

The Cultural Revolution

Term: Spring 2011

Course time: 1:30 - 4:15pm, Monday

Course location: TBC Class Room 432

Instructor : Hengda Yang

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Course Description:

The Cultural Revolution was a period of widespread social and political upheaval in the People's Republic of China between 1966 and 1976, resulting in nation-wide chaos and economic disarray. It was launched by Mao Zedong, who alleged that "liberal bourgeois" elements were permeating the party and society at large and that they wanted to restore capitalism. Mao insisted that these elements be removed through post-revolutionary class struggle by mobilizing the thoughts and actions of China's youth, who formed Red Guards groups around the country. The movement subsequently spread into the military, among urban workers, and even within the party leadership itself. Although Mao himself officially declared the Cultural Revolution to have ended in 1969, the power struggles and political instability between 1969 and the arrest of the Gang of Four in 1976 are now also widely regarded as part of the Cultural Revolution.

In the first few weeks, we will have lectures about China before the Cultural Revolution, and then about the process of the Cultural Revolution itself. Then we will have reading seminars, in which we will focus on specific topics such as the Red Guards, voices of victims, and effects of the Cultural Revolution. After going through the readings, documentaries, and testimonies, you will have all the necessary elements to develop your own point of view, especially on the reasons for the eruption of these events.

This class is not meant to be only about a historical event. It will also help the students to understand today's China better.

Course Outcomes:

Lectures, readings, writing assignments, and discussions are designed to help you analyze the Cultural Revolution with a good knowledge of the events, a critical eye on the reasons that made it happen, and also its implications for today's China.

Course Requirements and Forms of Assessment:

- **Class attendances and participation in all discussions, including presentations (30%).**
- **Mid-term exam (20%)** You will be given some questions on themes explored in class and one short document to be analyzed.

- **Film or book review paper** (20%). You may review a book. The books that you can choose among include:

Yang Xiguang, *Captive Spirits*,
 Wu Yimao, *Feather in the Storm*,
 Ma Bo *The Blood Sunset*, (Penguin Books, 1995)

You may also review some films, some of which will be viewed as part of this course. The movies you can choose from include:

"To Live", directed by Zhang Yimou, 1994;
 "The Blue Kite", directed by Tian Zhuangzhuang, 1993;
 "Farewell My Concubine", directed by Chen Kaige, 1993;
 "Hibiscus Town", directed by Xie Jin.1986.
 "Morning Sun", made by Carma Hinton, 2005

Reviews may be submitted at any time, but they are due no later than week eleven. The paper should be 4-5 pages. I want you tell me your opinions and ideas, not just the facts about the movie or the book. All the requirements are the same with the final paper,

- **Final paper** (30%). The topic will be "Why did the Cultural Revolution happen?" You are encouraged to write your own understanding about the reasons for the CR. The paper should be no less than 7 pages, justified and one and half spaced. The font size should be 12-point, and all citations should be footnoted. The reference books or essays should be no less than five. You may be failed if you make citations just from the internet.

Required reading assignments are expected to be completed before attending class. Also, there are some questions for each week which will help you better understand and think about the class. We will discuss these questions in the class.

Attendance Policy:

An excused absence requires a written medical excuse or written approval from the school's administration office. All other absences are considered to be unexcused. Unexcused absences will affect your grade - see below. Arriving more than 10 minutes late for any three classes will cumulatively count as one unexcused absence, while arriving 30 minutes late for any class will count as an unexcused absence.

Penalties for unexcused absences:

1 absence: class participation grade drops one full letter grade (example: A- to B-)
 2 absences: class participation grade drops two full letter grades
 3 absences: class participation grade drops three full letter grades
 4 or more absences: class participation grade is a failing grade
 Any absence, whether excused or not, will require catch-up reading

Grading Scale: <59.4 F; 59.5-66.4 D; 66.5-69.4 D+; 69.5-73.4 C-; 73.5-76.4 C; 76.5-79.4 C+; 79.5-83.4 B-; 83.5-86.4 B; 86.5-89.4 B+; 89.5-93.4 A-; 93.5 and up A.

Academic Honesty Statement:

Please refer to the following web link for policies on academic honesty:
http://www.luc.edu/cas/pdfs/CAS_Academic_Integrity_Statement_December_07.pdf

Required Textbook:

Roderick MacFarquhar and Michael Schoenhals, *Mao's Last Revolution*. Cambridge, Massachusetts, The Belknap Press of Harvard University Press, 2006.

