UNIVERSITY OF NORTH GEORGIA
DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL AFFAIRS
POLS 7241 – Special Topics: Chinese Politics & Foreign Relations (3 hours credit)
Fall 2015

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Office Hours: TR 3:30-5 PM, W 1-4 PM  E-mail: xiyang@ung.edu

Course Description:
This is a graduate-level course on the politics and international relations of the People’s Republic of China (PRC). The Republic of China on Taiwan (ROC) is discussed only insofar as cross-Strait relations and other related issues are concerned (Module 5). The central aim of this course is to help students understand the profound transformation China has been through as well as the many issues and challenges that are facing the country. To that end, aside from the first couple of weeks when we cover China’s tumultuous political history, we will focus instead on the myriad political, socio-economic and international problems confronting the Chinese government and the Chinese people since the inception of economic reform in the late 1970s.

Questions to be investigated include but are not limited to the following: How is political power structured and exercised in China? What role do individual leaders and institutional actors play in the political process and in policymaking? What contributed to the rapid growth of the Chinese economy? Who are the winners and losers in the reform process and how do they interact with the government? How did the Chinese Communist Party (CCP) manage to engineer and shepherd China’s economic juggernaut without carrying out meaningful political reform? What has the CCP done to perpetrate its monopoly of state power? Why is it so obsessed with social stability and what has it done to preserve it? Why does national unification remains an illusive goal and what contributed to the recent rise of terrorist attacks? How do the political elites perceive China’s role in the world and how do they intend to wield the country’s enormous power and resources? What do competing theories say about China’s rise and vice versa? How does China interact with the United States, other major powers, the developing world as well as international institutions? What are the main patterns of those relationships? Is conflict inevitable?

In addition to the course readings, you are expected to keep abreast of the major events and debates revolving around China. You should regularly read at least one major mainstream news outlets that have substantial coverage on China, such as CNN, BBC, The New York Times, The Wall Street Journal, The Washington Post, The Economist, The Financial Times, and The Guardian. You are also encouraged to introduce the class to news clippings you deem interesting and pertinent to class discussions. The instructor will also distribute selected articles from these and other credible sources for public consumption. Below are two government sources of information with free web access:

Course Requirements and Grading Criteria:
Students’ performance in this course will be assessed in the following manner:

Biweekly Discussion Questions  30%
Reading Memo (1)  10%
Critical Review Paper (1)  30%
Class Participation 30%

Grading System:
The grading scale for this course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 90%</td>
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<tr>
<td>B</td>
<td>89 – 80%</td>
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<tr>
<td>C</td>
<td>79 – 70%</td>
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<tr>
<td>D</td>
<td>69 – 60%</td>
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<td>F</td>
<td>59% and below</td>
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General Course Requirements:
This course is delivered in an asynchronous environment, which means that you will be working at your own pace, subject to the necessary assignment deadlines. Here are some general rules:

- Course discussion is an important part of your learning experience and your grade.
- Complete your weekly assignments before you move on to the next week.
- Always check to see if there are any new course announcements.
- For the purposes of this course, all times are expressed in US Eastern Time.
- Don't wait to learn how to use D2L.
- Use the assigned UNG e-mail account and not your personal e-mail account.
- Should a technical problem arise, address it immediately.
- Observe course “netiquette” and be considerate of others at all times.

It is your responsibility to make sure you have the computer hardware and software that allows you to read and send email, access the internet, and use the D2L website. You will normally use D2L to interact with me and turn in assignments.

Biweekly Discussion Questions (30% of your grade):
You are expected to submit 5 questions concerning each module’s readings. With the exception of Module 1 & 2 (due the second Monday), these questions must be posted on the course dropbox before noon (US Eastern Time) on the first Monday of the two-week period. The dropbox will close at noon. You will not be able to make any submissions after that. When submitting your questions, make sure to include your name and which reading(s) your questions are addressing. Make sure to properly cite the reading(s) by providing name of author, title of material, and page number(s). The questions should not be of the “yes” or “no” type, but they should address broader theoretical or analytical themes. The questions should not merely re-state the author(s) words, but should reveal reflective and critical analysis.

Your weekly questions will be graded using the following criteria (Point Range 3-0):

3 = Student adheres to all requirements of posting, that is the student submits 5 questions before noon on Monday, title of message clearly references discussion theme, questions make proper reference to reading, questions make proper citation of readings by giving page numbers.

2 = Student adheres to some or most of the requirements of posting, that is the student submits 5 questions before noon on Monday, title of message clearly references discussion theme, some readings are not clearly or properly referenced, some questions are not properly cited or lack page numbers.

1 = Student has not adhered to requirements of posting, that is the student submits less than
5 questions before noon on Monday, questions are vague or general, there is no title of message or the message does not refer to the readings, there is no proper citation of material or reference is inaccurate, there is no citation of pages or page number is inaccurate.

