Professor Che-po CHAN
2020-21, 1st term
Office: WYL 321; Tel: 2616-7189; E-mail: chancp@ln.edu.hk
Class: Tuesday 3:00-6:00 pm (1st class: September 8).
Office hour: Monday 2:00-6:00 pm; Tuesday 1:30-2:30 pm; Friday 2:30-3:30 pm and by appointment.
(Can call me at 2616-7189 during office hours; if not available, leave message.)

Course Title : Chinese Politics in the Reform Era
Course Code : SSC4304
Recommended Study Year : 3 and 4
No. of Credits/ Term : 3
Mode of Tuition : Sectional (Seminar)
Class Contact Hours : Three hours per week
Category in Major Prog : Elective
Discipline : China and Asia Pacific Studies Stream
Prerequisite(s) : Taken any course(s) in Chinese politics, society or economics
Teaching Period : 1st Term, 2020-21

Brief Course Description

With a number of courses in our programme studying economic reform in China, this course focuses on the social and political aspects of the reform and puts special emphasis on the effect of the reform measures and open-door policies in the post-Mao Zedong period. Changes in both the state and society in the last four decades will be studied. Reform measures taken by the state and reactions from the society are the two major lines of investigation.

The nature of this course is investigation into “selected current issues”; thus topic(s) and readings will be updated from time to time.

Students are expected to have some general understanding on Chinese politics/economics/society before taking this course, e.g., have taken SSC3202, POL3201 or any other foundational courses. Otherwise, extra efforts should be taken to do preliminary readings [e.g., read any introductory textbook on Chinese politics, e.g., Guo (2013), Larus (2012), Wang (2002)].

Aims

This course is designed to use some important social science concepts and theories to explain social and political phenomena in the reform period of China. Students are expected not just to understand more about social and political changes from the pre-to the current reform period of China, but should be also able to analyze the changes with related concepts, theories and perspectives.
Learning Outcomes

Upon completion of the course, students will be able to:

1. understand more about the dynamics of politics and social change in the post-Mao era; and
2. critically analyze various Chinese contemporary social and political issues and events; and
3. apply social science concepts and theories to explain various political and social phenomena in contemporary China; and
4. communicate contemporary Chinese social and political issues clearly and effectively in both oral and written forms.

Assessment of learning outcomes:

1. Students are required to critically read two research articles (on two different topics) and then take turn to summarize and comment the reviewed articles in class (30% of assessment). Your presentation outlines are counted as part of the assessment (need to follow a specific format as in the following paragraph). The outline should be emailed to me and to all classmates at least 2 working days before the date of your presentation (Friday the week before). Your presentation and outline should contain the following parts: 1) research question(s), 2) assumption(s) if any, 3) methodology, 4) findings and evidence, 5) conclusion(s), 6) your own comments and critiques. The presentation outline limits to 1-2 pages and presentation time limits to 15 minutes.

2. Other students are also asked to participate in discussion of the same readings. The discussion is part of the class performance which takes 30% of the total grade.

3. A single-authored research paper around the offered topics in this syllabus takes another 40% of assessment, to be handed in before Monday, 7 December 2020. The paper is expected to be a “research paper”, not just a paper on a special topic, around 4,000 words in length, in Times New Roman, font size 12 and double spaced. Hand in the softcopy onto the Moodle Turnitin. Late paper will be penalized: within 1 week, B → B-; within 2 weeks, B → C+; more than 2 weeks → Fail. More information will be given in class.

<table>
<thead>
<tr>
<th>Assessment (%)</th>
<th>Details of assessment</th>
<th>Date/due date</th>
<th>Measures Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Performance/Attendance (30%)</td>
<td>Your performance and contribution in the classes/your regular attendance</td>
<td>2, 3, 4</td>
<td></td>
</tr>
<tr>
<td>2. Presentation (30%)</td>
<td>Critically read and comment on assigned articles</td>
<td>Oral presentation to be allocated in the second class: Sept. 15</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>
3. Term paper (40%)  
A single-authored research paper around 4,000 words and on any topic covered in this syllabus  
Due date is Monday, 7 December 2020  
1, 2, 3, 4  

**Good practices:**

1. Students are advised to conduct online library research and do readings in preparation for presentations, class discussions and the term paper.  
2. This course is conducted in a seminar form. It will be a mix of lectures, presentations and discussions. The lectures are expected not to be too long and questions and discussions are welcome during the lectures. Students are asked to have at least some of the readings done before attending the lectures; classroom discussions and debates should be a norm.  
3. This course needs much self- and hard studies from the students. Presentations and critics on the readings would be an important part of the class requirement.  

