by week 12. For MA students, your first short paper is due by week 4, the second by week 10.

4) 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 the 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:
- Class attendance and participation 10%
- Chronology/Timeline 10%
- Reading notes & Discussion Questions 10%
- Book reviews (x3) 30%
- Historiographical essay draft/outline 5%
- Historiographical essay 35%

A WARNING ON PLAGIARISM

Plagiarism is the use of another person’s words, ideas or research results without acknowledgment, 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 subject to disciplinary action by the university. 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 for definitions and university procedures in dealing with plagiarism.
**WEEKLY SCHEDULE**

**Week 1 (2/5): Introduction**

**Week 2 (2/12): 1920–1927: Early Communist Revolution**


毛泽东, 《湖南農民運動考察報告》, 竹內實編 《毛澤東集》, 第 1 卷, 207–249. (vs. 《毛澤東集》, 人民出版社, 1991 版.


**Week 3 (2/26) 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 (3/5): Nationalism vs. Social Causes (Rational Peasants)**


**Week 5 (3/12): 1938–1945: Yan’an and Base Areas in WWII**


**Week 6 (): 1945–1949: Civil War, Land Reforms**

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

**Week 7 () 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).
- 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)

**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.
Week 9 () 1958–62: The Great Leap Forward and Great Famine


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


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

• Chap. 5 “The four cleanups and urban youth in Tianjin’s hinterland,” 108–136.

Week 10 () 1961–1966: Downsizing, Four Clean-ups


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).

Historiographical essay outline DUE.

Week 11 () Gender, Memory, and Oral History

Week 12 () 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”).


Week 13
Final paper presentation and peer critique

**5/25. Final Papers Due (Hardcopy in by 6:00 PM)**