Recommended Books (These are all reserved at the TBC Library)

1. Michael Schoenhals, ed, *China's Cultural Revolution, 1966-1969*, Armonk, New York: M.E.Sharpe, 1996.
2. Guo Jian, Yongyi Song, and Yuan Zhou, *Historical Dictionary of the Cultural Revolution*, Lanham, Maryland: Scarecrow Press, Inc. 2006.
3. Gao Yuan, *Born Red: A Chronicle of the Cultural Revolution*, Stanford, California: Stanford University Press, 1987.
4. Feng Jikai, *Ten Years of Madness: Oral Histories of China's Cultural Revolution*. San Francisco: China Books and Periodicals, Inc., 1996.
5. Yue Daiyun and Carolyn Wakeman, *To the Storm: The Odyssey of a Revolutionary Chinese Woman*, Berkeley, California: University of California Press, 1985.
6. Liang Heng, Judith Shapiro, *Son of the Revolution*, Glasgow: Fontana Collins, 1983.
7. Stuart Schram, *The Thought of Mao Zedong*, Cambridge, Massachusetts: Cambridge University Press, 1989.

Class Schedule:

Week One: The Great Leap Forward and Its Aftermath I

Questions:

1. What was the Great Leap Forward?
2. What were the policy and ideological origins of the Great Leap Forward?
3. What were its results?

Required Readings:

1. Maurice Meisner, *Mao's China and After: A History of the People's Republic*, New York: The Free Press, 1999, pp.191- 239;
2. Roderick MacFarquhar and John King Fairbank, *The Cambridge History of China: The People's Republic, Volume14, Part 1: The Emergence of Revolutionary China, 1949-1965*, New York: Cambridge University Press, 1987, pp.293-334.

Alternative Readings:

1. Chan, Anita, Richard Madsen, and Jonathan Unger. *Chen Village Under Mao and Deng*, Berkeley: University of California Press, 1992. Chapters 2 and 3.
2. Yue Daiyun and Carolyn Wakeman. *To the Storm: The Odyssey of a Revolutionary Chinese Woman*, Berkeley: University of California Press, 1985, pp. 54-100.

Lecture Topics:

1. Introduction and overview of the class
2. The background of the Great Leap Forward

Week Two: The Great Leap Forward and Its Aftermath II

3. The Great Leap Forward
4. The Consequences of the Great Leap Forward
5. Film excerpts:
The Mao Years [1958-60] (37 min. 00:00- 37:00).

Week Three: China before the Cultural Revolution

Questions:

1. What was the international situation in China before the CR?
2. Why did the relationship between China and Soviet Union deteriorate?

Required Readings:

1. Roderick MacFarquhar and Michael Schoenhals, *Mao's Last Revolution*, pp. 1-51;
2. Roderick MacFarquhar and John King Fairbank, *The Cambridge History of China: The People's Republic, Volume 14, Part 1: The Emergence of Revolutionary China, 1949-1965*, New York: Cambridge University Press, 1987, pp.259-289.

Alternative Readings:

1. Michael Lumbers, Staying Out of This Chinese Muddle: The Johnson Administration's Response to the Cultural Revolution, *Diplomatic History*, Vol. 31, No. 2 (April 2007).
2. Oleg Hoeffding, Sino-Soviet Economic Relations, 1959-1962, *Annals of the American Academy of Political and Social Science*, Vol. 349, Communist China and the Soviet Bloc (Sept., 1963), pp. 94-105;
3. Lorenz M. Lüthi, *The Sino-Soviet Split: Cold War in the Communist World*, Princeton University Press, 2008.
4. Donald S. Zagoria, The Sino-Soviet Conflict and the West, *Foreign Affairs*, Vol. 41, No. 1 (Oct., 1962), pp. 171-190

Lecture Topics:

1. China before the CR
2. The international situation before the CR
3. The cult of Mao
4. Documentary: excerpt from *The Mao Years* (40min. 37:00-1:17:00)

Week Four: The Cultural Revolution I

Questions:

1. What were the key events during the CR? How do MacFarquhar and Schoenhals explain these events?
2. Why was Chairman Mao respected as god?

