

**Lingnan University**  
**Department of Political Science**  
***POL3201 Government and Politics of Contemporary China***  
**Fall semester, 2017-2018**

**Course Convenor:** Sam Crane

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**Office Hours:** Mondays, 10:00AM-12:00PM; Thursdays, 1:00PM-3:00PM

**Course objectives**

This course examines critical issues in contemporary Chinese politics. By critical issues we mean various types of thinking, expression or behavior exhibited by individuals, groups or sub-national authorities across of range of subjects central to regime stability. The class will investigate structural political dynamics as well as particular areas of stress within the larger political system.

**Learning outcomes**

By the end of the course, students should be able to (1) grasp, (2) evaluate and (3) debate the essential facts and arguments pertaining to key questions of Chinese politics since 1978, particularly with regard to the constituencies affected by economic reforms and political opening, or the lack thereof.

**Assessment**

Your grade for this course is determined on the basis of:

1. Continuous Assessment – lecture and tutorial participation (25%).
2. Mid-term, five-page paper on an assigned topic (35%)
3. Final Examination (40%)

**Course schedule**

**Lecture** (Wednesdays)

Topics and Required Readings

1. 6 Sept. Introduction
2. 13 Sept. The Political Economy of the Turn to Reform  
Richard Baum, *Burying Mao* (Princeton University Press, 1994), Chapters 1-4;  
Susan Shirk, *The Political Logic of Economic Reform in China*,  
(Berkeley: University of California Press, 1993) chaps 1 and 2.

3. 20 Sept. Post-Mao Regime Responsiveness and Repression  
Dickson, *The Chinese Communist Party's Strategy for Survival* (Oxford: Oxford University Press, 2016); pp. 1-122; 164-213.
4. 27 Sept. NGOs and Civil Society: Focus on Environmental Issues  
Dickson, *The Dictator's Dilemma*, pp. 123-163.  
Phillip Stalley and Dongning Yang, "An Emerging Environmental Movement in China?" *The China Quarterly* no. 186 (2006), pp. 333-356;  
H. Christoph Steinhardt and Fengshi Wu, "In the Name of the Public: Environmental Protest and the Changing Landscape of Popular Contention in China," *The China Journal*, no 75 (January 2016), pp. 61-82.
5. 4 Oct. Political Limits of 21<sup>st</sup> Century Economic Reform  
David Shambaugh, *China's Future* (Cambridge: Polity Press, 2016)
6. 11 Oct. Rural Politics  
Kevin O'Brien and Lianjiang Li, *Rightful Resistance in Rural China* (Cambridge U. Press, 2006).
7. 18 Oct. Ethnic Politics  
James Leibold, *Ethnic Policy in China: Is Reform Inevitable?* (Honolulu: East-West Center: 2013);  
Robert Barnett, "The Tibet Protests of Spring 2008: Conflict between the Nation and the State," *China Perspectives* (2009/no. 3), pp. 6-23.
8. 25 Oct. The Politics of the Internet  
Guobing Yang, *The Power of the Internet in China* (New York: Columbia University Press: 2009), Introduction, chapters 1-6;  
Rebecca MacKinnon, "China's Networked Authoritarianism," *Journal of Democracy* 22:2 (April 2011), pp. 32-46.
9. 1 Nov. The Politics of Socio-Cultural Individualization  
Yan, Yunxiang, *The Individualization of Chinese Society* (London: Bloomsbury Academic, 2010), Introduction and Conclusion.  
Hansen, Mette Halskov, "Learning Individualism: Hesse, Confucius, and Pep-Rallies in a Chinese Rural High School," *The China Quarterly*, Volume 213 (March 2013).  
Peter Lorentzen and Suzanne Scoggins, "Understanding China's Rising Rights Consciousness," *The China Quarterly*, vol 223 (September 2015)
10. 8 Nov. The Politics of Confucian Revival  
Sebastien Billioud and Joel Thorval, *The Sage and the People: The Confucian Revival in China* (Oxford: Oxford University Press: 2015), Part III: "Lijial: Between Rites and Politics."
11. 15 Nov. Leadership Transitions

Cheng Li, *Chinese Politics in the Xi Jinping Era: Reassessing Collective Leadership*. (Washington: Brookings Institution: 2016).

