

## Course Form for PKU Summer School International 2026

<b>Course Title</b>	Title in English: Studies on Important Figures in the History of the Communist Party of China
	Title in Chinese: 中共党史重要人物研究
<b>Instructor</b>	Li Yang (李洋)
<b>First day of classes</b>	July 20, 2026
<b>Last day of classes</b>	July 31, 2026
<b>Course Credit</b>	3

### Course Description

#### Objective:

This course aims to help students gain an in-depth understanding of the core leading figures of the CPC at different stages of history and their ideological contributions, and to grasp their roles and influences in China's revolution, construction and reform through the systematic study of key figures in the history of the CPC. Ultimately, it is hoped that students will be able to decode the logic of China's modernisation process through the study of figures, and become cross-cultural communicators with an objective historical perspective.

#### Pre-requisites /Target audience

#### Proceeding of the Course

NO.	CLASS SCHEDULE
1	Session 1: Chen Duxiu: Founder of the Communist Party of China
2	Session 2: Li Dazhao: Pioneer in the spread of Marxism
3	Session 3: Mao Zedong: Innovator of the Leadership and Path of the New Democratic Revolution (1919-1949)
3	Session 3: Mao Zedong: Explorer of the Construction and Modernisation of the Socialist System (1949-1976)
4	Session 4: Zhou Enlai: Founder of China's Diplomacy
5	Session 5: Ren Bishi: 'The Camel of the Chinese Communist Party'
6	Session 6: Zhu De: The Main Founder of the Chinese People's Liberation Army
7	Session 7: Peng Dehuai: Militant of the Chinese People's Liberation Army

8	Session 8: Deng Yingchao: Pioneer of the Chinese Women's Movement
9	Session 9: Deng Xiaoping: From Revolutionary to Reform Pioneer (1949-1978)
9	Session 9: Deng Xiaoping: Chief Architect of Reform and Opening Up (1978-1997)
10	Session 10: Chen Yun: Economic Strategist of New China

**Assignments (essay or other forms)**

Essay

**Evaluation Details**

**Class Participation10%+Class Presentation30%+Essay60%**

**Text Books and Reading Materials**

**General History:**

1. Fairbank, J. K., & Goldman, M. (2006). *China: A New History* (2nd ed.). Harvard University Press.
2. Spence, J. D. (1999). *The Search for Modern China* (3rd ed.). W. W. Norton & Company.
3. Mitter, R. (2008). *Modern China: A Very Short Introduction*. Oxford University Press.

**Thematic studies:**

1. Chen, J. (2001). *Mao's China and the Cold War*. University of North Carolina Press.
2. Vogel, E. F. (2011). *Deng Xiaoping and the Transformation of China*. Harvard University Press.
3. Mitter, R. (2013). *Forgotten Ally: China's World War II, 1937-1945*. Houghton Mifflin Harcourt.
4. Snow, E. (1938). *Red star over China*. New York: Random House.
5. Terrill, R. (1999). *Mao: A Biography*. Stanford: Stanford University Press.

**Academic Integrity (If necessary)**

**CLASS SCHEDULE**

(Subject to adjustment)

**Session 1: Chen Duxiu: Founder of the Communist Party of China      Date:**

**【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)**

This session aims to help students systematically grasp the dilemmas and logic of intellectuals' choice of action during China's modern ideological transition through an analysis of the evolution

of Chen Duxiu's dual historical roles in the New Culture Movement and the founding of the Communist Party of China (CPC). This session will focus on his founding of *New Youth* to promote the spread of democracy and science, his leadership in the May Fourth Movement, and his participation in the founding of the Communist Party of China. At the same time, the part will analyse the collision of Eastern and Western cultures (such as the influence of his Japanese schooling experience on the ideology of democracy) in his thought from an international perspective, so as to cultivate students to establish a framework for cross-cultural historical evaluation, to understand the complexity of the character's choices in a particular historical context, and to guide students to form a three-dimensional understanding of the dynamics of social change in China in the twentieth century. They will be guided to develop a preliminary understanding of the dynamics of social change in 20th century in China.

