

Fall 2018 ASAN 308 / POLS 308 (WI) Chinese Political Economy, TR 03:00-4:15pm,

Kate Zhou, katezhou@hawaii.edu

Classroom, KUY 209

Department of Political Science

Office: Saunders 609

University of Hawaii at Manoa

Phone: 956-8777

Office Hour: T. 10:45-11:45am

I. COURSE DESCRIPTION

This is an interdisciplinary review and analysis of the social, political and development issues in contemporary China. The unique characteristics of these issues are born out of the particular mode of production and developmental policies China adopted. Over more than half of a century of development, China has experimented with various strategies with differing results. To provide a historical background, this course reviews the major development periods in recent history.

In order to understand the current developmental issues, this course reviews the specific conditions of the China's transformation. First, contemporary China is a Third World nation, progressing through industrialization, dualism, urbanization and resource constraint. Second, contemporary Chinese development either reflects or rebels against its historical heritage and cultural context. Third, China is undergoing a fundamental political economic transition - Economic Reform, which addresses to the structural deficiencies of socialism and adapts into market economy. Fourth, China's 'Open-Door' policy directs its production into the global network. Globalization, while fueling economic growth, has major impacts to domestic affairs. This course identifies and discusses key transformation developmental issues under these three transitional conditions.

The most striking event in contemporary Chinese development is the radical change from a centralized socialist economy to a global market economy. Necessarily, much of the economic power is transferred from the state to the society, The expansion of the domain of the society extends beyond the economic to the social and political spheres. The institutional adjustments and the state devolution give rise to complex political and social adjustments. This course examines the most prominent areas of interaction between state and society.

i. OBJECTIVES AND STUDENT LEARNING OUTCOMES

1. Students can demonstrate a basic understanding of the interrelationship of society, politics, economy, policies, history and culture in contemporary China.
 - i. Demonstrate an understanding of major issues in transitional China.
 - ii. Be able to discuss key issues in contemporary China's society and politics.
 - iii. Be able to explain the impacts of the global forces and international critiques on China's social change and governance.
2. Students can demonstrate an understanding of the key literature and issues on society and politics in contemporary China.
 - i. Demonstrate recognition of key literatures, views and debates on society and politics in contemporary China.
 - ii. Be able to develop a critical understanding on key issues on society and politics in contemporary China.

3. Students can develop an in-depth understanding of a selected topic in contemporary China's society and politics.
 - i. Demonstrate the ability to develop a set of relevant literature on the selected topic.
 - ii. Be able to analyze the selected topic with appropriate method.
 - iii. Be able to develop a scholarly understanding and argument on the selected topic.
4. Students can develop writing skills in recording, presenting, and analyzing:
 - i. visual images.
 - ii. written materials.
 - iii. individual understanding and perception.

ii. LEARNING OUTCOME

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

1. Gain an informed understanding of the conditions and problems in contemporary China's society and politics.
2. Be able to orally discuss and compare the different views and positions on social and political issues in contemporary China.
3. Analyze specific state society relationship issues in contemporary China.
4. Acquire writing skills to express the knowledge learnt.
5. Each student will receive specific feedback, critiquing, and grading of the oral communication and written assignments or activities from the instructor.
6. Students will learn how to do three presentations.

iii. ORGANIZATION

1. This course has 3 parts, and covers 13 topics.
2. Students are expected to have taken ASAN 201, or POLS 120, or equivalent.
3. The format of class sessions uses both lectures and seminars. Students are expected to read at least the required readings, and their participation with critical comment and review discussion are encouraged.

The grading in the course work for the overall assessment will reflect the oral presentation and seminar discussion.

iv. REQUIREMENT AND GRADE

This is a Writing Intensive course, and has three types of writing assignments. The grade percentage distribution is as follows:

1. Video Review 25% (See Section III. 1.)
2. Reading Review Paper 40% (See Section III. 2.)

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|-------------------|-----|
| oral presentation | 10% |
| paper | 30% |
3. Final written Examination 20% (See Section III. 3.)
4. Reflections 10%

LAULIMA REFLECTIONS POSTINGS: Each student is responsible for ten postings on laulima, reflecting his/her opinion on the material presented in the readings or discussions for a given class (which can include reactions to opinions about the class posted by classmates). This will begin with the January 9th class and end with the May 2, 2018.

