Course Overview

This course provides an overview of China’s recent history and its political system. We will begin with a historical overview of China’s political development from late Qing dynasty to the present. The remainder of the course will examine the institutional features of the Chinese political system and the key challenges facing the CCP leadership, such as economic reforms, regime stability, pollution, and political reform. We will also invite world renowned experts in various areas of China studies to speak in our class.

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**Guest Lecturers**

With a growing number of scholars studying contemporary China, UCSD is becoming an important center of research on China in the United States and in the world. At the 21st Century China (21CC) center, we have over a dozen of world renowned China experts, whose research areas cover Chinese economy, politics, foreign policies, history, literature, society, and so on. This quarter, we are extremely lucky to the following distinguished scholars as our guest lecturers.

- (Oct 26) Susan Shirk, Chair and Research Professor, 21st Century China Center
- (Nov 7) Deborah Seligsohn, PhD Candidate in Political Science and former official of The US Department of State
- (Nov 9) Stephan Haggard, Lawrence and Sallye Krause Professor of Korea-Pacific Studies
- (Nov 16) Barry Naughton, Sokwanlok Professor of Chinese International Affairs
- (Nov 30) Molly Roberts, Assistant Professor of Political Science

**Important Notes:** (1) Materials covered by guest lecturers will be quizzed in the following lectures. (2) Attendance will occasionally be taken at the beginning of the guest lectures.

**Textbooks**

You can purchase the following books from Amazon or UCSD Book Store:


*Note:* Selected chapters will be scanned and uploaded to Piazza.

**Videos**

The following videos are part of the assignments. You can easily find most of them on Youtube. Information from the videos is fair game for inclusion into quizzes.

- *China: A Century of Revolution*, PBS documentary on China’s revolution from 1911 to 1976
Requirements and Grading

The requirements for this course are as follows:

1. **Participation (25%).** Students are expected to attend class regularly and complete the reading and video assignments prior to each lecture. You will be quizzed in class on the assignments.

2. **Midterm Exam (25%).** An in-class, closed book midterm exam is scheduled on Nov 2 (Week 6).

3. **Book review (25%).** Students are required to submit a book review (no longer than 800 words) prior to Nov 14 (Week 8).

4. **A response paper or group presentation (25%).** Students are expected to either (1) write a response paper based on guest lectures and/or required readings (no more than 800 words) or participate in a group presentation. The response paper needs to be submitted prior to the last lecture on Dec 7 (Week 11).

**Participation (with Clickers)**

You are expected to come to class meetings prepared to discuss central questions, puzzles, and concerns that arise from course readings assigned for that day. Evidence-based research on teaching and learning has documented a strong causal relationship between active participation/discussion and student learning. The risk of large courses like ours is that students miss out on the opportunity to meaningfully discuss course materials, and thus learn less. For this reason, I will use clickers.

1. **Official counting period.** We will begin experimenting with clickers during the first two weeks, but the "official" counting period will not begin until Week 3 (Oct 10). This should give you time to find a clicker to borrow or purchase.
2. **Type of questions.** In general, we will ask two types of questions: (1) factual questions and (2) discussion questions. Factual questions focus on a central point from your readings, or a point covered in lectures. Discussion questions ask that you take a stand on a particular problem or issue using course materials as evidence.

3. **Grading.**
   - Factual questions. One point is given for correct answers, and .7 for participating.
   - Discussion questions. You will receive full points (1 point) simply for participating.
   - “Grace points.” In assessing your grade for this component of the course, you’re allowed to miss 10% of all the questions asked throughout the class. This should provide sufficient buffer in case you forget your clicker, or you need to miss class for whatever reason. So, for example, if we ask 40 questions total over the quarter, and you receive 35 points, you can still earn an “A” (90% of 40 is 36, and 35/36 = 97.2%) for this part. **Don’t worry; be happy!**
   - Reporting. You will be find the record of your responses on TritonEd throughout the quarter (there may be lags occasionally).