### 【Questions】

1. Why was Chen Duxiu the editor-in-chief of the anti-traditional *New Youth* and the founder of a political party that emphasised discipline?
2. How did the national crisis shape Chen Duxiu's ideological transformation?
3. What does Chen Duxiu's reflection on democracy in his later years tell us about the political trend in contemporary China?
4. Compare and contrast Gandhi, Kemal and other contemporaries of Asian reformers, and analyse the dilemma of intellectuals' "activism"?

### 【Readings, Websites or Video Clips】

1. Feigon, L. (1983). *Chen Duxiu: Founder of the Chinese Communist Party*. Princeton: Princeton University Press.
2. Benton, G. (1998). *Chen Duxiu's Last Articles and Letters, 1937–1942*. Surrey: Curzon Press.
3. Kuo, C. T. (1975). *Ch'en Tu-hsiu (1879-1942) and the Chinese Communist movement*. South Orange: Seton Hall University Press.
4. Marek, T. (2024). The Ideas of the May Fourth Movement and Their Critics. *Rocznik Orientalistyczny*, 77(2), 151.
5. Huang, C.L.(2000).Freedom, rights, and authority in Chen Duxiu's thinking. *Issues & Studies*, 36(3), 130-158.
6. Chao, A. S. (2009). *Chen Duxiu's early years: The importance of personal connections in the social and intellectual transformation of China 1895–1920*, Rice University.
7. Yang, K. S. Deng, Y.S, Xue, T. (2000). Chen Duxiu and the Communist International - Also on Chen Duxiu's Right Opportunism. *Social Sciences in China*, XXI(3), 112.

### 【Assignments for this session (if any)】

Session 2: Li Dazhao: Pioneer in the spread of Marxism

Date:

### 【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)

This session helps students understand the intertwined nature of ideological transformation and revolutionary practice in the 20th China by analysing Li Dazhao's central role in the process of the Chineseisation of Marxism. It focuses on the influence of his Japanese study experience on the emergence of democratic ideas, his advocacy of scientific spirit during the New Youth period,

his leadership role in the May Fourth Movement, and his theoretical contributions in the early years of the founding of the Party. This session will incorporate an international perspective, comparing the global socialist movements of the same period, exploring how Li Dazhao combined Western theories with Chinese reality, and developing students' ability to analyse the dynamics of historical change through case studies.

### 【Questions】

1. How did Li Dazhao's experience of studying in Japan shape his unique interpretation of Marxism?
2. Taking the incident of his sacrifice in 1927 as an entry point, analyse Li Dazhao's strategic choice under the suppression of the warlords - why did he insist on staying in Beijing instead of moving to the southern revolutionary base?
3. As a professor at Peking University and an underground revolutionary, how did Li Dazhao balance academic research (e.g., *My View of Marxism*) and political struggle? What does this dual role tell us about modern intellectuals?
4. From the phenomenon of the popularity of film and television works such as *The Age of Awakening*, what is the significance of the dissemination of Li Dazhao's image among contemporary Chinese youth?

### 【Readings, Websites or Video Clips】

1. Arif, D. (1989). *The Origins of Chinese Communism*. Cambridge: Oxford University Press.
2. Meisner, M. J. (1970). *Li Ta-chao and the Origins of Chinese Marxism*. Amsterdam: A thonaeum.
3. Shan, P. F. (2024). *Li Dazhao: China's First Communist*. Vancouver: University of British Columbia Press.
4. Liu, X. F. (2023). The Evolution of Li Dazhao's Chinese Nationalism. *Asian Philosophy*, 33(3), 191-207.
5. Duan, L. (2019). From Nation-State to "New Civilization": Li Dazhao in the May Fourth Period. *Contemporary Chinese Thought*, 50(1-2), 26-38.
6. Zhang, R. L. (2016). Historiography and Chinese modernity-A study of the Historiographical ideas of Li Dazhao. *Chinese Studies in History*, 49(2), 80.

