

**CCSS 3030/ CHES 3003/5157 China under Mao**  
TERM I, Fall 2020

Instructor: Jan Kiely (jkiely@cuhk.edu.hk)

Teaching Assistant:

Lecture: Thursday 8:30 – 10:15am

Tutorial: Monday 12:30 -1:15pm

Office Hours: By appointment

### **Course Description**

More than four decades after the death of Mao Zedong, the assessment of his twenty-seven years in power in the founding period of the People's Republic of China remains a subject of intense debate inside and outside of China. Much of this involves contestations over China's historical past and Maoist legacies for the future that both are primarily concerned with politics in the present. Historians, meantime, are more deeply engaged than ever before in seeking to advance our understanding of how this era and its events emerged and developed as they did, and what its consequences have been for China today. The quest to illuminate the historical processes contributing to this era of turbulent elite politics, chaotic and often horrifically violent revolutionary political campaigns, and unprecedentedly vast state-directed restructuring of the economy, culture, and nearly all aspects of society has been joined by an interest in the related human and natural costs, the lived experiences, and the diverse forms in which local societies at the grassroots distant from the central government adapted their own variations of life under Chinese socialism. This upper-level course invites students to join the exploration of a history of great consequence that is still in the early stages of being brought to light.

### **Learning Outcomes**

By the end of the term, students should:

- be familiar with many of the major narratives, events, figures, debates and conundrums of this period of history.
- be able to identify and summarize key points and arguments in scholarly historical writings.
- be able to undertake primary text and visual propaganda analysis.
- be able to conduct small-scale, advanced-level research primarily involving oral history and sustained research on a particular set of primary source historical documents.
- be able to engage in civil, rational-critical, evidence-based historical debate in classroom discussions.

### **Core Texts**

Andrew Walder, *China Under Mao: A Revolution Derailed*

Timothy Cheek, *Mao Zedong and China's Revolutions: A Brief History with Documents*

### **Online Reference Sites**

CUHK Library Guide: Modern Chinese History (Cultural Revolution Collection, Propaganda Posters, Early PRC) [http://libguides.lib.cuhk.edu.hk/modern\\_china](http://libguides.lib.cuhk.edu.hk/modern_china)

Socialism on Film <http://www.socialismonfilm.amdigital.co.uk> (through the library)

The PRC History Group <http://prchistory.org/>

党的历史文献集和当代文献集 <http://cpc.people.com.cn/GB/64184/209963/index.html>

Visualising China <http://visualisingchina.net>

University of Texas Library Map Collection (CIA China Maps 1967)

[http://www.lib.utexas.edu/maps/middle\\_east\\_and\\_asia/china\\_map\\_foli](http://www.lib.utexas.edu/maps/middle_east_and_asia/china_map_foli)

## Assignments & Assessment

### **Research Groups**

Students will be divided into research groups that will work together on three major collective projects and will endeavor to exchange ideas and help each other throughout the term. Each group will include a mix of students with strengths in Chinese and English language and will cooperate productively to support each other mutually in undertaking research and revising written assignments.

### **Participation & Attendance (25%)**

Regular attendance and participation in classroom discussion is an essential component of the course. More than four unexcused absences will result in a failing grade in this category. Students should read all assigned required readings by the date indicated in the schedule, take notes on the reading, and be prepared to discuss the readings and debate issues related to them in class. Each class for which a section of the Walder required text has been assigned will feature, at the outset, a **Round-the-Table**, collective summary of the main points of the reading, during which students, one after the other, will be asked briefly to state a key point until the major aspects of the selection have been covered. Preparation and response in these sessions is essential to attain a good mark.

### **Book/Chapter Written Summary & Oral Presentation (10%)**

Each of the research groups will sign up for and jointly deliver one of the scheduled in-class oral presentations on a major book in the field. Groups will divide up summary responsibilities equally and fairly, with each group member taking responsibility for at least one chapter. Each group member will read their chapter/or portion of the book and write a **1-page single-spaced, formally presented<sup>1</sup> summary of the key points** that will be used as notes for the oral presentation and which will be submitted on the course **Blackboard site before that class starts**. The written summary should primarily consist of a paraphrased summary in the student's own words, but may also include a number of short quotes from the book (marked with quotation marks). Each member of the group should speak on their chapter/section at the presentation. The presentations should focus on summarizing the main points and include some brief comments of response and critique. Presentations should aim to be 15-25 minutes in total duration. PowerPoint may be used, but is not required. Groups should meet at least twice outside of class to prepare and coordinate the presentation. Presenters should be prepared to respond to questions raised by the instructor and fellow classmates. Each student will be graded on their individual written work and contribution to the presentation.

