

MAO'S CHINA 1949-78—6th Edition

Professor Karl GERTH
Location: H&SS 3070

(HIEA 132 / Spring 2017)
The University of California—San Diego
Department of History

Class Time and Location: TU/TH 12:30-1:50 (Warren Lecture Hall, 2204)
Office hours: **T/TH: 11:30-12:30** (and after class)
(and by appointment)

Email: kgerth@ucsd.edu
Class Website: <http://ted.ucsd.edu>

This course has **no prerequisites** and is appropriate for students with little or no knowledge of China or, indeed, the world in the twentieth century. Nevertheless, this is a challenging course. It is **discussion-based** and requires that you do a manageable amount of **reading before every class** (you do NOT have to do additional reading to ace the class). We will have **daily quizzes**/discussions, a mid-term, a short writing assignment, and a final examination. I am committed to doing everything I can to ensure you get the most out of this course... and have fun doing so. Let me know if you run into any problems.

GRADING

In-class iclicker RED Reading Quizzes	20% (200 points)
In-class iclicker GREEN <i>and</i> Participation	20% (200 points)
In-class Mid-term	20% (200 points)
Writing Assignment	20% (200 points)
Final Exam	20% (200 points)

Please contemplate this syllabus; this course may not be for you.
I hope this course matches your interests and learning style.

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REQUIRED BOOK:

1. Anita Chan, Richard Madsen, and Jonathan Unger, *Chen Village Under Mao and Deng*, University of California Press, 2nd edition, 1992 (or more expensive 3rd edition, which includes newer chapters we will *NOT* read).
2. You are welcome to buy any of the other books below; but readings will be provided.

NOTE: You can find inexpensive used copies. If you order on-line to save money, you should do so ASAP to have the books on time. Set yourself up for success: book costs are worth the convenience of having your own copies.

ADDITIONAL REQUIRED MATERIALS

1. Some readings will be posted on **Electronic Reserves** via the UCSD Library (<http://reserves.ucsd.edu>).
2. **iClicker** –Purchase from the UCSD Bookstore in the Price Center. This will enable you to join in class discussions and earn course points on quizzes and lecture participation. Register via TED ASAP.
3. **University e-mail messages** –Students are responsible for checking their inboxes regularly and reading these messages promptly. I sometimes email quiz hints.
4. **Course website** – <https://tritoned.ucsd.edu>. The course website contains important information and readings. New students: To set up a Ted account for the first time, go to: <http://iwdc.ucsd.edu/students.shtml> or go to Computing Help Desk.

RECOMMENDED FOR ADDITIONAL CONTEXT BUT *NOT* REQUIRED:

1. Maurice Meisner, *Mao's China and After*, 3rd Edition (1999).
2. Craig Dietrich, *People's China: A Brief History* (Third Edition). Simple overview of the period. May be useful for reinforcing lectures but **NOT** required.
3. Joseph M. Williams, *Style: The Basics of Clarity and Grace* (any edition). (**NOTE: This optional book is the best book on how to improve your writing**).
4. Additional titles listed below.

ADDITIONAL TEXTBOOKS / MEMOIRS (*NOT* required, just suggestions)

1. Jonathan Spence, *The Search for Modern China*, 3rd Edition (2012).
2. Susan Mann, *Gender and Sexuality in Modern China* (2011).
3. Innumerable Cultural Revolution memoirs, including: Yue Daiyun and Carolyn Wakeman, *To the Storm: The Odyssey of a Revolutionary Chinese Woman* (1985); Li Zhensheng, *Red-Color News Soldier* (2003); Nien Cheng, *Life and Death in Shanghai* (1986).
4. R. MacFarquar and J.K. Fairbank (eds.), *The Cambridge History of China*, vol. 14, *The People's Republic: The Emergence of Revolutionary China, 1949-65* (1987); vol. 15, *Revolutions within the Chinese Revolution, 1966-82* (1991) [available in abridged form as MacFarquar, R., (ed.), *The Politics of China: The Eras of Mao and Deng* (2nd edn. 1997)].
5. Websites: <http://museums.cnd.org/CR/halls.html> (Cultural Revolution Museum, most materials in Chinese); <http://www.morningsun.org/> (a site on the Cultural Revolution, associated with the video "Morning Sun").