Required Readings:

1. *Mao's Last Revolution*, pp. 52-154.
2. Yue Daiyun and Carolyn Wakeman. *To the Storm: The Odyssey of a Revolutionary Chinese Woman*, Berkeley: University of California Press, pp. 101-150.

Alternative Readings:

1. Stuart Schram, *The Thought of Mao Zedong*, Cambridge, Massachusetts: Cambridge University Press, 1989, pp. 1-94;
2. "Mao Tse-tung's Thought Is the Telescope and Microscope of Our Revolutionary Cause", *Peking Review*, No. 24 June 10, 1966, pp. 6-7;
3. "World's People Eagerly Seek Chairman Mao Badges", *China Reconstructs*, May 1968;
4. "Exploring the Secrets of Treating Deaf-Mutes", Beijing: Foreign Languages Press, 1972;

5. "The Whole Family is Red", *China Pictorial*, May 1969, Vol. 251, p.31

Lecture Topics:

1. The prelude to the CR
2. The Red Guards
3. The Worker Rebels
4. Revolutionary Committees
5. Severe confusion
6. Documentary: The Mao's Year (33 min. 1:17:00-end)

You will be given two essays about Yunnan and the CR. You are required to read them before you leave for Yunnan.

1. Michael Schoenhals, "Cultural Revolution on the Border: Yunnan's Political Frontier Defence, 1969-1971", In *The Copenhagen Journal of Asia Studies*, 19, 2004.

Dorothy J. Solinger "Politics in Yunnan Province in the Decade of Disorder: Elite Factional Strategies and Central-Local Relations, 1967-1980", In *The China Quarterly*, No. 92 (Dec., 1982), pp. 628-662.

Week Five: Red Guards I

Reading Seminar Questions:

1. What drove the Red Guards to attack their teachers and elders? How do you evaluate the Red Guards? Were they criminals, or victims, or both?
2. Why did Mao start the CR by mobilizing the Chinese students into Red Guards, and then end it by using the workers to control the students?
3. Why did the call for rebellion against the existing political order come from Mao who had ever built it?
4. Where does the name of "the Red Guards" come from?

Film Excerpts:

Farewell My Concubine (Struggle session and suicide) (40 min.)

Required Readings:

1. *Mao's Last Revolution*, pp. 221-252;
2. Gao Yuan, *Born Red: A Chronicle of the Cultural Revolution*, Stanford, California: Stanford University Press, 1987. pp. 144-362.

Alternative Readings:

1. Andrew G. Walder, "Factional Conflict at Beijing University, 1966-1968". In *The China Quarterly* 187 (September 2006).
2. *To the Storm*, pp. 1-250.
3. Xiaowei Zheng, "Passion, Reflection, and Survival: Political Choices of Red Guards at Qinghua University, June 1966-July 1968". In *The Chinese Cultural Revolution as History*, ed. by Esherick, Pickowicz, and Walder, pp.29-63.(I have a copy.)
4. Andrew G. Walder, Ambiguity and Choice in Political Movements: The Origins of Beijing Red Guard Factionalism (I have a copy.)
5. Juliana Pennington Heaslet, "The Red Guards: Instruments of Destruction in the Cultural Revolution", In *Asian Survey*, Vol.12, No. 12, *The Cultural Revolution and Its Aftermath* (Dec., 1972), pp. 1032-1047 (I have a copy.)

Original materials:

1. "It is Fine", *Renmin Ribao* editorial, August 23, 1966;
2. "Destroy the Old and Establish the New", *Peking Review*, No. 36 (9/2/1966), p. 17;
3. "The Great Proletarian Cultural Revolution Engulfs Peking's Streets", *Peking Review*, p. 20, No. 35 - August 26, 1966.

Week Six: Red Guards II

Reading seminar topics:

1. What was the role of the Red Guards in the Cultural Revolution?
2. Regarding the "Destroy the Four Olds" Campaign, we ultimately confront the weightiness of the past in modern China. This concern with the fate of traditional Chinese culture was as pressing on the eve of the CR in 1966 as it had been in the May Fourth Movement of 1919. So is there something inherently peculiar about modern Chinese history, or about Chinese culture in the post-Confucian age, that demanded "cultural revolutions"?
3. More important question about the CR is not so much why Mao issued his rebellions call but rather than why and how so many tens of thousands of ordinary Chinese citizens responded to it?
4. What kind of role for the intellectual played under Mao? Why were intellectuals the targets for so many movements?
5. Was there any positive things to say about Mao?