Attendance Policy: 5%. Absence limits participation, and is disrespectful to classmates who make presentations. Students are responsible to attend all classes, unless they are seriously ill. Attendance will be taken in every session. Late arrival of 20 minutes or more will be counted as absence. Absence will be counted negatively in the final grade. Downgrading starts after absence of two sessions without previous approval. First absence after the allowance incurs a deduction of 5% of total grade.

III. GUIDE FOR WRITING ASSIGNMENTS

Each assignment is to perform a specific set of conceptual and writing skills. The Video Review records visual images and relates them to written and verbal information from readings and lectures. Students will form groups (3 students per group) to do oral and power-point presentations. The Reading Review develops technique for summarizing and synthesizing diverse reading material, and ability to analyze, evaluate and explore new idea. Each student will do a 15-minute presentation for the assigned reading. The Essay and oral Examinations direct students to compose intellectual dialogues and critical comments.

1. VIDEO REVIEW

1. The course makes use of the visual images to demonstrate the reality of Chinese development and politics. They also provide subjects for discussion. After the selected videos are shown, there will be a 45 min. class discussion. The written video review is a summary and analysis of the visual experience summarizing the visual narrative, and analyzing its relevance and relations to lectures and readings. The review should include:

A. General Review

- a. describe the overall objectives and theme of the video,
- b. how well the video achieves its objectives,
- c. how visually effective is the video.

B. Specific Discussion

- a. identify the most striking and the most pointless scenes,
- b. explain how these scenes contribute to or distract from the overall objectives.

C. Conclusion

- a. evaluate the overall visual impact,
- b. evaluate the educational value of the video.

The video review (1,000 words, 4 pages) must be submitted one week after the presentation. Each student must sign up for oral presentation the second week of the class. Late submission incurs a grade deduction.

2. READING REVIEW PAPER

The reading review paper is based on all required readings within one of the course topics (in IV. Reading List). These readings present different views and often draw different conclusions. Students can assess the required readings in the Laulima files (see the Reading List instruction). Based on the readings, the paper includes a summary report, and an exposition of the topic. There are three working stages:

A. Sign up for selected topic by Week 2.

Select a topic from the Course Topics List #3-14. Topics are assigned on a 'first come, first serve' basis.

No more than four students can sign up for the same topic.

Students are urged to discuss this assignment individually with one of the instructors, when preparing for the review. Arrange individual discussion sessions with an instructor.

For the oral presentation, each student presents one paper. The first three signers will decide on the individual required reading between themselves. The last signer will be assigned one of the optional readings by the instructor.

The paper should include:

- a. a summary and synthesis of the required readings,
- b. the theme and focus of the discussion'
- c. a comparative analysis: explain the differences between readings, and assess their comparative merits/shortcomings and usefulness,
- d. a conclusion: explain how well the readings help you in understanding the topic, and suggest questions for further exploration.

The paper should be typed, and double spaced (1,500 words, 6pages). Students present orally and submit Reading Review Papers in the respective sessions and lead discussion. Late submission incurs a grade deduction.

If a student wishes to revise the Reading Review Paper, the paper must be submitted one week after lecture of that week, allowing sufficient time for comments and revision. Papers submitted after that week cannot be revised and will receive comments and final grade only.

3. FINAL ESSAY EXAMINATION

This assignment is a take-home exam. The Essay Examination requires analytic discussions on two essay questions. The two essay questions are related to the selected course topics. There will be a week oral examination based on the students' written exams. The professor will give the exam questions back to students while doing the oral exams.

The two essays allow students to further develop the debates and deepen their perception and understanding.

The essay exam questions are given at the 14th week of the semester (2 pages for each question; 1,000 words, 4 pages for the entire Essay Exam).

A. Distribute Essay Exam Questions in Week 15.

B. Submit Essay Exam Paper before the Examination Week.

4. Feed Back Interaction

The class will encourage interact between the instructor and students at everal different stages of writing assignments.

1. The beginning/idea stage for Video presentation and essay review: Outline/thesis: students are required to send the instructor one page outline for the assignment. This stage makes sure that students understand the theme of the video for oral presentation and key concepts for the readings. This will help students to organize ideas.

2. Rough Draft: Students will be encouraged to send a rough draft one month before the due date for writing assignments: The instructor will make comments in terms of the effectiveness. Students will know if readers will be given enough information.3. Students will be encouraged to use the writing center in terms of polishing the draft in terms of noticeable spelling or grammar, margins, footnotes, and formatting.