**Book Review**

Each student is required to write one review (around 800 words) on one of the books listed below. The review should be submitted prior to Nov 14’s class. Early submission is allowed; late submission will be penalized (a day = 1% of the total grade). Here are a few tips of how to write a good book review:

1. Read the book thoroughly and take notes
2. Determine the major themes of the book and the author’s chief argument
3. Consider the evidence provided by the author to support his or her argument
4. Think about whether you agree or disagree with the author’s argument and why
5. Find materials to support your opinion
   * Note that in this class, we focus on the argument laid out in the book you choose and/or the facts and evidence presented by the author, instead of the book’s genre or the author’s writing style
   * The review should be written in English no matter what source you use
* Bonus points will be given to additional book reviews (up to 5% of the total grade for each additional book review)

You may use additional sources of information, but the review should be mainly about one of the books listed below. If you have a book you’re particularly fond of, please let me know and I’ll consider adding it to the list.

**List of Books**

**In English**

- Immanuel Chung-yueh Hsu: *The Rise of Modern China*
- Fei Xiaotong: *From the Soil: The Foundations of Chinese Society*
- Lin Yutang: *My Country and My People*
- Roderick MacFarquhar: *Mao’s Last Revolution*
- Susan L. Shirk: *China: Fragile Superpower*
- Andrew Nathan: *China’s Search for Security*
- David Shambaugh: *China Goes Global: The Partial Power*
- Ezra F. Vogel: *Deng Xiaoping and the Transformation of China*
- Henry Kissinger: *On China*
- Bell, Daniel A.: *The China Model: Political Meritocracy and the Limits of Democracy*
- Evan Osnos: *Age of Ambition: Chasing Fortune, Truth, and Faith in the New China*
- Howard W. French: *Everything Under the Heavens: How the Past Helps Shape China’s Push for Global Power*
- Peter Hessler: *River Town: Two Years on the Yangtze*
- Ian Johnson: *Wild Grass: Three Portraits of Change in Modern China*
- Henry M. Paulson: *Dealing with China: An Insider Unmasks the New Economic Superpower*

**In Chinese**

- 钱穆: 《中国历代政治得失》
- 徐中约: 《中国近代史》
- 费正清: 《伟大的中国革命》
Response Paper or Presentation

Each student can choose to write a response paper or participate in a group presentation. A response paper should be based on a guest lecture and/or reading assignments appeared in the second half of the course.

- The response paper should be around 800 words, not too short, but also not too long.
- To support your argument, you can use additional sources of information, such as other books or research papers, as long as you demonstrate sufficient understanding of the guest lecture and recommended reading materials.
- Response paper can be submitted any time after the mid-term and prior to the last lecture (Dec 7). The deadline will be strictly enforced. Late submission will be penalized (a day = 1% of the total grade).
Alternatively, You can also choose to participate in one group presentation on selected topics. The objectives of student presentations are three-folded:

1. To encourage students to conduct original research on important issues facing today’s China
2. To foster exchange of ideas among students from diverse backgrounds
3. To provide an opportunity for students to speak publicly and freely of their minds

Selected Topics

- Oct 10. Infrastructure building in China
- Oct 12. Income inequality and the rural-urban divide
- Oct 17. China’s education system
- Oct 19. China’s military modernization
- Oct 24. China’s healthcare system
- Oct 31. Chinese investment in Africa
- Nov 14. China’s anti-corruption campaign
- Nov 16. The One Child Policy and China’s demographic change
- Nov 28. State owned enterprises
- Dec 5. E-commerce in China

Requirements

1. A group of 4 student will make a 20-minute presentation on a selected topic. To promote exchange of diverse views, each group will consist of both native Chinese speakers and non-native Chinese speakers.

2. You can volunteer to participate in a presentation on a specific topic. If the number of volunteers exceeds the required number, the participants will be randomly selected using a computer algorithm.

3. Each group member should take part in both the preparation and delivery of the presentation. Group members are expected to meet outside the classroom to prepare for the presentation.

4. A comparative perspective will be extremely beneficial. Comparisons can be made between China and other developing and developed countries and/or between today’s China and China in the past.
5. We allow and encourage diverse views to be presented provided that group members understand and respect each other’s opinions prior to the presentation.

6. The same grade will be given to all group members. It’s a team work!

7. We will ask the audience to cast votes at the end of each presentation. Bonus points will be given to three teams that receive the highest evaluations from the audience.

**Academic Integrity**

Students are expected to maintain the highest standards of academic integrity. Cheating, plagiarism and other forms of academic dishonesty will not be tolerated and will be subject to disciplinary action consistent with University rules and regulations. Students are expected to familiarize themselves with University regulations regarding plagiarism and academic dishonesty.

If the instructor or TAs find that a significant part of your response paper or book reviewer is work of other people without proper citation, we will report the situation to The Academic Integrity Office immediately. For more information, please visit: [https://academicintegrity.ucsd.edu/](https://academicintegrity.ucsd.edu/).

**Course Materials and Discussion Board**

Throughout this class, we will use the Piazza online discussion board. This is a question-and-answer/discussion platform that is easy to use and designed to get you answers to questions quickly. We will upload course materials to Piazza. We encourage you to ask questions on the Piazza forum for clarifications, questions about assignments in addition to attending recitation sessions and office hours. It is also a place where you can share your thoughts with others, as well as materials you find interesting. You can sign up to the Piazza course page either directly from the below address (there are also free Piazza apps for the iPhone and iPad):

[https://piazza.com/ucsd/fall2017/poli130b](https://piazza.com/ucsd/fall2017/poli130b)

Using Piazza will allow students to see and learn from other students’ questions. Both the TA and the instructor will regularly check the board and answer questions posted, although everyone else is also encouraged to contribute to the discussion. A student’s respectful and constructive participation on the forum will count toward his/her class participation grade. DO NOT email your questions directly to the instructors or TAs (unless they are of personal nature) — we will not be answering your questions regarding course materials or problem sets through email.
Course Outline and Required Readings

All other readings will be made available on Tritoned. In the syllabus below, required readings are indicated with a □ symbol. Optional readings are indicated with a • symbol.

Sep 28 (Thu) Introduction

Oct 3 (Tue) Historical Perspective


□ Video: China: A Century of Revolution, Part I


Oct 5 (Thu) Mao’s Era: Building the New Society

□ The Search for Modern China, Chapter 20

□ Video: China: A Century of Revolution, Part II

• Governing China. Chapter 4, pp. 84-115.

Oct 12 (Tue) Mao’s Era: Deepening the Revolution

□ The Search for Modern China, Chapter 21


Oct 12 (Tue) Mao’s Era: Cultural Revolution

□ The Search for Modern China, Chapter 22

□ Video: Morning Sun

Oct 17 (Thu) Early Reform

- Governing China. Chapter 5.

Oct 19 (Thu) Tian’anmen

- The Search for Modern China, Chapter 26
- Video: The Gate of Heavenly Peace

Oct 24 (Tue) Returning to Growth

- The Search for Modern China, Chapter 27

Oct 26 (Thu) Guest lecture by Professor Susan Shirk: China’s Political Institutions

- Governing China, Chapter 7.

Oct 31 (Tue) China’s Growth Model
□ Governing China. Chapter 8.

□ Video: China from the Inside

• Xu, Chenggang, “The fundamental institutions of China’s reforms and development”, Journal of Economic Literature, 49(4), 1076–1151


Nov 2 (Thu) Midterm Exam

Nov 7 (Tue) Guest lecture by Deborah Seligsohn: The Politics of Environmental Protection

□ Deborah Seligsohn & Angel Hsu, “How China’s 13th Five-Year Plan Addresses Energy and the Environment.” ChinaFile. Available at: https://goo.gl/HJXcmM.

□ Video: Under the Dome by Chai Jing


Nov 9 (Thu) Guest lecture by Professor Stephan Haggard: China and Its Neighbors

□ TBD

• TBD

Nov 14 (Tue) Nationalism and Foreign Policy

!! Book review due – Nov 14 before class.


**Nov 16 (Thu) Guest lecture by Professor Barry Naughton: New Economic Outlook**


**Nov 21 (Tue) Hong Kong and Taiwan**

- Lieberthal, Kenneth. 2005. “Preventing a War Over Taiwan” *Foreign Affairs*. [http://websupport1.citytech.cuny.edu/Faculty/parides/lieberthal.pdf](http://websupport1.citytech.cuny.edu/Faculty/parides/lieberthal.pdf)


**Nov 23 (Thu) Thanksgiving – No Class**

**Nov 28 (Thu) Protest and Maintaining Stability**

Nov 30 (Thu) Guest lecture by Professor Molly Roberts: Propaganda and Internet Control


Dec 5 (Tue) The “China Model” and Its Challenges


□ Video. Eirk Li: “A Tale of Two Political Systems.” Available at: [https://www.youtube.com/watch?v=s0YjL9rZyR0](https://www.youtube.com/watch?v=s0YjL9rZyR0).


Dec 7 (Thu) Conclusion and Course Review

!! Response paper due, Dec 7 before class