12. 22 Nov. Women and Politics  
Leta Hong Fincher. *Leftover Women: The Resurgence of Gender Inequality in China*. (London: Zed Books, 2014), chapters 1-3, 6.
13. 29 Nov. Youth and Politics  
Alastair Iain Johnston, "Is Chinese Nationalism Rising? Evidence from Beijing," *International Security*, vol. 41, no. 3 (Winter 2016/2017), pp. 7-43.  
Yun-han Chu and Bridget Welsh, "Millennials and East Asia's Democratic Future," *Journal of Democracy*, vol. 26, no 2 (April 2015), pp. 151-164.  
Eric Fish, *China's Millennials: The Want Generation*. (New York: Roman and Littlefield, 2015) preface and chapters 1-4.

### **Attendance in lectures and tutorials**

According to the Academic Regulations for Undergraduate Program of the University, students should attend all lectures, tutorials and other class activities assigned by the instructors. Students are also expected to participate actively in tutorial discussions to the satisfaction of the instructor.

### **Five-page paper**

Answer the following question in 5 pages (doubled-spaced, 12 point font, 1 inch margins). The most important consideration is answering the question; I am less concerned with length than substance. You should concentrate on writing a clear, coherent, well-structured, short essay. You should consult any material used in class and you may bring in any outside material you wish. You may *discuss* the question with classmates. However, your final *written* product must be your own. Direct quotations must be cited appropriately.

**Based on a comparison of the analyses of Bruce Dickson (*The Dictator's Dilemma*) and David Shambaugh (*China's Future*), how durable is the current political regime of the People's Republic of China?**

Papers should be submitted in both soft (Turnitin) and hard copies. The due date is Friday, October 13th.

### **Final Exam**

The final examination will pose questions that extend across the entire breadth of material covered in class. More details will be explained in class.

### **Required readings**

Baum, Richard, *Burying Mao: Chinese Politics in the Age of Deng Xiaoping* (Princeton, N.J.: Princeton University Press, 1994), Chapters 1-4.

Susan Shirk, *The Political Logic of Economic Reform in China*, (Berkeley: University of California Press, 1993), chaps 1 and 2.

Dickson, Bruce, J., *The Dictators Dilemma* (Oxford: Oxford University Press, 2016).

Phillip Stalley and Dongning Yang, "An Emerging Environmental Movement in China?" *The China Quarterly* no. 186 (2006), pp. 333-356.

H. Christoph Steinhardt and Fengshi Wu, "In the Name of the Public: Environmental Protest and the Changing Landscape of Popular Contention in China," *The China Journal*, no 75 (January 2016), pp. 61-82.

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Kevin O'Brien and Lianjiang Li, *Rightful Resistance in Rural China* (Cambridge U. Press, 2006).

James Leibold, *Ethnic Policy in China: Is Reform Inevitable?* (Honolulu: East-West Center: 2013).

Robert Barnett, "The Tibet Protests of Spring 2008: Conflict between the Nation and the State," (2009/no. 3), pp. 6-23.

Guobing Yang, *The Power of the Internet in China* (New York: Columbia University Press, 2009), Introduction, chapters 1-6.

Rebecca MacKinnon, "China's Networked Authoritarianism," *Journal of Democracy* 22:2 (April 2011), pp. 32-46.

Yan, Yunxiang, *The Individualization of Chinese Society*. (London: Bloomsbury Academic, 2010); Introduction and Conclusion.

Hansen, Mette Halskov, "Learning Individualism: Hesse, Confucius, and Pep-Rallies in a Chinese Rural High School," *The China Quarterly* Volume 213 (March 2013).

Peter Lorentzen and Suzanne Scoggins, "Understanding China's Rising Rights Consciousness," *The China Quarterly* vol 223 (September 2015).