CREATING THE BEST CLASSROOM ENVIRONMENT

Our **goal** is to make our classroom an effective place to develop a deeper understanding of the course material and sharpen academic skills. **No Computers/ iPads/ Phones/ electronics allowed.** Leave them in your bags and under your seats AND off. Please Note: If you use such devices, you will lose your participation points for the entire day, **without warning**.

To do well on quizzes and contribute to discussions, **you must complete assigned readings before the lecture.** If you prefer to do all the readings before the tests, you will not enjoy this course.

E-mail. If you have questions, I prefer to meet in person rather than exchange long emails. Please come to speak with me in person before or after class or in office hours.

RED (READING) vs. GREEN (DISCUSSION) CLICKER QUESTIONS

To encourage you to keep up with the readings and to make the class more interactive, I use iClickers in two ways.

Graded In-Class RED READING Quizzes – 20%

We'll have near-daily RED READING quizzes at the **start of class**. These questions will be graded for correctness (i.e., you must answer them correctly to get a point). Each quiz will consist of two *iclicker* questions related to the assigned readings for that same day.

Class Participation (GREEN DISCUSSION Questions) – 20%

Your class **participation** grade will be based on your active participation in class via the use of clickers *and* the discussions you have with your peers. These questions will also be answered using clickers – but **points will be awarded for participation, not correctness** (i.e., you must vote). Discussion questions occur throughout lecture sessions.

I will drop your lowest two days worth of participation and quizzes. Consequently, there are **no make-up quizzes or excused absences** (even for adding the course late, medical appointments, dead batteries, misunderstood quiz questions, or any other reason). Please save this dropped score day for: a sick day, a school activity, emergency, or a day with a bad quiz performance.

Please bring your iClicker & readings to every class.

Write a Brief Intellectual Autobiography for CLASS 3: Answer this question: **What were the most important reasons you ended up at UCSD studying what you are studying?** These additional questions might help you with the assignment: What were 3-4 pivotal moments that guided you here? What are your intellectual interests and how have you developed them? Please include general biographical information and the highlights of your intellectual development. Approximate length: 3-4 pages.

Check TritonEd /Ted regularly.

It's your responsibility to check and ensure your iClickers are working.

SCHEDULE (10 weeks x 2 per week = 20 classes)

1 Goals & Methods: What's the most important thing to do to Ace this course?

READING: No quiz. Begin readings.

2 What was the most revolutionary early change? ("China in Revolution")

READING. Excerpts from:

Mao Zedong, Excerpts of "On New Democracy" (January 15, 1940)

Mao Zedong, Excerpts of "Talks at the Yan'an Conference on Literature and Art" (1942)

Mao Zedong, "The Chinese People have Stood Up" (September 1949)

[NOT on quiz but begin reading SELF-ASSESSMENTS]

3 New Democracy: What was Mao's short-term vision for China? What were the long-term goals of the Revolution and the immediate practical compromises?

READING:

Chen Village, Prologue and Chapter 1

[AUTOBIOGRAPHIES DUE: TURNITIN (see directions above)]

4 What early rural policy was the most revolutionary?

DISCUSSION OF *Chen Village*, Prologue and Chapters 1-2

READING:

Chen Village, Chapter 2

Mao Zedong, "The Question of Agricultural Cooperation" (1955)

5 What was the most important way China reconfigured class after 1949?

READING:

Joel Andreas, "Reconfiguring China's Class Order after the 1949 Revolution," in Yingjie Guo, ed., *Handbook of Class and Social Stratification in China*

6 What early urban policy was the most revolutionary?

READING:

Michael Frolic, ed., "My Neighborhood," *Mao's People* (1980), pp. 224-241 (18)

7 What was the primary goal of the Great Leap Forward?

READING:

Judith Shapiro, *Mao's War against Nature: Politics and the Environment in Revolutionary China*, Cambridge University Press, 2001: Chapter 2.

8 What was the biggest consequence of the GLF?

READING:

Chen Village, Chapters 3-4

Short hand-out: "How China Proceeds with the Task of Industrialization" (1953)

9 What the most important context for understanding the Cultural Revolution?

CR Video

READING:

Chen Village, Chapter 5

10 What the most important context for understanding the Cultural Revolution?

READING:

Chen Village, Chapter 6

11 MIDTERM EXAMINATION

12 What was the most important unintended consequence of the Cultural Revolution?

READING:

Michael Frolic, ed., “Down with the Stinking Intellectuals,” *Mao’s People* (1980), pp. 71-86

Joel Andreas, *Rise of the Red Engineers* (2009), Introduction & Conclusion

13 How successful were China’s attempts to provide gender equality?

READING:

SKIM the “Introduction,” Xueping Zhong and Wang Zheng, eds., *Some of Us: Chinese Women Growing up in the Mao Era* (2001). Why did they write this book?

