

GOV 230 CHINESE POLITICS
Monday and Wednesday 2:40-4:00pm
Burton 219



Smith College | Spring 2017

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Office Hours: Monday 4:15-5:45pm, Wednesday: 10:30am-noon, or by appointment

Course Description

The People's Republic of China (PRC) is one of the most dynamic countries in the world today. It represents approximately one quarter of the world's population, sustains the largest bureaucracy in the history of the world, and currently possesses of a political economic system that combines elements of both communism and capitalism. As China has undergone revolution, reform, and rapid economic and social changes in the last century, this course aims to provide students with a background on major political elements in China today. Students will be introduced to the basic concepts of political processes, political institutions, and political events in modern China. This course consists of three components.

First, we will examine the role of formal political institutions—the Communist Party, the People's Liberation Army, village-level elections and governance, and economic reform—in shaping authoritarian resilience and democratization in the country.

Second, we also examine how other forms of politics—social movements, media, gender, and migration—have been persistent in China.

Third, we will end the course with evaluating China's relations with its neighboring countries, as well as with the international community.

Course Goals

After successful completion of this course, students will be able to

- Identify and discuss salient contemporary issues in China
- Integrate the role of political culture and constructions in understanding the government structure in China
- Explain and analyze the effectiveness of mechanisms that have delayed China's democratization
- Explain major analytical approaches to the study of Chinese politics
- Evaluate the impact of China in the global economy and world politics

Required Texts

Electronic articles on Moodle.

Important Dates

- 2/8 Country report topic due
- 3/13 Spring break
- 3/15 Spring break
- 3/20 Wikipedia entry assignment overview
- 3/22 Midterm
- 4/10 Wikipedia entry rough draft due
- 4/17 Wikipedia entry feedback due
- 5/3 Wikipedia entry and presentation due

Course Requirements and Expectations

This course will be in a semi-seminar format where lectures will be given in the first half of the class and followed by discussions and various activities. In this course, I will be facilitating an open, respectful, and informed class setting that considers difference in identity, opinion, experience, and analysis as a fertile space for learning. Such an environment takes effort by both students and the instructor.

As students, your responsibilities are:

- **Preparation:** Complete the required readings before coming to class. We go into details of the assigned reading in class – please also bring the readings of the day to class.
- **Participation:** Participation in class is based on participation in class lecture and discussion, as well as group activities. Write down at least one quote, concept, or idea from the reading that is interesting, provoking, and open to interpretation. This might help you prepare for the class as well as for participation.
- **Respect:** Throughout the course, I would like everyone to feel free to share her/his opinion with one another. In order to do so, we must maintain a civil environment, even when we are discussing controversial topics. You are responsible to actively listen to others and treat others' contributions respectfully (from your peers and me), even if you disagree with them or me. I will not tolerate any language or acts of discrimination and intimidation.

I will contribute to this environment by:

- Treating all students with respect.
- Welcoming diverse viewpoints, experiences, and interpretations of the class materials.
- Challenging your thinking, beliefs, and analysis of issues, concepts, and ideas in this class.
- Making sure every student has the opportunity to speak at least once before allowing students to speak multiple times.

Computer Policy

Some occasions may require you to use computer, cellphone, etc. in class. However, you will not need them most of the time, so please turn off your electronic devices or put them away. While open laptops and other similar devices may be used for note-taking and reading texts, I would rather have you listening to one another with attention. Taking notes by hand has been scientifically proven to help you retain information and perform better in class. Link to the study

<http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

Nevertheless, I am aware that everyone learns in a different way. Therefore, I will allow it, but I will need you to share your notes that you take on your electronic devices on Google doc at

(<https://docs.google.com/document/d/1Bfdel5HoiwbgxHEafISl0ZlqNkkODNvq0euZCq8INCE/edit>), which will be available for the entire class.

I'm as addicted to social media as anyone, but please do your email/Facebook/Twitter/Snapchat, etc. outside of class.