### 【Assignments for this session (if any)】

<b>Session 3: Mao Zedong: Innovator of the Leadership and Path of the New Democratic Revolution (1919-1949)</b>	<b>Date:</b>
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### 【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)

This session focuses on Mao Zedong's scientific judgement on the nature of the Chinese Revolution, and analyses the methodology of the division of 'enemy, friend and foe' in the Analysis of the Various Classes in Chinese Society and its significance in guiding the revolutionary united front. Through the cases of the Autumn Harvest Uprising and the construction of the base area in Jinggangshan, Zedong explains the breakthrough of the road of

‘encircling cities in the countryside’ to the Marxist theory of violent revolution. Combining the three major programmes of New Democracy (political overthrow of the three mountains, economic protection of national industry and commerce, and cultural development of a national, scientific and popular culture), the session will discuss how Mao Zedong reconstructed the leadership of the war of resistance through his writings such as *On the Long March* and analyse the role of the Rectification Movement in the unification of the Party's ideology. The course will compare and contrast the lessons of Sun Yat-sen's failed old democratic revolution, highlighting the historical inevitability of Mao's assertion that ‘power comes out of the barrel of a gun’.

### 【Questions】

1. How does Mao Zedong reconstruct the revolutionary subject position of the peasant class in his *Report on the Investigation of the Peasant Movement in Hunan*?
2. Compare the practical differences and theoretical innovations of the two revolutionary paths of ‘urban centrism’ and ‘encircling the city from the countryside’.
3. What is the far-reaching influence of the Rectification Movement’s ‘opposition to subjectivism, sectarianism, and the Party's eight schools’ on the Party's construction?
4. How to understand the essence of the struggle for ‘the destiny of two Chinas’ put forward in *On the Coalition Government*?

### 【Readings, Websites or Video Clips】

1. Mao, Tse-tung. (1967-1977). *Selected Works of Mao Tse-tung*. Beijing: Foreign Languages Press.
2. Mao, Tse-tung. (1965). *On the People's Democratic Dictatorship*. Beijing: Foreign Languages Press.
3. Snow, E. (1938). *Red Star over China*. New York: Random House.
4. Terrill, R. (1999). *Mao: A Biography*. Stanford: Stanford University Press.
5. Schwartz, B. I. (1951). *Chinese Communism and the Rise of Mao*. Cambridge: Harvard University Press.
6. Howland, D. (2011). The Dialectics of Chauvinism: Minority Nationalities and Territorial Sovereignty in Mao Zedong's New Democracy. *Modern China*, 37(2), 170-201.

### 【Assignments for this session (if any)】

**Session 3 : Mao Zedong: Explorer of the Construction and Modernisation of the Socialist System (1949-1976)** Date:

### 【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)

This session focuses on the reflection on the Soviet model in the ‘On the Ten Relationships’, and analyses the logic of the implementation of the ‘One Body, Two Wings’ general line during the period of socialist transformation (industrialisation as the main body, and the transformation of agriculture, handicrafts, and capitalist industry and commerce as the two wings). Through the 156 key projects, the historical rationality of the strategy of giving priority to the development of heavy industry and the roots of the urban-rural dual structure are discussed. This session will

analyse the wisdom of cultural governance of the ‘Double Hundred Principles’ and the lessons learned from the expansion of the Anti-Rightist Movement in the context of the ‘Problems of Correctly Handling Internal Conflicts among the People’. This session will also take the ‘Two Bombs and One Star’ project as a starting point to explain the strategic significance of the concept of independent scientific and technological development in breaking the nuclear monopoly of the United States and the Soviet Union.

### 【Questions】

1. How can Mao's path of reconstruction of regime legitimacy be seen from the Common Programme to the 1954 Constitution?
2. Compare the differences in regime design between the cooperative agricultural movement and the Soviet model of collective farms
3. How does the theory of ‘three worlds’ reshape China's diplomatic strategy under the Cold War?

### 【Readings, Websites or Video Clips】

1. Mao, Tse-tung. (1967-1977). *Selected Works of Mao Tse-tung*. Beijing: Foreign Languages Press.
2. Mao, Tse-Toung. (1965). *On the People's Democratic Dictatorship*. Beijing: Foreign Languages Press.
3. Snow, E. (1938). *Red Star over China*. New York: Random House.
4. Terrill, R. (1999). *Mao: A Biography*. Stanford: Stanford University Press.
5. Kampen, T. (1989). *Wang Jiaxiang, Mao Zedong and the Triumph of Mao Zedong Thought* (1935-1945). *Modern Asian Studies*, 23(4), 705-727.
6. Dirlak, A. (2014). Mao Zedong Thought and the Third World, *Journal of Postcolonial Studies*, 16(2), 233-256.