READ:

1. Jin Jiang, “Times have changed; men and women are the same,” in *Some of Us: Chinese Women Growing up in the Mao Era* (2001), pp. 100-119
2. Naihua Zhang, “In a world together yet apart: Urban and rural women coming of age in the seventies,” in *Some of Us*, pp. 1-26

14 How successful were China’s attempts to create economic equality?

READING:

Michael Frolic, ed., “The Apprentice,” *Mao’s People* (1980), pp. 242-256 (15)

Gerth, “Ordinary Ironies: How the Mao Badge Fad undermined the Revolution” (TBD)

15 Diplomacy: Why did China begin to reintegrate itself into the capitalist world in the 1970s?

READING:

Chen Village, Chapter 7 [Plus visit by Prof. Madsen]

16 Discussion of Term Papers (Red/Green quizzes)

TERM PAPERS DUE

17 Rural and Urban Change: Top-down or Bottom-up?

READING:

Chen Village, Chapters 8-9

18 NO CLASS**19 How much was Mao to blame?****READING:**

TBA: Central Committee of the Chinese Communist Party, “Some Questions on Party History” (June 1981)

Read *New China's First Quarter-Century* (Peking: Foreign Languages Press, 1975), available at: <http://web.archive.org/web/20081201215316/http://www.etext.org/Politics/MIM/classics/lifeundermao/newchina1975.html> and skim other Self-Assessments.

20 Review & Final Examination Discussion**FINAL EXAMINATION**

MONDAY, JUNE 12, 2017: 11:30-2:30 (in the same room)

FAQs:

1. I don't understand **plagiarism** and **cheating**? We will refer anyone suspected of plagiarism or cheating to Academic Affairs. You are responsible for understanding these concepts. Start here: <http://libraries.ucsd.edu/services/instruction/preventing-plagiarism/>
2. Should I attend class **when I am sick**? No. Get notes from a friend in the class and go over them with him/her. There is no such thing as a make-up or excused absence for a class. We build in leniency for those who miss a very limited number of sessions. Save that leniency for when you truly need it.
3. What if I can't get onto the **TED site**? Go to Academic Computing and Media Services in AP & M 1313, M-F 8:30-4:00; or phone them at 858-534-2267; or email them at acms-help@ucsd.edu.
4. What if I don't know **what to do**? Check the syllabus; ask a classmate; email me.
5. What if I can't find my book? Borrow a friend's. Go to the **library**, which will have copies of the books on reserve.
6. What if I feel **overwhelmed** and frustrated? Come in to office hours or email me.
7. What if I have **no idea what to write**? Start with the Big Questions raised in the lectures and your reading notes. Talk to me.
8. What if I want to do **more reading**? Check the additional optional readings listed. You do NOT have to do additional readings to earn an A. See me for more.
9. Is it okay to **arrive late**? Better late than never for you but it is disruptive for us. You will miss the Red quizzes. And if it happens more than once, it will impact your participation grades.
10. Is it okay to come to office hours just to **say hello** and introduce myself? Yes. I enjoy meeting students one-on-one or in small groups.

*****PAPER ASSIGNMENT *****

QUESTION: How much agency did an individual have in China before the CR?

4-6 page TERM PAPER-WRITING IN FIVE EASY STEPS

1. **Contemplate** the question.
2. **Pick** an individual from the readings.
3. **Formulate a thesis/argument**, that is, try to convince the readings of your answer to the Question. For instance, your thesis may take this form: Despite X, Y, and Z, Zhou Moumou found ways to exercise enormous agency over her life. Or the opposite, despite the failed attempts by Chinese and local leaders to do X, Y, and Z, the revolution placed massive limits on the agency of Zhou Moumou. Consider making your **thesis the first sentence** in your 4-6 page essay.
4. **Avoid merely summarizing** what you have read about the person you select. Rather, organize your essay around your primary argumentative points.
5. **Revise and edit**. After completing your paper, revise your thesis to reflect the substance of your paper. Read your essay aloud. Does it flow? Does it try to convince listeners of something? Ask a friend to read your paper. Invite your friend to dinner/lunch/breakfast to discuss your paper. Make your final revisions and submit via TED.