### **Document Section Written Analysis (15%)**

As students begin to examine "primary sources" from among those listed in the course schedule in preparation for the major end of term research paper, they will each select, in consultation with the instructor, an initial document to analyse closely. The analysis begins with several basic questions: What kind of reliable information about the past can be determined from this document? What can be learned from it? What cannot be learned from it? What are the limitations, biases, and distortions of this source? What insights does it offer? Responding to these questions and focusing mainly on a short selection (no more than ten pages) from the document, students will write a 750-1000 word analytical essay. The essay should briefly discuss how the selected section fits into a larger document and its context, but should primarily present an analysis of the selected section. The essay should be formally presented in double-spaced lines with standard margins and typed in a 12-point Times New Roman font. The document title in the original language and its bibliographic information must be provided in the first paragraph. After that, no citation is required, except if reference is made to other course texts or relevant sources. Such references should be few and always footnoted. The focus should be on the document under analysis. These essays may be submitted to the **course Blackboard**

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<sup>1</sup> **Formally presented** means all submitted writing assignments should list at the top of the first page the following: student's name, student ID number, course number and name, name of the instructor, the date of submission, a clear and relevant title. Assignments should be typed in a clear, standard font, and page numbers should be noted on each page.

site anytime between **Week 5 and Week 9**. Remember to first upload the essay to the VeriGuide system (<http://www.cuhk.edu.hk/veriguide>), obtain the Veriguide receipt, sign it, and attach it to the copy for submission. You are urged to complete this assignment sooner than later. These essays **will not be accepted after Week 9**.

### **Propaganda Analysis and Interpretation Exercise Written Response (5%)**

On **November 2** a **Propaganda Analysis and Interpretation Exercise** will be run in the tutorial class during which the research groups will each work as teams to evaluate and gain understanding of a series of visual and audio propaganda pieces from the Cultural Revolution. The first aim will be to determine what messages the propagandists were overtly seeking to promote and what techniques they were deploying to that purpose. The second aim will be to reflect on and assess the effectiveness of such methods. The third aim will be to “read into” these propaganda pieces to discern secondary, often unintentional messages about values and norms that such propaganda contains. What insights can be gained from both approaches to interpretation? After class, each member of the research group will write up, in **3 paragraphs** (1-2 pages), a **written response** on the “findings” the group arrived at through the three-part analysis of **a particular piece of propaganda**. To be clear, each group member will write on a different propaganda piece. These formally presented, single-spaced written responses must be submitted on the **course Blackboard site** no later than **12 noon the next day (November 3)**.

### **Oral History Video & Presentation (15%)**

Each research team will undertake its own mini-oral history project which will involve videoing interviews with “witnesses to history,” and presenting portions of a final edited video as part of a group presentation in class during **Weeks 9 and 10**. We live in a community surrounded by people who remember much about the “everyday history” of life in China under Mao. Many in their late 40s and older walking our campus today have rich memories of that time. Many of us have relatives, friends, neighbours, teachers, acquaintances, or pass people regularly on the street who may be excellent sources for the missing “grassroots” history of this period. These people not only have stories to tell, but they may also remember songs and dances and might have kept photographs, posters, badges and other material objects, publications, documents, and diaries. Each group will find and interview **at least one** such “witness” – and, hopefully, several. We will discuss in class the methods and ethics of approaching interview subjects and interviewing them productively and respectfully. The final edited **oral history video** submitted by the group must be: 1) **at least 20 minutes long**, and, 2) **primarily feature the “witness/es” speaking**. The video can also include some footage of particular places of events, shots of collected materials kept by the “witnesses,” such as photographs, as may be relevant. The **group in-class presentation** of the project should be prepared for **35 minutes**, and should include 1) a brief introduction to the project and video (5 minutes), 2) screening **20 minutes of the oral history video**; 3) commentary on the video by all members of the research group (10 minutes). Commentary may include both explanation and clarification, as well as discussion of what can be learned from the oral history. The **oral history videos** should be submitted to the Teaching Assistant in class or online prior to the presentation. It should be accompanied by a **one-page list of “titles”** listing the contributions to the project by each group member (e.g. videoing, video editing, subtitles, etc.) and **signed by all group members**. In the case of interviews conducted in Chinese (as will be most common), groups may consider adding English subtitles or handing out an English translation transcript just of the section of the video shown as part of the presentation. If groups opt not to do so, they will have to provide some simultaneous translation during the presentation for classmates who do not know Chinese.