4. The instructor will answer students' questions to clarify the assignment and suggestions for improvementIV. READING LIST

* Required Reading

Students have a free access to the Course Reader files (Required Readings only):

1. Log into Laulima system <laulima.hawaii.edu> or click the Laulima icon on MyUH <myuh.hawaii.edu>.
2. Click on the tab, labeled ASAN-308-001 [MAN.77625.Spring18] or POLS-308-002 [MAN77733.Spring 18], corresponding to the course number you have registered.
3. Click on 'Resources' (listed on the left side) and the files are organized by topics, as in this Course Outline.
4. A copyright message appears when you click on a file. Click 'I agree' to open it.

1. The Chinese Revolution and Chinese Communism to 1949(8/21-23)

Dillon, Nara, and Jean Oi, eds. *At the Crossroads of Empires: Middlemen, Social Networks, and State-Building in Republican Shanghai* (2007) Introduction and conclusion.

Jennifer Cucchise: The Causes and Effects of the Chinese Civil War (pgs. 40-71)

Video: China A Century of Revolution: China In Revolution 1911 1949

<https://www.youtube.com/watch?v=I5cl0GjPjy4>

2. SOCIALIST DEVELOPMENT UNDER MAO: PRE-REFORM (8/28-30)

* Readings on Great Leap Famine

Yang Jisheng, Tombstone: The Great Chinese Famine, 1958-1962

Kate Zhou, How The Farmers Changed China, Chapter 2.

Video: Mao Years

3. MARKET TRANSITION AFTER MAO: ECONOMIC REFORM (9/4-6)

Kate Zhou, How The Farmers Changed China, Chapters 3 and 4.

Paul Gregory and Kate Zhou, "Why China Won and Russia Lost", Policy Review, January 2010.

<http://www.hoover.org/publications/policyreview/72997307.html>

Video: China 30 years: Rural reform

https://www.youtube.com/watch?v=nxPJ_bAw5o8

Video : "The Real Leap Forward" China East Asia Development Modernization and Market Reforms

<https://www.youtube.com/watch?v=S532asfxb4>

4 POPULATION BIRTH CONTROL & MIGRATION (9/11-13)

Kate Zhou, *Struggling to Move Freely China's Long March to Freedom: Grassroots Modernization* (July 2009, Transaction Publishers, Rutgers - The State University of New Jersey University Press).

The Economist, "Mothers in China," Mar 4th 2010. <http://www.economist.com/node/15603722>

Kate Zhou, *How The Farmers Changed China*, Chapters 6 and 7.

Video: [An Inconvenient Border: Where China Meets North Korea | ABC News](http://www.youtube.com/watch?v=8wRLO8MVi0Q) .

<https://www.youtube.com/watch?v=8wRLO8MVi0Q>

5. NATURAL RESOURCE & ENVIRONMENT (9/18-20)

Opinion: Chinese Environment, PBS

<http://www.pbs.org/kqed/chinainside/nature/environment.html>

Naughton (2007), *The Chinese Economy*, pp. 487-504.

Video: Chai Jing, "Under the Dome,"

<https://www.youtube.com/watch?v=T6X2uwlOGOM>

6. FOREIGN INVESTMENT & TRADE (9/25-27)

Kiss/Zhou, (2011), *Chinese New Burden in Africa*.

Zhou, Kate (2009), *China's Long March to Freedom: Grassroots Modernization*, New Brunswick: Transaction Publishers. pp. 185-242.

Video: 1. "Developing China: The Remarkable Impact of Foreign Direct Investment"

<https://www.youtube.com/watch?v=mTEh6ViHbxM>

2. China Investment in Africa

https://www.youtube.com/watch?v=_6soNZdt7rs

<http://www.youtube.com/watch?v=Skwt15YIuK0>

6. Chinese Foreign Policy (10/2-4)

Wang Jishi, US-China relations.

Susan Shirt, China: Fragile Superpower.

Video: [An Inconvenient Border: Where China Meets North Korea | ABC News](http://www.youtube.com/watch?v=8wRLO8MVi0Q) .

<https://www.youtube.com/watch?v=8wRLO8MVi0Q>

8. Democracy/Civil Society (10/9-11)

Zhou, Kate (2009), *China's Long March to Freedom: Grassroots Modernization*, New Brunswick: Transaction Publishers. Chapter 4:

Lynn White, *Diverse Routs to Democracy*.

David Matas & Maria Cheung, *Concepts and Precepts: Canadian Tribunals, Human Rights and Falun Gong*.

Guest lecture, Prof. Jiang will come to give a lecture on human rights in China.