Course Components

I. Participation (10%)

Your participation grade is based on attendance and participation in class. *You should attend every class. I understand that extenuating circumstances arise that can make this difficult. If circumstances make you miss more than 3 classes, you may have overextended yourself and you may fail this course. You do NOT need to notify me if you intend to miss class for any reason. However, I welcome you to see me about anything that may prevent you from attending class. Our discussions will be confidential and I will do my best to ensure that you succeed in this class.*

Participation requires active involvement in weekly discussions based on reading assignments. **Participation requires that you submit no more than two questions that arise from the assigned readings on Google doc prior to every class.** Additionally, participation also entails any group or individual activity in which we engage in class. *If speaking up may be an issue for you, please see me and we will seek alternative methods for you to participate. If you participate often, allow others to also speak up and avoid monopolizing the conversation.*

II. **Province Report (20%) and Presentation (5%)**

You will select a topic based on your interest and do research on that specific topic in a particular province in China. You will research, write, and present your province report on that particular topic in class. The goal of the assignment is to help all of us to understand diversity in China. Your selection will be approved by me before you may begin—I will make sure the selected provinces are diverse in their geographical location, economies, population size, etc. Each report will be 3-4 pages, single spaced (Times New Roman, font size 12 pt, margins 1 inch) that is related to the topic of the day. You will conduct a 5-10 minute presentation on your report in the beginning of the class on the day of your choice. You will inform me of your choice on 2/8.

You need to upload all your assignments on Moodle. I will not accept any hard copy or any assignment via email. Upload a word document saved in your last name_assignment, e.g. Liu_ProvinceReport

III. **Midterm Examination (25%)**

The midterm exam will be based on the readings, classroom discussions, and multimedia shown in class.

- You will take the exam online on Moodle.
- The exam has a time limit of 1 hour, 20 minutes once you begin the exam.
- You may only submit the exam once.
- The exam will “open” at 6AM. The exam is due by 11:59PM the day of the exam.
- I will distribute a review sheet, post a practice quiz, and hold a review session for the exam.

IV. **Team Wikipedia Assignment (25%), Rough Draft (5%), Presentation (5%), and Written Feedback (5%)**

With a team, you will select a topic related to politics in China that has not yet or well covered in Wikipedia and then write a Wikipedia article drawing from reputable scholarly and news sources. The Wikipedia entry will be 5-6 single spaced pages (Times New Roman font, font size 12, 1-inch margin) and will be published on Wikipedia. You must seek my approval of your topic before you begin.

***Late assignments** will be penalized 5 points each calendar day after the due date and time. **Missed Exams or assignments:** Illness, death in the family, or other traumatic events unfortunately is part of life. A make-up assignment or exam will be given if you contact me within 24 hours and provide documentation.*

V. **Extra Credit**

There will be plenty of extra credit opportunities throughout the semester. Most of these involve attending a lecture, film, etc. on campus. In order to earn extra credit, you will upload a short paragraph of your response on Moodle before the end of the semester. The

extra credit will be added onto your participation grade. Extra credit opportunities will be announced in class and via News Forum on Moodle. *First extra credit of the semester: upload an image of one place in China that you would like to visit one day in the “Extra Credit” folder on Moodle before 2:40pm, 2/2.*

Class Grade Scale

A: 93—100%	B-: 79—82%	D+:65-69%
A-: 90—92%	C+: 76—78%	D: 60-64%
B+: 87—89%	C: 73—75%	F: 59% and Below
B: 83—86%	C-:70-72%	

Grades in this class are based on mastery of the class material. This doesn’t just mean attending class and reading the material; it means analyzing and understanding the material—and being able to articulate the material thoughtfully and precisely through assignments, discussion, exams, and essays. At the end of the semester, I do not allow late work or extra credit, “round up,” barter, or allow you to do extra work to improve your final grade. There will be, however, plenty of extra credit opportunities throughout the semester.

Class Schedule

The following schedule is subject to change. Ample notice will be given.