Billioud, Sebastien and Joel Thorval.. *The Sage and the People: The Confucian Revival in China* (Oxford: Oxford University Press: 2015)., Part III: "Lijial: Between Rites and Politics."

Cheng Li, *Chinese Politics in the Xi Jinping Era: Reassessing Collective Leadership* (Washington: Brookings Institution: 2016).

Leta Hong Fincher, *Leftover Women: The Resurgence of Gender Inequality in China* (London: Zed Books, 2014), chapters 1-3, 6.

Alastair Iain Johnston, "Is Chinese Nationalism Rising? Evidence from Beijing," *International Security* vol. 41, no. 3 (Winter 2016/2017), pp. 7- 43.

Yun-han Chu and Bridget Welsh, "Millennials and East Asia's Democratic Future," *Journal of Democracy* vol. 26, no 2 (April 2015), pp. 151-164.

Eric Fish, *China's Millennials: The Want Generation* (New York: Roman and Littlefield, 2015), preface and chapters 1-4.

**Assessment rubrics**

Participation and performance (25%)

<b>Criteria</b>	<b>Excellent A,A-</b>	<b>Good B+, B,B-</b>	<b>Fair C+,C,C-</b>	<b>Pass – Failure D+, D, F</b>
<b>Class attendance and participation</b>	Class attendance is regular and the student speaks up regularly and enthusiastically	Class attendance is regular and the student speaks up now and then	Class attendance is quite regular but the student participates only when asked by the instructor	Class attendance is erratic and participation is nil or almost nil
<b>Articulateness</b>	Expression of ideas or opinions were consistently factually accurate, logical and clear	Expression of ideas or opinions were generally factually accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas or opinions were generally factually accurate, logical and clear, but with a number of minor lapses	Ideas or opinions were not expressed logically, and were characterized by significant factual inaccuracies and lack of clarity

Five-page paper (35%)

<b>Criteria</b>	<b>Excellent A, A-</b>	<b>Good B+, B, B-</b>	<b>Fair C+, C, C-</b>	<b>Pass – Failure D+, D, F</b>
<b>Argument</b>	Argument both well supported and genuinely compared to conflicting explanations	Main argument valid, systematic, and well supported	Argument fair, not particularly interesting, a common-sense, and partially supported	Weak, invalid, or no argument, perhaps just a simple assertion
<b>Use of Evidence</b>	Fully exploits the richness of the evidence/ideas, and is sufficiently persuasive	Feasible evidence appropriately selected and not over-interpreted	Some appropriate use of evidence but uneven	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented
<b>Organization and Writing</b>	Structure enhances the argument, strong sections and seamless flow. Virtually no English error.	Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.	Structure is of inconsistent quality, may have redundancies or disconnections. Frequent English errors.	Needs significant reorganization. English errors significantly impair readability.

Final Exam (40%)

<b>Criteria</b>	<b>Excellent A,A-</b>	<b>Good B+,B,B-</b>	<b>Fair C+,C, C-</b>	<b>Pass-Failure D+, D, F</b>
<b>Comprehension of all the relevant aspects about the question</b>	Demonstrates a deep insightful level of understanding	Demonstrates a good surface level of understanding	Demonstrates an adequate level of surface understanding	Demonstrates an inadequate level of understanding
<b>Application of concepts to the problem posed</b>	Appropriate concepts are all applied correctly	Appropriate concepts are correctly applied	Some concepts are applied at too general a level or misapplied but the central ones are applied correctly and specifically	Most concepts are applied at too general a level or misapplied
<b>Extent to which ideas are expressed logically, accurately and clearly</b>	Expression of ideas were consistently accurate, logical and clear	Expression of ideas is generally accurate, logical and clear with some minor lapses	Expression of ideas is comprehensible but there are some major lapses	Largely incomprehensible with some major inconsistencies and errors
<b>Quality of English</b>	English is consistently excellent	English is proficient with no major errors	English conveys the essential meaning but contains a number of errors	English is below acceptable university standard



Mark Ranges	Grade
85 -100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	C-
45-49	D+
40-44	D
0-39	F

**Important Notes:**

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.