### **Research Paper and Research Presentation (30%)**

Each student will research and write a research paper of no less than **3,000 words for undergraduates and 4,000 words for MA students** on a specific topic in Mao era history approved by the instructor. The paper should be based on **no less than 3 distinct primary sources for undergraduates and no less than 5 distinct primary sources for MA students** mostly selected from the weekly lists provided in the schedule below. MA students may also propose pursuing additional archival research for the paper. All students seeking to produce high quality work should

aim to consult more than the minimally required number of primary sources, and should discuss the source base of their paper with the instructor. If relevant, students are encouraged to draw upon their oral history project or those of their classmates as sources, as well as from secondary sources recommended with the weekly reading. However, the research paper should be clearly based on the approved primary sources. The paper should be presented with double-spaced lines (except for block quotes, which should be single-spaced and indented), standard margins and typed in a 12-point Times New Roman font. The paper must be thoroughly footnoted/endnoted, with at least one footnote/endnote for every paragraph drawing on source information. Citations must follow standard forms from *The Chicago Manual of Style*. Chinese sources should be listed in Chinese characters with translations provided just for the titles and placed within parentheses. For all Chinese names, places and titles and special terms noted in the main text, insert Chinese characters within parentheses on first use. The paper should have a title page providing the title, student name, the instructor's name, the course title, and the date of submission. Before submitting the paper, first upload it to the VeriGuide system (<http://www.cuhk.edu.hk/veriguide>), obtain the Veriguide receipt, sign it, and attach it to the final submission of your essay on the **course Blackboard site**. **The research paper is due prior to your Research Presentation** during the last two weeks of classes. All students will be scheduled to give a **8-10 minute Research Presentation** concisely introducing the subject of their paper, its main findings and arguments. Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. For details see <http://www.cuhk.edu.hk/policy/academichonesty>

### Course Meetings & Assignment Due Dates

**Week 1            The Maoist Period in Chinese History and Today**  
September 7 & 10

**Week 2            China on the Eve of the Communist Conquest & Revolution: The Chinese Communist Party and China**  
September 14 & 17

**Required Reading:**

Mao Zedong, Report on the peasant movement in Hunan, 1927, Cheek, pp. 41-75

Liu Shaoqi, How to be a good Communist, 1939, pp. 342-344

Mao Zedong, Talks at the Yan'an Conference on Literature and Art, 1942, Cheek, pp. 112-117

Wang Shiwei, Wild Lilies, 1942, (Part I), *Chinese Studies in History*, 26:2, pp. 23-28

Chu Anping, Two articles in *The Observer* (觀察), 1947, pp. 1-6

G. William Skinner, *Rural China on the Eve of Revolution: Sichuan Fieldnotes*, pp. 128-139

**Week 3            Seizing Power, Establishing Order & Launching Social Revolution**  
September 21 & 24

**Reading Report Chapter Summaries I:**

Gail Hershatter, *The Gender of Memory: Rural Women and China's Collective Past*

**Required Reading:**

Walder, Chapter 2, pp. 31-39, Chapters 3 & 4

Mao Zedong, The Chinese People Have Stood Up, 1949, Cheek, pp. 125-127

**Suggested Additional Reading**

*Primary*

Derk Bodde, *Peking diary: A Year of Revolution*

Chen Xuezhao, *Surviving the Storm: A Memoir*/ 陳學昭, 漫走解放區 (1950)

Liu Shaw-tong, *Out of Mao's China*

G. William Skinner, *Rural China on the Eve of Revolution: Sichuan Fieldnotes*

Maria Yen, *The Umbrella Garden: A Picture of Student Life in Red China*

顧頡剛日記

侯永祿，农民日记:一个农民的生存实录

沙文汉工作笔记：1949-1954 年

铁道学院<"三反"快报>, 华东师范大学中国当代史研究中心

中国五十年代初中期的政治运动数据库: 从土地改革到公私合营, 1949-1956

*Secondary*

Chen Jian, *Mao's China and the Cold War*

Sherman Cochran, ed., *The Capitalist Dilemma in China's Communist Revolution*

James Gao, *The Communist Takeover of Hangzhou*

Li Hua-Yu, *Mao and the economic Stalinization of China, 1948-1953*

Paul Mariani, *Church Militant*

Helen Siu, *Agents and Victims in South China: Accomplices in Rural Revolution*

Margaret Tillman, *Raising China's Revolutionaries*

Eddy U, *Creating the Intellectual*

张济顺, 远去的都市：1950 年代的上海

阮清华，上海游民改造，1949-58

**NOTICE: September 28 Research Day & October 1 National Day. No classes held.**

**Week 4 The Socialist Model: Urban, Rural, Domestic, International**

October 5 & 8

**Reading Report Chapter Summaries II:**

Wilt Idema, *The Metamorphosis of Tianxianpei: Local Opera under the Revolution*

**Required Reading:**

Walder, Chapters 5 & 6

**Suggested Additional Reading**

*Primary*

Chao, Kuo-Chün, *Economic Planning and Organization in Mainland China:1949-1957*

Chow Ching-wen, *Ten Years of Storm*

Pamela Tan, *The Chinese Factor*

Zhao Puchu, *Buddhism in China* (1957)

