Welcome to the graduate colloquium on modern Chinese history.

This is a stand-alone seminar with no prerequisites; no Chinese language skills are required. Indeed, we welcome students from other areas of history or other fields who will bring their own comparative interests to the subject matter. For students without a background in the study of modern Chinese history, at times, this seminar may seem overwhelming. But hang in there. Rather than trying to master the names, dates, and places of a very complex time, we will focus on specific questions and read secondary sources (and some primary sources in English) to help find answers to those questions. The same applies to students who plan to specialize in modern Chinese history. Read and re-read textbooks, memoirs, and monographs. But do so to answer the primary course questions as well as to develop your specific questions rather than for “general knowledge,” which will expand along the way.

Primary Questions
1. How Chinese was the Chinese Communist Revolution? And how Communist was the Chinese Communist Revolution?
2. What has Communism and Socialism meant in China since the early twentieth-century?
3. Before victory in 1949, what did CCP leaders think a state and society under their control would look like?
4. After victory, how “socialist” (much less “communist”) were their policies? What did it mean to call the country “socialist” or speak of a “socialist transformation”? How did on-the-ground realities force them to alter their plans?
5. What did the Cultural Revolution—or any of the other best-known episodes of the Mao era—have to do with political economy? Are these episodes better explained through the lens of political economy?
6. After the death of Mao, how did Chinese leaders justify the “reform and opening” policies as part of “socialism with Chinese characteristics”?

READINGS. https://reserves.ucsd.edu/ares/
ASSIGNMENTS / MARKING

A. INTELLECTUAL AUTOBIOGRAPHY
DUE: BEFORE THE SECOND CLASS (send via email)
If this is your first seminar with me, please write a brief intellectual autobiography. What are your intellectual interests and how have you developed them? Include general biographical information and the highlights of your intellectual development. Approximate length: three-four pages (more is better but unnecessary). There is no right or wrong way to do this assignment.

B. REVIEWS (10%)
DUE: THREE TIMES IN TERM the evening before class
● Submit 2-3 page answers to one or more of the specific discussion questions below. You should not try to be comprehensive. Rather than summarizing the pros and cons of the book, organize your review around a provocative question. Everything you write should include an argument/thesis/opinion. A good thesis is the answer to a good question. Practice both.
● In addition, generate at 2-3 reading-specific questions for the small discussions. We will discuss the makings of good questions.
● Everyone will do the video week.

C. TERM PAPER / WEB FOUNDATIONS (40%)
DUE: FIRST DAY OF EXAM WEEK at 9AM
This is the most important assignment. Details to be discussed in class.
In brief: You will use the readings and your own additional readings to create or expand a Wikipedia page by at least 3-5k words. We’ll discuss in class.
You will also edit the page of one or more classmates.
Here’s a blog post by someone who did something similar: https://wikiedu.org/blog/2017/06/05/biology-bats-and-becoming-wikipedian/

D. PARTICIPATION (50%)
See details of class structure below.
**SCHEDULE OF SEMINARS**

**WEEK 1: WHERE DO WE FIT IN THE FIELD?**

**Everyone:**

**Have a look:**

**Supplemental:**

**WEEK 2: WHY WAS MARXISM ATTRACTIVE TO e.20c CHINESE?**

**Everyone:**


**Have a look at:**

**Supplemental:**

**WEEK 3: WHAT IS “MAO ZEDONG THOUGHT”? HOW DID HE ADAPT MARX?**

**Everyone:**

**Have a look at:**


Have a look at Mao’s pre-war work. You can find his collected/selected works easily on line: https://www.marxists.org/reference/archive/mao/selected-works/index.htm

**Supplemental:**
WEEK 4: HOW WELL DID THE SOVIET MODEL FIT CHINA C. 1953?
What were the positive/negative aspects of the Soviet model?
How should the CCP adapt the model to fit Chinese conditions?
How fast should the Soviet path be followed? What are the consequences of slower/faster?

Everyone:
Thomas P. Bernstein and Hua-yu Li, *China Learns from the Soviet Union, 1949-Present* (esp. Introduction and Chapters 1, 6-8, 9, and 16). E-COPY.

Take a look at:

Supplemental:
1. Deborah A. Kaple, *Dream of a Red Factory* E-COPY.

WEEK 5: HOW WELL DO MASTERNARRATIVES ACCOMMODATE POLITICAL ECONOMY (GLF)?

Everyone:


AND relate readings to a sympathetic textbook such as:
OR

WEEK 6: HOW WELL DOES POLITICAL ECONOMY ACCOMODATE MASTERNARRATIVES (1958 & 1963)?

Everyone:

AND

Take a look at:
2. Carl Riskin, *China’s Political Economy*. E-COPY.

Supplemental:

WEEK 7: WHAT IS REAL AND PHONEY SOCIALISM?

Everyone:


How is this debate connection with the issue of women’s liberation and gender generally?

Take a look:
For context of these polemics, see Chapter 16 in Roderick MacFarquhar, *The Origins of the Cultural Revolution*, Vol. 3.

Supplemental:


**WEEKS 8-10:** We will also have presentations on term papers in these weeks.

**WEEK 8: THIRD FRONT**

[[SPECIAL SEMINAR AT GPS on THIRD FRONT: THE PRACTICE OF MAOIST DEVELOPMENT]]

Barry Naughton
Covell Meyskens

**WEEK 9: DID MAOISM PEAK IN THE CULTURAL REVOLUTION?**

Everyone:

Take a look at:
Maoist Economics and the Revolutionary Road to Communism.
OR
Raymond Lotta, And Mao Make Five (Introduction and Texts 25-43) E-COPY.

Supplemental:

**WEEK 10: HOW POST-MAO CHINESE LEADERS JUSTIFY MARKET SOCIALISM?**

Everyone:


Supplemental: