

<b>Course Title:</b>	Government and Politics of Contemporary China
<b>Course Code:</b>	POL 3201
<b>Recommended Study Year:</b>	3 and 4
<b>No. of Credits/Term:</b>	3
<b>Mode of Tuition:</b>	Lecture & Tutorial
<b>Class Contact Hours:</b>	3 hours per week
<b>Category in Major Program:</b>	Political Science (Elective Course), CAPS Stream (Elective Course)
<b>Teaching Period:</b>	Second Term, 2018-2019

**Instructor:**

Dr. Dong ZHANG

Office Location: WYL316

Tel: 2616-7636

Email: [dongzhang@Ln.edu.hk](mailto:dongzhang@Ln.edu.hk)

Office Hours: Thursday 3:30–5:30 PM; Friday 1:30–3:30 PM; or by appointment

**Lecture:** Tuesday 1:30–3:30 PM (LKK 202)

**Tutorial Session:** Thursday 5:30–6:30 PM (WYL 103); Friday 3:30–4:30 PM (WYL 109)

**Course Overview:**

This course offers advanced undergraduates conceptual frameworks for understanding the key issues in Chinese politics. Why has the Chinese Communist Party (CCP) survived numerous crises and maintained power for several decades? What role has the Chinese state played in policy making? How are state-society relations evolving in China? What are driving forces of China's astonishing economic growth and social change? What are the major challenges confronting China's future development? This course seeks to provide a comprehensive analysis of the above questions and help students gain a deep understanding of China.

**Teaching Methods:**

This course consists of lectures, classroom discussions, tutorials, presentations, and research and writing.

**Aims:**

- Describe and analyse the most significant features of the contemporary political system of China.
- Explore the interplay between politics and economy in contemporary China.
- Discuss a number of critical issues which are currently being debated in China.

**Learning Outcomes:**

By the end of the course, the aim is that students will have improved the ability to:

- Apply critical thinking and analytical writing skills to the study of contemporary political and economic events related to China.
- Use theories of comparative politics and political economy to analyse important phenomena and events in a comparative manner.

### Assessment of Learning Outcomes:

- **Participation (15%)**: Students are expected to complete all required readings prior to each lecture and to attend all lectures and tutorial sessions. **If you miss one third of lectures (or tutorial sessions) without documenting a valid reason for your absence, you will lose ALL the participation grade for this course.**
- **Tutorial Presentation (10%)**: Each student will sign up for one of “tutorial sessions” during the course. One or two students will make a short presentation and lead discussion in each week’s tutorial session. You will be expected to summarize the main arguments in the required reading(s), critically assess the evidence and propose several discussion questions. The PowerPoint slides should be submitted via email to me **no later than 8 PM** the evening before the tutorial sessions in which the reading(s) appear.
- **Term Paper (35%)**: In a group of three (up to four) students, you will write a 15-page (or 20-page) paper to identify and analyse a policy problem in China (Times New Roman, 12-point font, double spaced). Following the analysis, you should offer recommendations on how the policy can be improved. You will make a presentation to report your policy memo in the final week of this course. Further details of expectations will be given during the course. This assignment will be due on **Wednesday, May 1 at noon.**
- **Final Exam (40%)**: The final will cover all the course material. The format is a combination of short answer questions (IDs) and longer essay questions.

### Prerequisites:

Prior coursework in Chinese politics (SSC 3202) is advised but not required.

### Course Materials:

There are no required books for this course. The following books may be of use to you to understand China’s politics and economy.

- Kenneth Lieberthal, *Governing China: From Revolution Through Reform, 2nd Edition* (W. W. Norton & Company, 2003).
- Barry Naughton, *The Chinese Economy: Transitions and Growth* (MIT Press, 2006).

### 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/>.

## Course Schedule and Reading List

### Lecture 1: Introduction

Tuesday, January 22

There is no required reading for this lecture.

### Lecture 2: The Chinese Communist Party I: Party Institutions and Political Control

Tuesday, January 29

- Chenggang Xu, “The Fundamental Institutions of China’s Reforms and Development,” *The Journal of Economic Literature* 49:4 (2011): 1076-1151.
  - Read Section 2 (pages 1081-1098)

*Recommended:*

- Yasheng Huang, *Inflation and Investment Controls in China: The Political Economy of Central-Local Relations during the Reform* (Cambridge University Press, 1996)
- Pierre Landry, *Decentralized Authoritarianism in China: The Communist Party’s Control of Local Elites in the Post-Mao Era* (Cambridge University Press, 2008)
- Hongbin Li and Li-An Zhou, “Political Turnover and Economic Performance: The Disciplinary Role of Personnel Control in China,” *Journal of Public Economics* 89, (9-10) 2005: 1743-1762.
- Mingxing Liu, Victor Shih, and Dong Zhang, “The Fall of the Old Guards: Explaining Decentralization in China,” *Studies in Comparative International Development* 53, (4) 2018: 379-403

\*\*\*\*\* No lecture on February 5 (Chinese New Year Holidays) \*\*\*\*\*

### Lecture 3: The Chinese Communist Party II: Party Leaders and Elite Politics

Tuesday, February 12

- Victor Shih, Wei Shan and Mingxing Liu, “Gauging the Elite Political Equilibrium in the CCP: A Quantitative Approach Using Biographical Data,” *The China Quarterly* 201, (March) 2010: 79-103.

*Recommended:*

- Joseph Fewsmith, *Dilemmas of Reform in China: Political Conflict and Economic Debate* (M.E. Sharpe, 1994)
- Roderick MacFarquhar and Michael Schoenhals, *Mao’s Last Revolution* (Harvard University Press, 2008)
- Susan Shirk, *The Political Logic of Economic Reform in China* (University of California Press, 1993)
- Ezra F. Vogel, *Deng Xiaoping and the Transformation of China* (Belknap Press of Harvard University Press)

## Lecture 4: The Chinese State and Bureaucracy

Tuesday, February 19

- Yuen Yuen Ang, *How China Escaped the Poverty Trap* (Cornell University Press, 2016)
  - Chapter 4

*Recommended:*

- Francis Fukuyama, *The Origins of Political Order: From Prehuman Times to the French Revolution* (Farrar, Straus and Giroux, 2011)
  - Chapters 6-8
- Kenneth Lieberthal and Michel Oksenberg, *Policy Making in China: Leaders, Structures and Processes* (Princeton University Press, 1988)
- Andrew Mertha, *China's Water Warriors: Citizen Action and Policy Change* (Cornell University Press, 2010)
- Vivienne Shue, *The Reach of the State: Sketches of the Chinese Body Politic* (Stanford University Press, 1990)

## Lecture 5: State-Society Relations in China

Tuesday, February 26

- Lily Tsai, *Accountability Without Democracy* (Cambridge University Press, 2007)
  - Chapter 4

*Recommended:*

- Yongshun Cai, *Collective Resistance in China: Why Popular Protests Succeed or Fail* (Stanford University Press, 2010)
- Daniel Mattingly, "Elite Capture: How Decentralization and Informal Institutions Weaken Property Rights in Rural China," *World Politics* 68, 3 (2016): 383-412.
- Kevin O'Brien and Lianjiang Li, *Rightful Resistance in Rural China* (Cambridge University Press, 2006)
- Yiqing Xu and Yang Yao, "Informal Institutions, Collective Action, and Public Investment in Rural China," *American Political Science Review* 109, 2 (2015): 371-391

## Lecture 6: The Legal System in China

Tuesday, March 5

- Jacques DeLisle, "China's Legal System," in William A. Joseph, ed., *Politics in China: An Introduction* (Oxford University Press, 2014): Chapter 7

*Recommended:*

- Donald Clarke, Peter Murrell, and Susan Whiting, “The Role of Law in China’s Economic Development,” in Loren Brandt and Thomas G. Rawski, eds., *China’s Great Economic Transformation*(Cambridge University Press, 2008): Chapter 11
- Yuhua Wang, *Tying the Autocrat’s Hands: The Rise of the Rule of Law in China* (Cambridge University Press, 2014)
- Susan H. Whiting, “Authoritarian ‘Rule of Law’ and Regime Legitimacy,” *Comparative Political Studies*, 2017. (Online first, DOI: 10.1177/0010414016688008)
- Margaret Y. K. Woo and Mary E. Gallagher, eds., *Chinese Justice: Civil Dispute Resolution in Contemporary China*(Cambridge University Press, 2011)

## **Lecture 7: The Rise of Capitalism and State-Business Relations**

*Tuesday, March 12*

- Yingyi Qian, *How Reform Worked in China: The Transition from Plan to Market*(The MIT Press, 2017)
  - Chapter 4

*Recommended:*

- Bruce Dickson, *Wealth into Power: The Communist Party’s Embrace of China’s Private Sector*(Cambridge University Press, 2008)
- Yasheng Huang, *Capitalism with Chinese Characteristics: Entrepreneurship and the State*(Cambridge University Press, 2008)
- Nicholas R. Lardy, *Markets Over Mao: The Rise of Private Business in China*(Peterson Institute for International Economics, 2014)
- Kellee Tsai, *Capitalism without Democracy: The Private Sector in Contemporary China* (Cornell University Press, 2007)

## **Lecture 8: The Chinese State Capitalism**

*Tuesday, March 17*

- Kjeld Erik Brødsgaard, “Politics and Business Group Formation in China: the Party in Control?” *The China Quarterly* 211, (September) 2012: 624-648

*Recommended:*

- Sarah Eaton, *The Advance of the State in Contemporary China State-Market Relations in the Reform Era* (Cambridge University Press, 2015)
- Benjamin L. Liebman and Curtis J. Milhaupt, eds., *Regulating the Visible Hand?The Institutional Implications of Chinese State Capitalism*(Oxford University Press, 2016)
- Barry Naughton and Kellee S. Tsai, eds., *State Capitalism, Institutional Adaptation and the Chinese Miracle*(Cambridge University Press, 2015).

- Edward S. Steinfeld, *Forging Reform in China: The Fate of State-Owned Industry* (Cambridge University Press, 2000)

## Lecture 9: Banking and Financial Reforms

Tuesday, March 26

- Victor Shih, “How the Party-State Runs the Economy: A Model of Elite Decision-Making in the Financial Market,” in Willy Wo-Lap Lam, ed., *Routledge Handbook of the Chinese Communist Party* (Routledge, 2017): Chapter 12

*Recommended:*

- Victor Shih, *Factions and Finance in China: Elite Conflict and Inflation* (Cambridge University Press, 2008)
- James Stent, *China’s Banking Transformation: The Untold Story* (Oxford University Press, 2016)
- Kellee Tsai, *Back Alley Banking: Private Entrepreneurs in China* (Ithaca and London: Cornell University Press, 2002)
- Carl Walter and Fraser Howie, *Red Capitalism: The Fragile Financial Foundation of China’s Extraordinary Rise* (John Wiley & Sons, 2011)

## Week 10: Corruption and Anti-Corruption

Tuesday, April 2

- Andrew Wedeman, *Double Paradox: Rapid Growth and Rising Corruption in China* (Cornell University Press, 2012)
  - Chapter 4

*Recommended:*

- Melanie Manion, *Corruption by Design: Building Clean Government in Mainland China and Hong Kong* (Harvard University Press, 2004)
- Minxin Pei, *China’s Trapped Transition: The Limits of Developmental Autocracy* (Harvard University Press, 2008)
- Jiangnan Zhu and Dong Zhang, “Weapons of the Powerful: Authoritarian Elite Competition and Politicized Anticorruption in China,” *Comparative Political Studies* 50, 9 (2017): 1186-1220
- Raymond Fisman and Yongxiang Wang, “Corruption in Chinese Privatizations,” *Journal of Law, Economics, and Organizations* 31, (1) 2015: 1-29

\*\*\*\*\* No Tutorial Sessions this week \*\*\*\*\*

### **Lecture 11: Public Opinion and Media**

*Tuesday, April 9*

- Rongbin Han, “Defending the Authoritarian Regime Online: The ‘Voluntary Fifty-Cent Army’,” *The China Quarterly* 224 (2015): 10061025.

*Recommended:*

- Gary King, Jennifer Pan, and Margaret Roberts, “How Censorship in China Allows Government Criticism but Silences Collective Expression,” *American Political Science Review* 107, (2) 2013: 1-18
- Susan Shirk, ed., *Changing Media Changing China* (Oxford University Press, 2011)
- Daniela Stockmann, *Media Commercialization and Authoritarian Rule in China* (Cambridge University Press, 2013).
- Guobin Yang, *The Power of the Internet in China: Citizen Activism Online* (Columbia University Press, 2009)

### **Lecture 12: China and the World: U.S.–China Trade War**

*Tuesday, April 16*

**TBD**

\*\*\*\*\* No Tutorial Sessions this week \*\*\*\*\*

### **Lecture 13: China’s Future Challenges**

*Tuesday, April 23*

- Andrew Nathan, “Authoritarian Resilience,” *Journal of Democracy* 14, (1) 2003: 6-17
- Joseph Fewsmith and Andrew Nathan, “Authoritarian Resilience Revisited: Joseph Fewsmith with Response from Andrew J. Nathan,” *Journal of Contemporary China*, 2018. (Online first, DOI: 10.1080/10670564.2018.1511390)

### **Lecture 14: Course Wrap-up & Review**

*Tuesday, April 30*

**Assessment Rubrics**

**Participation (15%)**

<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 &amp; 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



**Presentation (10%)**

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

**Term 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>	Arguments are clearly stated and defensible; alternative explanations are addressed effectively	Arguments are valid and well-supported; some alternative explanations are addressed	Arguments are generally valid; alternative explanations are not addressed	Arguments are weak and invalid
<b>Evidence</b>	Sufficient, compelling evidence to support each key argument	Evidence in general is appropriately used to support main arguments	Some evidence is appropriately used but uneven	Little or no evidence is presented
<b>Organization &amp; writing</b>	Structure enhances the paper, strong sections and seamless flow; virtually no English error.	Structure supports the paper, 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.

**Examination (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 concepts.</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 topic.</b>	Appropriate concepts are all applied correctly, to provide in-depth analysis elaboration to all aspects of the topic	Appropriate concepts are correctly applied, to provide analysis to all important aspects of the topic	Appropriate concepts are, for the most part, correctly applied, to provide analysis to all important aspects of the topic	Concepts are not applied, or are generally applied inappropriately or incorrectly; important aspects of the topic unaddressed
<b>Presentation</b>	Expression of ideas were consistently accurate, logical and clear	Expression of ideas were generally accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas were generally accurate, logical and clear, but with a number of minor lapses	Ideas were not expressed logically, and were characterized by significant inaccuracies and lack of clarity
<b>Quality of English in the report</b>	English is consistently excellent	English is proficient, with no major errors	English is of a fair standard but some errors are present	English is below standard, with many major errors

### Final Overall Grade

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