### 【Assignments for this session (if any)】

Session 4: Zhou Enlai: Founder of China's Diplomacy

Date:

### 【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)

Taking Zhou Enlai's life trajectory as a vein, this session reveals how he fused Chinese and Western ideas to promote China's modernisation process by analysing the key stages of his early years of study in Europe (e.g., his work-study trip to France), his leadership of the May Fourth Movement, and his participation in the founding of the Party and the practice of diplomacy in the new China. Highlights of this session include: 1. Combined with Zhou Enlai's experience of organising revolutionary groups in France and founding the magazine Red Light, this part explores how international students can become a bridge between Chinese and foreign ideas; 2. Taking the Geneva and Bandung Conferences as case studies, this session explains how the Five Principles of Peaceful Coexistence put forward by Zhou Enlai have shaped the international image of China.

**【Questions】**

1. How did the experience of staying in France shape Zhou Enlai's revolutionary outlook?
2. What is the historical breakthrough of the Five Principles of Peaceful Coexistence?
3. What is the inspiration of Zhou Enlai's spirit to contemporary youth?
4. From the establishment of diplomatic relations between China and France in 1964, what is the significance of Zhou Enlai's strategy of 'Seeking Common Ground while Preserving Differences' to the innovation of the relationship model of Western powers?

**【Readings, Websites or Video Clips】**

1. Zhou, E. L. (2015). *Early Writings of Zhou Enlai*. Beijing: New World Press.
2. Han, S. Y. (1994). *Eldest Son :Zhou Enlai and the Making of Modern China*. London: Pimlico.
3. Shao, K. K. (1996). *Zhou Enlai and the Foundations of Chinese Foreign Policy*. New York: St. Martin's Press.
4. Qiu, Y, Qin, S. (2024). Examining the Issue of Indochina to understand Zhou Enlai's neighborhood Diplomacy. *Frontiers in political science*, (6).
5. Li, X. B. (2021). Zhou Enlai: The Enigma behind Chairman Mao. *Journal of Asian Studies*, 80(3), 713-714.
6. Zhang, Y. L, Ming, Z. Z. (2013). Enlai's Exploration of Spreading of Marxism and Sinicization of Marxism During Work-for-Study in Europe. *Journal of Chongqing University of Posts and Telecommunications (Social Science Edition)*, 25(4), 8.

**【Assignments for this session (if any)】**

**Session 5: Ren Bishi: 'The Camel of the Chinese Communist Party'**      **Date:**

**【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)**

This session will show students the spirit of Comrade Ren Bishi's struggle through an analysis of his multiple roles (theorist, organiser and leader of the youth movement) in the early CCP revolution, the Long March, the War of Resistance Against Japanese Aggression, and the founding of New China. This session will focus on his participation in the formulation of land reform policies, his leadership of the youth league, and his coordination of internal conflicts within the Party, as well as analysing the contemporary revelations of his 'camel spirit' in the light of video footage, i.e., how to maintain political stability and human warmth in the face of adversity. Through case discussions, students will be able to understand the multi-dimensional qualities of Chinese revolutionary leaders.

**【Questions】**

1. Why was Ren Bishi called 'the camel of the Chinese people' by Zhou Enlai?
2. How did Ren Bishi reform the Young Communist League in 1925? What was the significance of these measures in mobilising the youth for the revolution?
3. Compare and contrast Ren Bishi's interactions with Zhou Enlai and Zhu De, and discuss his unique position in the leadership group?

**【Readings, Websites or Video Clips】**

1. Wilson, D. (1971). *The Long March 1935: The Epic of Chinese Communism's Survival*. London: Hamish Hamilton.

2. Chang, P. (2015). Ren Bishi's Idea about the Construction of the Ideological and Political Work Team and Its Enlightenment. *3rd International Conference on Social Science and Humanity (ICSSH 2015)*. PT 1(76), 427-430.