**Recommended/Supplementary Readings:**


**Indicative Content:**

1. *The China Model* (‘The Beijing Consensus’) Debate  
Key questions:
1) What is the state-society-market relationship in China that sustains its high rate economic growth in the last four decades?  
2) Can ‘the China Model’ be learned by other developing countries or imposed by China on other countries?  
3) Would ‘the China Model’ legacy continue in the Xi Jinping era?  

Required/Essential Readings:

Xi Jinping’s thought: a break with the past?
2017 CCP videos (on its achievements and prospects):
http://www.12371.cn/special/jggjxdd/

2. An Investigation into the “Belt and Road” Initiatives
Key question:
1) What are the drivers of this initiative from the CCP perspective?
2) What would be some of the difficulties for the CCP in carrying out the initiative and achieving the goals? What were the responses so far?

Required/Essential Readings:
  https://brill.com/view/journals/ejgg/2/1/article-p30_2.xml?body=pdf-33151
* Hayes, Anna. "Interwoven 'Destinies': The Significance of Xinjiang to the China Dream, the Belt and Road Initiative, and the Xi Jinping Legacy." Journal of Contemporary China 29.121 (2020): 31-45.
  http://nbr.org/publications/books/Belt_Road_Initiative/Chinas_Eurasian_Century_ch3 .pdf (Chapter 3)
* Nie, Wenjuan. “Xi Jinping’s Foreign Policy Dilemma: One Belt, One Road or the South China Sea?” Contemporary Southeast Asia, vol. 38, no. 3, 2016, pp. 422-444.
3. Exemplar New Cities (Zones): Comparison of Shenzhen, Pudong and Xiong’an

Key question:
1) What are the different roles (political, social and economic) of Shenzhen, Pudong and Xiongan new zones (SEZs) in the state policy?
2) How does the society make use and react to the state policy?

Required/Essential Readings: (more readings might be added and updated before class starts)


The idea of “Xiongan New Zone” is too new to have many available published research articles. The following essays are either news-report type articles or preliminary short analytical essays and you can easily find relevant essays online or in the Lingnan library data set (just through 1-search, type the word ‘Xiongan’):
4. The Political Reform from the CCP Perspective

Key question: What is the nature and trend of political reform carried out by the CCP?

Required/Essential Readings:
5. A Comparison of Two Generations’ Youth Culture

Key question:
1) How do political movements and events create political generations in China?
2) What are some of the characteristics of these different generations?

Required/Essential Readings:

6. The Contemporary Chinese Nationalism
Key question:
1) Is there a difference between state nationalism and popular nationalism?
2) Has state or popular nationalism exerted its influence on Chinese foreign policy?

Required/Essential Readings:

Important Notes:

(1) Students are expected to spend a total of 10 hours (i.e. 3 hours of class contact and 7 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 Moodle Turnitin.

(4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on https://pla.ln.edu.hk/
Assessment rubrics