Dates	Topic	In-Class Activity and Readings
1/30	Chinese Democracy?	Home viewing: <i>Please Vote for Me!</i> http://smith.kanopystreaming.com/video/please-vote-me
2/1	Introduction	Discussion of class expectations, assignments, exam, and reading schedule
2/6	Research session	Neilson Library Research Session with Sika Berger
2/8	Why should we study China?	Country report topic due in class. O'Brien, K.J., 2011. Studying Chinese politics in an age of specialization. <i>Journal of Contemporary China</i> , 20(71), pp.535-541. Perry, E.J., 2007. Studying Chinese politics: farewell to revolution?. <i>The China Journal</i> , (57), pp.1-22.
2/13	Chinese Communist Party	Li, C., 2012. The end of the CCP's resilient authoritarianism? A tripartite assessment of shifting power in China. <i>The China Quarterly</i> , 211, pp.595-623. Wang, Y., 2014. Empowering the police: how the Chinese Communist Party manages its coercive leaders. <i>The China Quarterly</i> , 219, pp.625-648.
2/15	Leadership selection and incentives in the party-state	Shih, V., Adolph, C. and Liu, M., 2012. Getting ahead in the communist party: explaining the advancement of central committee members in China. <i>American Political Science Review</i> , 106(01), pp.166-187. Kung, J.K.S. and Chen, T., 2013. Do land revenue windfalls reduce the career incentives of county leaders? Evidence from China. <i>Evidence from China (July 29, 2013)</i> .

2/20	National People Congress	<p>Manion, M., 2014. "Good Types" in Authoritarian Elections The Selectoral Connection in Chinese Local Congresses. <i>Comparative Political Studies</i>, p.0010414014537027.</p> <p>Truex, R., 2014. The returns to office in a "rubber stamp" parliament. <i>American Political Science Review</i>, 108(02), pp.235-251.</p> <p>Bristol, M. "Chinese Delegate has no power" http://news.bbc.co.uk/2/hi/asia-pacific/7922720.stm</p>
2/22	Elections	<p><i>You will only need to read ONE of the following articles to which you will be assigned during the previous class.</i></p> <p>Sun, X., 2014. Autocrats' dilemma: The dual impacts of village elections on public opinion in China. <i>China Journal</i>, (71), pp.109-131.</p> <p>He, B., 2014. From Village Election to Village Deliberation in Rural China: Case Study of a Deliberative Democracy Experiment. <i>Journal of Chinese Political Science</i>, 19(2), pp.133-150.</p> <p>O'Brien, K.J. and Han, R., 2009. Path to democracy? Assessing village elections in China. <i>Journal of Contemporary China</i>, 18(60), pp.359-378.</p> <p>Luo, R., Zhang, L., Huang, J. and Rozelle, S., 2010. Village elections, public goods investments and pork barrel politics, Chinese-style. <i>The Journal of Development Studies</i>, 46(4), pp.662-684.</p>
2/27	Effectiveness of governance	<p>Gallagher, M. and Hanson, J.K., 2013. Authoritarian survival, resilience, and the selectorate theory. <i>Why Communism Did Not Collapse: Understanding Authoritarian Regime Resilience in Asia and Europe</i>, pp.185-204.</p>
3/1	Will China democratize?	<p>Nathan, A.J., 2013. <i>Will China Democratize?</i>. JHU Press. Chapter 1 When Will the Chinese People be Free? Chapter 3: A "Gray" Transformation Chapter 6: Current Trends and Future Prospects</p>
3/6	Economic development and consequences	<p>Ortmann, S. and Thompson, M.R., 2014. China's obsession with Singapore: learning authoritarian modernity. <i>The Pacific Review</i>, 27(3), pp.433-455.</p> <p>Gallagher, M.E., 2002. "Reform and Openness": Why China's Economic Reforms Have Delayed Democracy. <i>World Politics</i>, 54(03), pp.338-372.</p>
3/8	Income inequality	<p>Meng, X., Shen, K. and Xue, S., 2013. Economic reform, education expansion, and earnings inequality for urban males in China, 1988–2009. <i>Journal of Comparative Economics</i>, 41(1), pp.227-244.</p> <p>OPTIONAL: Knight, J., 2013. Inequality in China: an overview. <i>The World Bank Research Observer</i>, p.lkt006.</p>
3/13	Spring break	Have fun!
3/15	Spring break	Have fun!