3. Tang, C. Y. (2009). *Study on Renbishi's Economic Thought in Yan'an Period*. Hunan: Hunan Normal University Press.

**【Assignments for this session (if any)】**

**Session 6 : Zhu De: The Main Founder of the Chinese People's Liberation Army**

**Date:**

**【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)**

By analysing Zhu De's journey from General of the Protectorate War to Commander-in-Chief of the People's Liberation Army (PLA), this session helps students understand how the evolution of the CPC's military strategy is linked to the social changes in modern China. This part focuses on three core elements: 1. Zhu De's role in the Protectorate War, the Nanchang Uprising, and his leadership wisdom in the Red Army's Long March; 2. Zhu De's global commonality of tactical thinking in comparison to foreign militarists of the same period (e.g., those with backgrounds in the Soviet Union's Voronzhi Academy); and 3. Zhu De's concept of 'people's war' as a revelation of contemporary social governance through the case study of the 'Nanniwan Mass Production'. This session will combine video materials and battlefield maps to simplify the complex historical background and focus on the universal value of people's choices.

**【Questions】**

1. How did Zhu De use his position as 'Director of Public Security' in the Nanchang Uprising to create favourable conditions for the uprising?
2. What are the similarities and differences between Zhu De's Long March experience and the 'strategic shift' in Western military history (e.g. Napoleon's expedition to Russia)?
3. What is the significance of Zhu De's concept of 'unity between officers and soldiers' for the management of modern enterprises?

**【Readings, Websites or Video Clips】**

1. Smedley, A. (1956). *The Great Road: The Life and Times of Chu Teh*. New York: Monthly Review Press.
2. Snow, E. (1938). *Red Star over China*. New York: Random House.
3. Harrison, J.P. (1972). *The Long March to Power: A History of the Chinese Communist Party, 1921–1972*. New York: Praeger.
4. Kampen, T. (1990). "Zhu De and the Red Army's Organizational Reforms (1928–1934)." *Journal of Asian Studies*, 49(2), 278–293.
5. Benton, G. (1992). "From National Revolution to Party Dictatorship: Zhu De's Role in the CCP's Military Strategy, 1927–1949." *China Quarterly*, 131, 525–542.

**【Assignments for this session (if any)】**

<b>Session 7: Peng Dehuai: Militant of the Chinese People's Liberation Army</b>	<b>Date:</b>
<p><b>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>With Marshal Peng Dehuai as the core, this session will help students understand the key turns in modern Chinese history by analysing the evolution of his military command, political involvement and historical evaluation. This part will focus on two major modules: 1. Military Contributions (Hundred Regiments War against Japan); 2. International Perspectives (China-U.S. Conflict in the Korean War). Through images, war correspondence and academic discussions, students are guided to explore the relationship between the complexity of historical character evaluation and the context of the times.</p>	
<p><b>【Questions】</b></p> <ol style="list-style-type: none"> <li>1. What was the dual significance of the Hundred Regiments War for China's War of Resistance against Japan and the international anti-fascist front?</li> <li>2. How did Peng Dehuai balance international pressure and China's interests in the war with USA in the Korean Peninsula?</li> </ol>	
<p><b>【Readings, Websites or Video Clips】</b></p> <ol style="list-style-type: none"> <li>1. Snow, E. (1938). <i>Red star over China</i>. New York: Random House.</li> <li>2. Kampen, T. (1993). "Peng Dehuai and the Hundred Regiments Offensive: A Reassessment." <i>Journal of Modern Chinese History</i>, 17(2), 45–63.</li> <li>3. Liu, X. (2018). "From Loyalty to Dissent: Peng Dehuai's Ideological Evolution in the Korean War." <i>Modern Asian Studies</i>, 52(4), 1129–1158.</li> </ol>	
<p><b>【Assignments for this session (if any)】</b></p>	
<b>Session 8 : Deng Yingchao: Pioneer of the Chinese Women's Movement</b>	<b>Date:</b>
<p><b>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>Taking Deng Yingchao as a case study, this session explores the multiple roles of Chinese women in revolution, politics and social change in the 20th century, by combining the evolution of her identity from a participant in the May Fourth Movement, a female warrior in the Long March, to a leader of the women's movement in New China. This session will combine archival documents and visual materials to analyse her practice in promoting women's participation in politics and legislation on children's rights (e.g. her participation in the formulation of the Marriage Law), and compare the similarities and differences between international women's movement leaders of the same period (e.g. Eleanor Roosevelt), so as to guide international students to understand the connection between the specificity of China's women's emancipation and the universality of the global gender equality. This session pays particular attention to the impact of Deng Yingchao's</p>	

revolutionary partnership with Zhou Enlai on the political ecology of modern China and her strategy of ‘flexible leadership’ in international diplomacy.

