

HUMA 5685
The Peasants and the Chinese Communist Party

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

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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

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).

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>)

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

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.

**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
- “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

*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/>)

Week 3 (2/26) 1927–1934: Jiangxi Soviet

毛泽东, 〈寻鄂调查〉, 《毛泽东农村调查文集》(人民出版社, 1982), 41–181.

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

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.

Week 4 (3/5): Nationalism vs. Social Causes (Rational Peasants)

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.

- Chalmers Johnson, *Peasant Nationalism and Communist Power: The Emergence of Revolutionary China* (Stanford, CA: Stanford University Press, 1962), vii–xii, 1–33, 192–200.
- Mark Selden, *The Yanan Way in Revolutionary China* (Cambridge: Harvard University Press, 1971), vii–ix, 208–278.
- 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 (3/12): 1938–1945: Yan’an and 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 Yanan 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 6 (): 1945–1949: Civil War, Land Reforms

- 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, 〈洗脸——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 7 () 1948–1952: Land Reforms

- 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.
- 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).
- 郭于華, 《受苦人的講述: 驢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)

Week 8 () 1949–1957: Early PRC

- 楊奎松, 《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.

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

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

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

高華,〈大災荒與四清運動的起源〉,《歷史筆記 I》,421–446.

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.

Week 11 () 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).

Historiographical essay outline DUE.

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”).
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–xxxii, 207–323, 385–440.
Schmalzer, Sigrid. *Red Revolution, Green Revolution: Scientific Farming in Socialist China*. Chicago, Ill: University of Chicago Press, 2016.

Week 13 ()

Final paper presentation and peer critique

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