Discussion and performance (30%)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent A, A-</th>
<th>Good B+, B, B-</th>
<th>Fair C+, C, C-</th>
<th>Pass – Failure D+, D, F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance and participation (20%)</td>
<td>Class attendance is regular and the student speaks up regularly and enthusiastically</td>
<td>Class attendance is regular and the student speaks up now and then</td>
<td>Class attendance is quite regular but the student participates only when asked by the instructor</td>
<td>Class attendance is erratic and participation is nil or almost nil</td>
</tr>
<tr>
<td>Articulateness (10%)</td>
<td>Expression of ideas or opinions were consistently factually accurate, logical and clear</td>
<td>Expression of ideas or opinions were generally factually accurate, logical and clear. Lapses were rare and minor in nature.</td>
<td>Expression of ideas or opinions were generally factually accurate, logical and clear, but with a number of minor lapses</td>
<td>Ideas or opinions were not expressed logically, and were characterized by significant factual inaccuracies and lack of clarity</td>
</tr>
</tbody>
</table>
## Presentation (30%)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent A,A-</th>
<th>Good B+, B,B-</th>
<th>Fair C+,C,C-</th>
<th>Pass – Failure D+, D, F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization (6%)</strong></td>
<td>The student presents information in a logical and well thought sequence and instructor can easily follow.</td>
<td>The student presents information in logical and acceptable sequence which instructor can follow.</td>
<td>Difficulty following presentation because student jump around.</td>
<td>Cannot understand presentation because there is no sequence of information</td>
</tr>
<tr>
<td><strong>Subject Knowledge (6%)</strong></td>
<td>The student demonstrates full knowledge by answering all questions with explanation and elaboration.</td>
<td>The student is at ease answering questions, but fails to elaborate.</td>
<td>The student is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>The student does not have grasp of information; cannot answer questions about subject</td>
</tr>
<tr>
<td><strong>Graphics (6%)</strong></td>
<td>The student’s graphics explain and reinforce screen text and presentation.</td>
<td>The student’s graphics relate to text and presentation</td>
<td>The student occasionally uses graphics which could not support well text and presentation</td>
<td>The student uses superfluous graphics or no graphics</td>
</tr>
<tr>
<td><strong>Content (6%)</strong></td>
<td>Presentation has sufficient and very good examples and no misspelling or grammatical error.</td>
<td>Presentation has adequate and relevant examples and minor misspelling and/or grammatical error</td>
<td>Presentation has a few and marginal examples and major misspelling and/or grammatical error.</td>
<td>Presentation has almost no or irrelevant example and major spelling and/or grammatical error.</td>
</tr>
<tr>
<td><strong>Articulateness (6%)</strong></td>
<td>Excellent articulation with clear voice, correct pronunciation and relevant emphasis on important parts</td>
<td>Good articulation with clear voice, mostly correct pronunciation and some emphasis on important parts</td>
<td>Fair articulation with occasional unclear voice, some incorrect pronunciation and few emphasis on important parts</td>
<td>Students mumble, incorrectly pronounces many terms and audience could hardly find out main points of the presentation</td>
</tr>
</tbody>
</table>

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### Term paper (40%)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent A,A-</th>
<th>Good B+, B,B-</th>
<th>Fair C+,C,C-</th>
<th>Pass – Failure D+, D, F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Question</strong> (10%)</td>
<td>Wrote clear, creative and interesting question which fit the topic.</td>
<td>Wrote clear but commonly raised question which fit the topic.</td>
<td>Wrote question which barely matched with the topic.</td>
<td>Wrote question which did not fit the topic</td>
</tr>
<tr>
<td><strong>Argument</strong> (10%)</td>
<td>Argument both well supported and genuinely compared to conflicting explanations</td>
<td>Main argument valid, systematic, and well supported</td>
<td>Argument fair, not particularly interesting, a common-sense, and partially supported</td>
<td>Weak, invalid, or no argument, perhaps just a simple assertion</td>
</tr>
<tr>
<td><strong>Use of Data or Evidence</strong> (10%)</td>
<td>Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive</td>
<td>Feasible evidence appropriately selected and not over-interpreted</td>
<td>Some appropriate use of evidence but uneven</td>
<td>Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented</td>
</tr>
<tr>
<td><strong>Organization and Writing</strong> (10%)</td>
<td>Structure enhances the argument, strong sections and seamless flow. Virtually no English error.</td>
<td>Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.</td>
<td>Structure is of inconsistent quality, may have redundancies or disconnections. Frequent English errors.</td>
<td>Needs significant reorganization. English errors significantly impair readability.</td>
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**Mark Ranges**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85 -100</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>75-79</td>
</tr>
<tr>
<td>B</td>
<td>70-74</td>
</tr>
<tr>
<td>B-</td>
<td>65-69</td>
</tr>
<tr>
<td>C+</td>
<td>60-64</td>
</tr>
<tr>
<td>C</td>
<td>55-59</td>
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<tr>
<td>C-</td>
<td>50-54</td>
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<tr>
<td>D+</td>
<td>45-49</td>
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<tr>
<td>D</td>
<td>40-44</td>
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<tr>
<td>F</td>
<td>0-39</td>
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