### 【Questions】

1. How did Deng Yingchao balance her dual roles as ‘revolutionary’ and ‘leader of the women’s movement’?
2. Analyse the specificity of women’s liberation in the context of the Chinese revolution.
3. How does Deng Yingchao’s marital relationship with Zhou Enlai reflect the model of interaction between ‘private emotion’ and ‘public cause’ in the revolutionary era? What does this model tell us about contemporary perceptions of gender roles?

### 【Readings, Websites or Video Clips】

1. Deng, Y. C. (1952). *Women’s Role in the New China*. In *China Reconstructs* (Vol. 1, p p. 6-10). Beijing: China Welfare Institute.
2. Hu, X. F, Epstein, I. (1987). *Mrs. Li Zhifan: a Memoir about Deng Yingchao*. Hong Kong: Joint Pub. Co.
3. Hollister, W. (1955). Women Leaders in the Chinese Communist Party. *Far Eastern Quarterly*, 14(3), 321-335.

### 【Assignments for this session (if any)】

**Session 9: Deng Xiaoping: From Revolutionary to Reform Pioneer  
(1921-1978)**

**Date:**

### 【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)

This session focuses on Deng Xiaoping’s political practice and theoretical reflection before the reform and opening up. Taking ‘On the Ten Relationships’ and ‘On the Correct Handling of Intra-People’s Contradictions’ as clues, this part analyses Deng Xiaoping’s strategies of economic governance under the planned economy (e.g. the formulation of the ‘Seventy Articles on Industry’ and attempts at technological importation) and his breakthrough contribution to breaking down dogmatism in the ‘Discussion on the Standard of Truth’ (真理标准大讨论). Deng Xiaoping’s breakthrough contribution to the elimination of dogmatism in the ‘Great Discussion on the Standard of Truth’. In the light of the Resolution on Certain Historical Issues of the Party since the Founding of the PRC, Deng Xiaoping’s dialectical evaluation of the achievements and mistakes of Mao Zedong’s era is explored, revealing how his methodology of ‘seeking truth from facts’ laid the groundwork for the reform and opening up of the country. Through his personal experience of ‘three falls and three rises’, Deng Xiaoping’s profound reflection on the nature of socialism, such as the pragmatic turn embodied in the ‘theory of black cats and white cats’, is also explained.

### 【Questions】

1. Why did Deng Xiaoping’s attempts at ‘decentralisation’ reform during the planned economy fail to spread across the board? What does this experience tell us about subsequent reforms?

<p>2. How can Deng Xiaoping's critical inheritance of the Soviet model be viewed in the context of On the Ten Relationships?</p> <p>3. How did the 'Great Discussion on the Standard of Truth' break the shackles of ideology and promote the transformation from the logic of revolution to the logic of construction?</p>
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**【Readings, Websites or Video Clips】**

<p>1. Vogel, E. F. (2011). <i>Deng Xiaoping and the Transformation of China</i>. Cambridge: Harvard University Press.</p> <p>2. Deng, X. P. (1994). <i>Selected Works of Deng Xiaoping (Vol. 3)</i>. Beijing: Foreign Languages Press.</p> <p>3. Gong, Y. (2022). Correctly Interpreting the Relationship between Two Historical Periods before and after the Reform and Opening Up in China. <i>International Critical Thought</i>, 12 (2) , 271-286.</p>
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**【Assignments for this session (if any)】**

<p><b>Session 9: Deng Xiaoping: Chief Architect of Reform and Opening Up (1978-1997)</b></p>	<p><b>Date:</b></p>
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**【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)**