Film Excerpts:

To Live, Part 3, [The 1960s] (49 min.)

Required Readings:

1. *Mao's Last Revolution*, pp. 337-378
2. Dahpon David Ho, "To Protect and Preserve: Resisting the 'Destroy the Four Olds' Campaign 1966-1967". In *The Chinese Cultural Revolution as History* pp.64-95, ed. by Esherick, Pickowicz, and Walder. (I have a copy.)

Alternative Reading:

1. Yixin Chen, "Lost in Revolution and Reform: The Socioeconomic Pains of China's Red Guards Generation, 1966-1996". In *Journal of Contemporary China* (1999), 8(21), 219-239 (I have a copy.)

Week Seven: The Cultural Revolution II**Questions:**

1. Why did the Wuhan incident happen? What did it mean?
2. Why were the Red Guards stopped?

Required Readings:

1. *Mao's Last Revolution*, pp. 155-220
2. Liang Heng, Judith Shapiro, *Son of the Revolution*, Glasgow: Fontana Collins, 1983, pp. 61-100

Alternative Readings:

1. Feng Jicai, *Ten Years of Madness: Oral Histories of China's Cultural Revolution*, San Francisco: China Books and Periodicals, Inc., 1996, Preface and Introduction;
2. Michael Schoenhals, "Unofficial and official histories of the Cultural Revolution". In *Journal of Asian Studies* 48 (1989);
3. Gao, Mobo, "Memoirs and interpretation of the Cultural Revolution". In *Bulletin of Concerned Asian Scholars* 27 (1995).

Lecture Topics:

1. The Rise and Fall of the Shanghai Commune
Background of Shanghai
The "black-files" incident
Workers involved into the CR
Beijing's reactions and continued chaos

- January Revolution
- The Shanghai People's Commune
- Beyond Shanghai
- 2. Power Seizures, the Army, and the Ultra-Left
 - Military intervention
 - Seizure of power
 - Ultra-leftists
- 3. The Wuhan incident
 - The situation in Beijing
- 4. The end of the chaos

Week Eight: Mid-term Exam

Week Nine: The Last Episode of the CR I

Lecture Topics:

1. The Fall of Lin Biao
 - The Rebuilding of the Party
 - Rebuilding the State Structure
 - Disagreements over Foreign Policy
 - The Lin Biao Incident
2. The Impact of the Fall of Lin Biao
 - Denouncing Ultra-leftists
 - The Re-establishment of the Authority of CCP
 - Dismantling of the Cult of Mao
 - Foreign Policies after Lin Biao Accident
2. Reform by Zhou Enlai
3. The Tenth National Congress
5. Criticize Lin and Criticize Confucius

Week Ten: The Last Episode of the CR II

Lecture Topics:

6. Where would China go after Mao?
7. The Revival of Deng Xiaoping
8. The Rise of the Gang of Four
9. Death of Zhou and the Tiananmen Incident
The April Fifth Movement
Massive Earthquake
10. Death of Mao Zedong and Fall of Gang of Four
11. Aftermath of the CR

Week Eleven (Part I): the Voices of Victims: Oral Histories as Sources

Reading Seminar Questions:

1. Why did the narrator of "They who have suffered greatly" and the narrator of "Tough Guy" work so hard?
2. Why couldn't the tough guy protect his family?
3. Why did the narrator of "Was I really guilty?" kill her own father?

Required Reading:

- 1, Feng Jikai, *Voices from the Whirlwind*, Foreign Language Press, 1990, pp.3-25;38-55; 55-101;

Alternative Readings:

- 1, Vera Schwarcz, "A Brimming Darkness: The Voice of Memory/The Silence of Pain in China After the Cultural Revolution". In *Bulletin of Concerned Asian Scholars* 30 (1998)
- 2, Feng Jikai, *Ten Years of Madness, Oral History of China's Cultural Revolution*, China & Periodicals, Inc. 1996, pp.17-31; 101-125

Week Eleven (Part II): The Culture Revolution in Countryside

Reading Seminar Questions:

1. Did the CR evolve in the countryside as it did in the cities? Why or why not?
2. What were the moral predicaments in the CR in rural China?