*White Book on Forced Labour in the People's Republic of China*

顾准日记

薄一波, 七十年奋斗与思考

陳修良撰述，拒絕絕奴性：中共秘密南京市委書記陳修良傳

陈修良工作笔记（华东师范大学中国当代史研究中心编）Vol.1 1956-57

茶厂 1957 年整风大字报, 华东师范大学中国当代史研究中心

*Secondary*

Nara Dillon, *Radical Inequalities*

Qiliang He, *Gilded Voices: Economics, Politics, and Storytelling in the Yangzi delta*

S.A. Smith, "Fear and Rumour in the People's Republic of China in the 1950s,"

*Cultural and Social History*, Volume 5, Issue 3, (2008)

Kim Taylor, *Chinese Medicine in Early Communist China*

Nicolai Volland, *Socialist Cosmopolitanism*

Holmes Welch, *Buddhism under Mao*

沈志华, 处在十字路口的选择: 1956-1957 年的中国

林蕴晖等编著, 中華人民共和國史 (all volumes of CU Press series)

李慧波, 北京市婚姻文化嬗变研究

郭于花, 受苦人的讲述: 骥村历史于一种文明的逻辑

## **Week 5            The Great Leap and Socialist Society**

October 12 & 15

### **Required Reading:**

Walder, Chapters 7 & 8

Mao Zedong, Talks at the Beidaihe Conference, 1958, Cheek, pp. 160-166

Li Zhisui, The Emperor of Zhongnanhai, Cheek, pp. 204-209

### **Suggested Additional Reading**

#### *Primary*

Dennis Doolin, ed., *Communist China: The Politics of Student Opposition*

Li Zhisui, *The Private Life of Chairman Mao*

Mao Zedong, *The Secret Speeches of Chairman Mao* (MacFarquhar, Cheek, Wu)

Wu Ningkun, *A Single Tear*

Zhang Letian et al. eds., *Work Journals of Zhou Shengkang, 1961-1982*

林希翎自選集

物资局整风鸣放材料, 华东师范大学中国当代史研究中心

一个村支书的工作笔记, 华东师范大学中国当代史研究中心

中国反右运动数据库, 1957: 香港中文大学中国研究服务中心 (USC) 2009-

中国大跃进-大饥荒数据库, 1958-1962

#### *Secondary*

Jeremy Brown & Matthew D. Johnson, eds., *Maoism at the Grassroots*

Lorenz Luthi, *The Sino-Soviet Split*

Michael Szonyi, *Cold War Island*

Ralph Thaxton, *Catastrophe and Contention in Rural China*

Yang Jisheng, *Tombstone/ 楊繼繩, 墓碑: 中國六十年代大饑荒紀實*

高華, 身分和差異: 1949-1965 年中國社會的政治分層

鐘延麟, 文革前的鄧小平

學愚, 中國佛教的社會主義改造

陈东林, 三线建设

曹樹基, 大饑荒

## **Week 6            Origins and Onset of the Cultural Revolution**

October 19 & 22

### **Reading Report Chapter Summaries III:**

Andrew Walder, *Agents of Disorder: Inside China's Cultural Revolution*

### **Required Reading:**

Walder, Chapters 9 & 10

Rae Yang, At the Center of the Storm, from *Spider Eaters*, Cheek, pp. 210-215

**Suggested Additional Reading:***Primary*

Gao Anhua, *To the Edge of the Sky*

Gao Yuan, *Born Red*

Michael Schoenhals, ed., *China's Cultural Revolution, 1966-1969*

Yue Daiyun, *To the Storm*

*Carry the great proletarian cultural revolution through to the end*, Peking, 1966

罗点点, 红色家族档案: 罗瑞卿女儿的点点记忆

细峪公社"四清"运动代表会记录, 生产科长的"四清"材料

橡胶厂党支部会议记录, 华东师范大学中国当代史研究中心

中国文化大革命文库 (USC)