With the three major theoretical breakthroughs of 'Southern Dialogue', 'One Country, Two Systems' and 'Socialist Market Economy' as the core, this session analyzes how Deng Xiaoping pushed the Chineseisation of Marxism to a new height. Through cases such as the Shenzhen Special Zone Experiment, Deng Xiaoping explained the wisdom of 'crossing the river by groping the stones' and risk control strategies. In light of Deng Xiaoping's 'peace and development' vision of the times, we analyse the significance of his 'biding light and keeping darkness in the dark' diplomatic strategy for China's integration into globalisation, such as the unity of principle and flexibility in the negotiations on the return of Hong Kong to Chinese sovereignty. Compare and contrast with the failure of the Soviet Union's 'shock therapy', explore the scientific validity of the gradual reform path, and reflect on the impact of the policy of 'letting some people get rich first' on social stratification.

**【Questions】**

<p>1. How did Deng Xiaoping's proposal that 'science and technology are the first productive forces' promote China's strategy of developing the country through science and education?</p> <p>2. How did Deng Xiaoping reconstruct the perception of the nature of socialism from the 'socialist-capitalist' debate to the establishment of the socialist market economy?</p> <p>3. Comparing the similarities and differences between the practice of 'one country, two systems' in Hong Kong and Macao, and the Taiwan issue, what are the new challenges to Deng Xiaoping's vision?</p> <p>4. How to evaluate the historical role of the 'Southern Dialogue' in legitimising the social</p>
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list market economy?

**【Readings, Websites or Video Clips】**

1. Vogel, E. F. (2011). *Deng Xiaoping and the Transformation of China*. Cambridge: Harvard University Press.
2. Deng, X. P. (1994). *Selected Works of Deng Xiaoping (Vol. 3)*. Beijing: Foreign Languages Press.
3. Hao, R. (2008). Opening up, Market Reform, and Convergence Clubs in China. *Asian Economic Journal*, 22 (2), 133-160.

**【Assignments for this session (if any)】**

**Session 10: Chen Yun: Economic Strategist of New China**

**Date:**

**【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)**

This session focuses on Chen Yun's practice of economic governance and Party building, from his exposure to Marxism in the Shanghai Correspondence Library to his participation in decision-making during the recovery of the national economy and the early years of reform and opening up. This session will analyse his practice of stabilising prices and unifying finance and economics in the early years of New China, as well as his theory of 'comprehensive balance' during the period of reform and opening-up. Through archival documents, economic policy cases, and analyses of relationships (e.g., collaboration and disagreement with Deng Xiaoping), this part help students understand the historical logic of the CCP's economic governance and self-innovation.

**【Questions】**

1. What were the key measures taken by Chen Yun in 1949-1952 to stabilise the economy of the new China? How did these measures reflect the concept of 'comprehensive balance'?
2. Why did Chen Yun say that 'Party morale is a matter of life and death for the Party'?
3. What are the similarities and differences between Chen Yun's economic thinking and the Soviet planned economy model of the same period?

**【Readings, Websites or Video Clips】**

1. Chen, Y. (1936). *My Journey with the Red Army: An Eyewitness Account of the Long March*. Moscow: Foreign Languages Publishing House.
2. Wilson, D. (1971). *The Long March 1935: The Epic of Chinese Communism's Survival*. London: Hamish Hamilton.
3. Bachman, D. M. (1985). *Chen Yun and the Chinese Political System*. Berkeley: University of

California Press.

**【Assignments for this session (if any)】**

**A CV of 250-300 words and a high-resolution personal photo should also be provided.**

Li Yang is Assistant Professor and Research Fellow at School of Marxism, Peking University. She received a PhD degree from School of Marxism at Peking University in 2021. After graduation, she joined School of Marxism, Peking University as an assistant professor in 2022. Her research focuses on Marxist political philosophy, especially on Marxist governance theory. Now she also pays attention on the history and practice of the Communist Party of China. Her recent study focuses on urban governance of the Communist Party of China. She also supervises graduate students.

Representative Publications:

Li Yang, “The Historical Structure of the Transformation of Young Marx’s Thought: A Study Centered on the Notes of Kreuznach”, *Studies on Marxist Theory*, 1, 2025.

Li Yang, “Young Karl Marx’s Critique of National Governance and Transformation of Ideological Methods”, *Journal of Northwest Normal University(Social Sciences)*, 5, 2024.

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