Required Readings:

1. Andrew G. Walder and Yang Su "The Cultural Revolution in the Countryside: Scope, Timing, and Human Impact". In *The China Quarterly*, No. 173 (March, 2003), pp. 74-99;
2. Richard Baum, "The Cultural Revolution in the countryside: Anatomy of a limited rebellion". In Thomas W. Robinson (ed.), *The Cultural Revolution in China*: Berkeley: University of California Press, 1971, pp. 367-479;
3. Jonathan Unger, Cultural Revolution Conflict in the Villages, *The China Quarterly*, No. 153 (Mar., 1998), pp. 82-106;
4. He Jingsui, "The Death of a Landlord: Moral Predicament in Rural China, 1968-1969", in *The Chinese Cultural Revolution as History*, pp.124-152.

Week Twelve: The Effects of the CR on China

Questions:

1. Why were all Chinese so madly swept up by the Cultural Revolution?
2. Was the CR a mass movement?
3. What were its objectives and how did Mao actually lead the mass movement?
4. Did the mass movement take the course that its initiator planned? If not, how should we understand the actual history of the CR?
5. How do you evaluate Mao Zedong? Was he a revolutionist, an idealist, an evil dictator, or a mix of two or more?
6. When Mao launched the Cultural Revolution, was he pursuing an unrealistic dream and spiritual idea, or did he just want to control state power?
7. What were the impacts of the CR on the politics and economy of China?
8. What were the impacts of the CR on traditional Chinese culture, especially education, and social life?

Required readings:

1. *Mao's Last Revolution*, pp. 379-462.
2. Chen, Yixin. "Lost in Revolution and Reform: The Socioeconomic Pains of China's Red Guards Generation, 1966-1996". In *Journal of Contemporary China* 1999, 8(21).

Alternative Readings:

1. Lowell Dittmer, "Learning from Trauma: The Cultural Revolution in Post-Mao Politics". In *New Perspectives on the Cultural Revolution*, eds, William A. Joseph, Christine P.W. Wong, and David Zweig. Harvard Contemporary China Series: 8.1991.
2. Xuegang Zhou and Liren Hou, Children of the Cultural Revolution: The State and Life Course in the People's Republic of China. In *American Sociological Review* 64 (1999);

3. Xin Meng and R. G. Gregory, "The Impact of Interrupted Education on Subsequent Educational Attainment: A Cost of the Chinese Cultural Revolution". In *Economic Development and Cultural Change*, Vol. 50, No. 4 (July, 2002), pp. 935-959;
4. C. P. Fitzgerald, "Religion and China's Cultural Revolution". In *Pacific Affairs*, Vol. 40, No. 1/2 (Spring - Summer, 1967), pp. 124-129.
5. Jonathan Unger, *Education under Mao : class and competition in Canton schools, 1960-1980*, New York : Columbia University Press, 1982. pp. 139-206.
6. Keith Forster, "Repudiation of the Cultural Revolution in China: The Case of Zhejiang". In *Pacific Affairs* 59 (1986)

Lecture Topics:

1. the difficulties of the evaluation of the CR
2. the evaluations of the CR in China and the west in the 1960s
3. Conflicts between ends and means of the CR
4. Mass Deaths
5. Effects on Peasantry and Countryside
6. Effects on the cities and industry
7. Effects on Intellectuals, Students, and Culture
8. Effects on Youth and society

Week Thirteen: Field trip: Tsinghua University Campus

Week Fourteen: Final paper due and share in class

Timeline of the Cultural Revolution

- May 1966: Articles in Communist Party newspapers introduce the concept of a Great Proletarian Cultural Revolution.
- August 1966: Mao officially launches the Cultural Revolution with a speech at Central Committee of the Communist Party.
- August 1966: At a mass meeting in Tiananmen Square Mao puts on a red armband, the emblem of the Red Guards. He decrees that Red Guards can travel for free on public transportation.
- October 1966: At mass meeting in Tiananmen Square for National Day Mao calls for the Red Guards to destroy the *Four Olds*: old ideas, old behavior etc.
- Fall 1966: Mao closes schools and calls for the formation of the Red Guards to challenge Party officials and to attack anything bourgeois. Millions heed his call. Officials, intellectuals and generally older people in positions of power and influence are attacked verbally and physically by the Red Guards. Mao leaves Beijing, leaving Liu Shaoqi and other top leaders with the problem of dealing

with the Red Guards and the social turmoil that had been created. Mao later returns to Beijing after a much publicized swim in the Chang Jiang (Yangtze River). Mao deems Liu Shaoqi a counter-revolutionary. Later Liu's wife is publically humiliated at mass meeting. She and Liu are arrested and imprisoned. Liu is beaten and tortured and dies.