地方文革史交流网 (Wu Yiching) <http://difangwenge.org>

*Secondary*

Timothy Cheek, *Propaganda and Culture in Mao's China*

Paul Clark, *The Cultural Revolution*

Richard King & Ralph Crozier, *Art in Turmoil*

Daniel Leese, *Mao Cult*

Roderick MacFarquhar & Michael Schoenhals, *Mao's Last Revolution*

S.A. Smith, "Talking Toads and Chinless Ghosts: The Politics of Rumour in the People's Republic of China, 1961-65" *American Historical Review*, 111:2.2006

Andrew Walder, *Fractured Rebellion: The Beijing Red Guard Movement*

Lynn White, *Policies of Chaos*

印紅標, 失蹤者的足跡: 文化大革命期間的青年思潮

唐少傑, 一葉知秋: 清華大學 1968 年「百日大武鬥」

**NOTICE: October 26 Chung Yeung Festival & October 29 Research Day. No classes held.**

**Week 7 The Cultural Revolution Expanded**

November 2 & 5

**Propaganda Analysis and Interpretation Exercise****Required Reading:**

Walder, Chapters 11 & 12

Cultural Revolution Readings, Cheek, pp. 169-179

**Suggested Additional Reading:***Primary*

Chen Ruoxi, *The Execution of Mayor Yin and Other Stories*

Feng Jicai, *Voices from the Whirlwind: An Oral History of the Chinese Cultural Revolution*

Kang Zhengguo, *Confessions: An Innocent Life in Communist China*

Ma Bo, *Blood Red Sunset*

Yang Xiguang, *Captive Spirits: Prisoners of the Cultural Revolution*

Zhu Xiaodi, *Thirty Years in a Red House*

红小兵歌曲选 (1970)

文革「五大領袖」: 聶元梓回憶錄

金光耀, 金大陆主编, 中国新方志知识青年上山下乡史料辑录

河北冀县门庄公社门庄大队档案, 华东师范大学中国当代史研究中心

*Secondary*

Michel Bonnin, *The Lost Generation: The Rustification of China's Educated Youth*

Melvyn Goldstein, *On the Cultural Revolution in Tibet*

Jin Qiu, *The Culture of Power: The Lin Biao Incident in the Cultural Revolution*

Ma Jisen, *The Cultural Revolution in the Foreign Ministry of China*

Elizabeth Perry & Li Xun, *Proletarian Power*

Frederick Teiwes, *The Tragedy of Lin Biao*

Anne Thurston, *Enemies of the People*

Wu Yiching, *The Cultural Revolution at the Margins*

Lian Xi, *Blood Letters*

Su Yang, *Collective Killings in Rural China During the Cultural Revolution*

**Week 8          Discord and Discontent and the end of Maoism**

November 9 & 12

**Reading Report Chapter Summaries IV:**

Joel Andreas, *Disenfranchised: The Rise and Fall of Industrial Citizenship in China*

**Required Reading:**

Walder, Chapter 13

**Suggested Additional Reading:**

*Primary*

He Liyi, *Mr. China's Son*

Yu Luowen, *My Family*

Wang Xizhe, *Mao Zedong and the Cultural Revolution*

"The Xiaogang Village Story," china.org.cn

Zhang Letian et al. eds, *Personal Letters between Lu Qingsheng and Jiang Zhenyuan, 1961-86*

梁江平, 刘哲斌主编, 北大荒知青档案

花岭大队表格, 华东师范大学中国当代史研究中心

吴法宪回忆录

亲历与见闻: 黄华回忆录

中國民辦刊物彙編, 第一卷 ( 探索, 中國人權, 啟蒙 )

*Secondary*

Alexander Cook, *The Cultural Revolution on Trial*

Gail Henderson and Myron Cohen, *The Chinese Hospital: A Socialist Work Unit*

Cyril Lin, "The Reinstatement of Economics in China Today," *China Quarterly*, 85, 1981

Richard Madsen, *Morality and Power in a Chinese Village*

Sigrid Schmalzer, *Red Revolution, Green Revolution*

Judith Shapiro, *Mao's War on Nature*

Frederick C. Teiwes, and Warren Sun, *The End of the Maoist era*

Roxane Witke, *Comrade Chiang Ch'ing*

Yan Yunxiang, *Private Life Under Socialism*

金光耀, 戴建兵, 个人生活史, 1949-1978

**Week 9          Oral History Video Reports**

November 16 & 19

**Week 10        Oral History Video Reports & Research Paper Presentations**

November 23 & 26

**Week 11        Research Paper Presentations & The Maoist Heritage**



November 30 & December 3

**Required Reading:**

Walder, Chapter 14

Central Committee of the CCP, Some Questions on Party History, 1981, Cheek, pp. 216-219

Geremie Barme, from *Shades of Mao*, Cheek, pp. 226-231