3/20	Wikipedia assignment overview	We will go over the Wikipedia assignment during class. You will have a chance to meet with your group and discuss potential topics for this assignment.
3/22	Midterm Exam	You will be taking the midterm exam following the instructions provided in this syllabus on Moodle at a location of your preference.
3/27	Gendered employment inequality	Liu, Jieyu. 2007. "Mothers' Past, Daughters' Presents and Futures," in <i>Gender and Work in Urban China: Women Workers of the Unlucky Generation</i> . Routledge Contemporary China Series. Pages 125-37. Zhi, H., Huang, Z., Huang, J., Rozelle, S.D. and Mason, A.D., 2013. Impact of the global financial crisis in rural China: Gender, off-farm employment, and wages. <i>Feminist Economics</i> , 19(3), pp.238-266.
3/29	Labor politics	In-class Viewing: <i>Blind Shaft</i>
4/3	Migration within China	Fan, C.C. and Huang, Y., 1998. Waves of rural brides: Female marriage migration in China. <i>Annals of the Association of American Geographers</i> , 88(2), pp.227-251. Chiang, Y., Hannum, E.C. and Kao, G., 2013. It's not just about the money: Motivations for youth migration in rural China.
4/5	Migration between China and neighboring states	Lu, M. C. W. 2005. Commercially Arranged Marriage Migration Case Studies of Cross-border Marriages in Taiwan. <i>Indian Journal of Gender Studies</i> , 12(2-3), 275-303. Hsia, H. C. 2007. Imaged and imagined threat to the nation: the media construction of the 'foreign brides' phenomenon' as social problems in Taiwan. <i>Inter-Asia Cultural Studies</i> , 8(1), 55-85.
4/10	Contentious politics	Wikipedia entry rough draft due at 2:40pm on Moodle. Rühlig, T., 2016. "Do You Hear the People Sing"" Lift Your Umbrella"?: Understanding Hong Kong's Pro-democratic Umbrella Movement through YouTube Music Videos. <i>China Perspectives</i> , (4), p.59. Lee, P.S., 2014, October. In the Wake of the Sunflower Movement: Exploring the Political Consequences of Cross-Strait Integration. In <i>conference on "The Politics of Polarization: Taiwan in Comparative Perspective," organized by the Center on Democracy, Development, and the Rule of Law at Stanford University.</i>
4/17	Contentious politics	Wikipedia entry feedback due at 2:40pm on Moodle. Koesel, K.J. and Bunce, V.J., 2013. Diffusion-proofing: Russian and Chinese responses to waves of popular mobilizations against authoritarian rulers. <i>Perspectives on Politics</i> , 11(03), pp.753-768. Schuster, J., 2013. Invisible feminists? Social media and young women's political participation. <i>Political Science</i> , 65(1), pp.8-24. OPTIONAL: Deng, Y. and O'Brien, K.J., 2013. Relational repression in China: using social ties to demobilize protesters. <i>The China Quarterly</i> , 215, pp.533-552.
4/19	Media and political communication	<i>You will only need to read ONE of the following articles to which you will be assigned during the previous class.</i>

		<p>King, G., Pan, J. and Roberts, M.E., 2013. How censorship in China allows government criticism but silences collective expression. <i>American Political Science Review</i>, 107(02), pp.326-343.</p> <p>Leibold, J., 2011. Blogging alone: China, the internet, and the democratic illusion?. <i>The Journal of Asian Studies</i>, 70(04), pp.1023-1041.</p> <p>Yang, G., 2009. Online activism. <i>Journal of Democracy</i>, 20(3), pp.33-36.</p> <p>King, G., Pan, J. and Roberts, M.E., 2016. How the Chinese government fabricates social media posts for strategic distraction, not engaged argument. <i>Harvard University</i>.</p>
4/24	Foreign relations	<p>Saunders, P.C., 2014. China's Rising Power, the US Rebalance to Asia, and Implications for US-China Relations. <i>Issues and Studies</i>, 50(3), p.19.</p> <p>Yahuda, M., 2013. China's new assertiveness in the South China Sea. <i>Journal of Contemporary China</i>, 22(81), pp.446-459.</p>
4/26	Future of China	<p>Nathan, A.J., 2013. <i>Will China Democratize?</i> JHU Press Chapter 8 The End of Communism Chapter 10 The Limits of Authoritarian Resilience</p>
5/1	Future of China	<p>Nathan, A.J., 2013. <i>Will China Democratize?</i> JHU Press Chapter 13 Foreseeing the Unforeseeable</p>
5/3	Student presentation on Wikipedia entry	<p>Wikipedia entry due at 2:40pm on Moodle. Student presentations will occur during class</p>