- January 1967: Red Guards achieve the overthrow of provincial party committee officials and replace them with radicals.
- February 1967: Party officials call for an end to the Cultural Revolution but Mao continues to support the Cultural Revolution.
- July 1967: The Wuhan Incident: Red Guards attack the political leadership of the city of Wuhan. The city administration and supporters militarily resist the Red Guards. The Incident has the aspects of a full fledged civil war. Zhou Enlai personally intercedes to resolve the situation. The city administrators are arrested but Zhou sees that the radicalism of the Red Guards must be curbed.
- Summer 1967: Rival factions of Red Guards and Rebel groups fight each other. Armed battles involving thousands and tens of thousands of people take place. Mao ultimately orders Lin Biao to use the Army to bring order to the Red Guards movement. The attempt to unify the factions of the Red Guards fails. Mao replaces the pre-Cultural Revolution party officials with radicals who support the Cultural Revolution.
- 1968: The disorder caused by the Cultural Revolution results in a 12 percent decline in industrial production in 1968 compared to 1966. The Army takes control of government offices, schools and factories. Millions of young people are sent to the countryside to "learn from the peasants."
- April 1969: Border clashes with the Soviets leads to a declaration of martial law under Lin Biao, Minister of Defense. Communist Party and its Central Committee become dominated by military people. Lin Biao is declared the official successor to Mao.
- April 1969: Mao decides to open talks with the U.S. to form a relationship to counter the threat of the Soviet Union.
- 1970-71: Jiang Qing and other radicals begin to oppose Lin Biao as successor to Mao.
- August 1971: Chen Boda, a supporter of Lin Biao, is arrested and disappears.
- September 1971: Lin Biao is killed in a plane crash in Mongolia attempting to flee China. Lin is accused of plotting to kidnap or kill Mao and take control of China himself.
- Late 1971-mid 1973: Zhou Enlai tries to organize a recovery of China from the Cultural Revolution. Mao has a stroke and Zhou finds he has cancer.
- February 1972: President Richard Nixon visits China. The Shanghai Communique is issued which defines a new relationship between the United States and the People's Republic of China.
- Early 1973: Deng Xiaoping is rehabilitated and brought back to organize the recovery.
- mid 1973 to mid 1974: Jiang Qing and her radicals are dominant in the government.
- July 1974: Mao shifts support to Zhou Enlai and Deng Xiaoping.

- Fall 1975: Mao shifts support back to Jiang Qing and her radicals. Deng Xiaoping formally removed from power.
- January 1976: Zhou Enlai dies.
- February 1976: Hua Guofeng is appointed as acting Premier.
- April 1976: There are public tributes to Zhou Enlai in Tiananmen Square which Jiang Qing get Mao to declare to be counter-revolutionary. Authorities use the military to break up the public demonstrations.
- July 1976: A major earthquake devastates North China. Hundreds of thousands die. Beijing government turns down outside aid.
- September 1976: Mao Zedong dies. Hua Guofeng was made Party Chairman but did not long wield much power.
- October 1976: Armed forces arrest Jiang Qing and her radical associates. They are called *The Gang of Four* to emphasize that they represent only a small cabal of radicals.
- 1977: Deng Xiaoping emerges as paramount leader of the People's Republic of China. Deng had been dropped from the leadership roles after the April 1976 demonstrations in Tiananmen Square. In July 1977 he returned to his official positions and in addition he was the chief of staff of the People's Liberation Army. Deng's leadership was not a result of the formal offices he held but instead from a consensus among the top leaders to follow his lead, although it did not hurt for him to have control of the army. In the power struggle between Deng Xiaoping and Hua Guofeng, Hua had the offices of Premiership and Party Chairmanship but Deng had the PLA.
- November 1980-January 1981: Jiang Qing and the other members of the *Gang of Four* are put on trial. Jiang Qing is sentenced to death but with a two year reprieve. The death sentence is never carried out.
- 1991: Jiang Qing commits suicide in prison, thus bringing the Cultural Revolution Era to its final, final close.
- The leadership of Deng Xiaoping continued until his death in 1997 even when he held no formal office in the Chinese government.