Video: Yasheng Huang: Does democracy stifle economic growth? http://www.ted.com/talks/yasheng_huang.html

9. FAMILY & GENDER (10/16-18)

Kate Zhou, *How The Farmers Changed China*, Chapter 8.

Zhou, Kate (2009), China's Long March to Freedom: Grassroots Modernization, New Brunswick: Transaction Publishers. pp.133-183.

10. MEDIA/INTERNET (10/23-25)

Steve/Kate, *How The Internet is Changing China*.

Zhou, Kate (2009), China's Long March to Freedom: Grassroots Modernization, New Brunswick: Transaction Publishers. pp.133-183.

WalktheChat. "Report says 71% of China's self-media accounts make less than national average wage," <http://technode.com/2017/01/08/report-says-71-of-wechat-self-media-accounts-make-less-than-national-average-wage/>

Video: Michael Anti: Behind the Great Firewall of China

<https://www.youtube.com/watch?v=yrcaHGqTqHk>

11. INTELLECTUALS (10/30-Nov. 1)

Catherine Vance Yeh *Shanghai Love: Courtesans, Intellectuals, and Entertainment Culture, 1850-191*. Dreyer, (2008), China's Political System: Modernization and Tradition. pp. 257-275.

Liu, Meiru (2001), Intellectual Dissents in China, Lewiston, NY: The Edwin Mellen Press. pp. 782.

Guest Speak: Dr. Keli'i Akina, the director of the Grassroot Institute

Video: Ai Weiwei detained. Here is his TED film <http://www.youtube.com/watch?v=MVnH8ou3Kd4>

12-13: GLOBALIZATION & NATIONAL IDENTITY (Nov. 8-15)

Linsun Cheng, *Globalization and Shanghai Model: A Retrospective and Prospective Analysis*.

<http://www.lindenwood.edu/jigs/docs/volume4Issue1/essays/59-80.pdf>

Hughes, Christopher R. (2006), Chinese Nationalism in the Global Era, New York: Routledge. Pp.92-121. <https://www.youtube.com/watch?v=1GuBZ2BoXCg>

Zhou, Kate (2009), China's Long March to Freedom: Grassroots Modernization, New Brunswick: Transaction Publishers. Chapter 7.

Video: 1. Jack Ma, <https://www.youtube.com/watch?v=3c66ez9dFYU>

2. Will China replace the US as leader in global governance?

https://www.youtube.com/watch?v=Ac2Svq4_g4g

3. Yukon Huang: Debunking Myths About China's Economy

https://www.youtube.com/watch?v=XepCi0I_g6I

14-15. The Rise and Future of China (11/20-29)

MICHAEL SULLIVAN, "Ask The Vietnamese About War, And They Think China, Not The U.S."

<https://www.npr.org/sections/parallels/2015/05/01/402572349/ask-the-vietnamese-about-war-and-they-think-china-not-the-u-s.>

Martin Jacques: *When China Rules the World* (50 pages)

<https://www.youtube.com/watch?v=imhUmLtlZpw>

Zhou, Kate (2009), China's Long March to Freedom: Grassroots Modernization, New Brunswick: Transaction Publishers. pp. 185-242.

Martin Jacques: The Eight Differences That Define China (20 pages)

Why It's Time to Worry about China's Economy - WSJ.com

<http://live.wsj.com/video/why-it-time-to-worry-about-china-economy/2727D4B2-8B89-4AF7-9658-64A93020E529.html#!2727D4B2-8B89-4AF7-9658-64A93020E529>

Video: China will not dominate the world

<https://www.youtube.com/watch?v=TxaYgko3sZc>

Video: Jack Ma Predicts the Future

<https://mail.google.com/mail/u/0/#inbox/15f631e2887faa61?projector=1>

Video: David Goldman: Will China overtake the U.S. as the world's leading superpower?

<https://www.youtube.com/watch?v=itAVYCiJ43g>

16. US Trade Wars with China (Dec. 4-6)

The Department of Commerce. "China is a non-market economy".

<https://posts.careerengine.us/p/5b5bbd27092df932ef4b9ec5>

China vs the World, <https://china-mes.metalminer.com/>

Bob Bryan, "China just slammed massive tariffs on \$34 billion worth of US goods — here's what will get hit."

<https://www.businessinsider.com/trump-china-trade-war-items-2018-7#vehicles-13>

US Trade Wars with China

The Department of Commerce. "China is a non-market economy".

<https://posts.careerengine.us/p/5b5bbd27092df932ef4b9ec5>

China vs the World, <https://china-mes.metalminer.com>