0 = Student did not submit questions by noon on Monday.

**Reading Memo (10% of your grade):**

You will be required to write a memo about 4-5 pages long. The memo is a summary and critical review of the biweekly readings. You must submit it to me after the first week’s discussion. After grading it, I will post the memo and make it available to the whole group to serve as reference and study material.

**Critical Review Paper (30% of your grade each):**

You will be expected to write one paper that is at least 4,000 words. It should be typed in Times New Roman, 12-point font, double-spaced, page-numbered and one-inch margins. On the cover page please provide word count, which should not include the cover page, abstract, and bibliography. APSA citation style is recommended but not required (see instructions on D2L). Use footnote instead of endnote.

**The assignment is due on Friday, December 4 before noon (US Eastern Time). No late papers will be accepted, no exceptions!** The papers must be submitted to Turnitin.com using the log-in information below.

- **Class ID:** 10253995
- **Class Password:** fall2015

The papers should be approached as a “critical review essay.” This is a type of paper in which the author reviews the most important ideas raised by the required readings of one particular module and weaves his or her own thesis into the review. In your paper, make sure to include the title and author of the articles or books. It must present a summary of the main arguments and assess them critically. This is the main idea behind the assignment; you must identify the strengths and weaknesses of their arguments. Feel free to include relevant quotations from the readings to illustrate your points. However I reserve the right to deduct lengthy quotes from the total length. Graphs and tables, although relevant to illustrate your argument do not count toward the minimum length requirement.

Here are some things to bear in mind:

1. Settle on the topic first. Feel free to consult me, but start with the pertinent books and articles listed in this syllabus. I strongly recommend that you select which books/articles you want to review carefully and concentrate on a single idea or theme.

2. Review essays follow a general pattern: introduction, summary of the articles/book chapters, critical discussion, and conclusion. These sections should be clear to you as the essay writer and equally clear to the reader. An obvious device is to skip a line between sections. I want you to observe a sharp division between those parts of the paper.

**Introduction.** The introduction to a review essay indicates the general line of argument that the essay writer will pursue. Use your opening paragraph to situate the articles in the context in which they are written, identify the authors’ main theses and approaches, and preview your own critical response. Be economical: this paragraph should require no more than one or two pages.
Summary. Limit the space you devote to a summary of the articles/chapters under review. The summary must not exceed eight pages. If you find that you are using more than half of your paper to recount what is in the texts, you have strayed too far. Remember that you cannot possibly relate all of the points the authors have made; focus on the central arguments and on claims that are most significant to us in this course. Note that as you develop your critical discussion, you can elaborate further upon important points the text has raised. In grading the paper, I look for a summary that is concise and clearly written.

Critical Discussion. In the context of scholarly inquiry, a "critical discussion" evaluates the contribution of the text under review to international relations as a discipline and to global governance in particular. As a starting point, consider how the articles/chapters seek to advance the debate(s) in which the authors have chosen to participate. This means you must situate the work in the intellectual context in which they are written. In particular, you need to identify the controversies or problems that the authors seek to address. Ordinarily, an author will define the context for you as he/she understands it in the preface, introduction, or first part of the article. You may choose to assess whether the readings make an important or useful contribution, whether the evidence supports the authors’ theses, whether the authors have considered alternative explanations for the same outcome, or whether the arguments are internally consistent. Support your arguments with evidence. Note that I weigh the critical discussion most heavily when grading the paper. In the course of your critical analysis, you should refer to other articles. Authors talk to each other in print. If your author, author A, seeks to challenge a theory advanced by author B, then you will have to devote some space, possibly a paragraph, to an exposition of author B’s work. You may also wish to consider how B would respond to A’s critique. It may help to create a conversation between authors even when they have not engaged each other explicitly. Your own response to the debate is important, but it should follow the accurate, concise presentation of the scholarly argument.

Class Participation (30% of your grade):
Participation in class discussion plays an important part in this course, both as a component of your final grade and as a way of learning the material. I expect you to contribute actively to the discussions that will be occurring throughout the course. You are encouraged to offer your own issues and questions for discussion, but they must be appropriate to the subject matter. Participation means adding your own comments and responding to those of others. Because students will not be on-line at the same time, the course will use the discussion board, and not chat rooms, for the course discussion. You need to post your first participation message within 48 hours of the opening of the discussion board (that is, no later than noon on the first Wednesday). Late participation will be penalized (minus 1 point). Weekly class discussions must be completed before you move on to the next week. Biweekly class discussions will close at noon on the Monday after the two-week period. You will not be able to participate after that.

Your weekly class participation will be graded using the following criteria (Point Range 3-0):
3 = Participation is extensive and coherent; all of the week’s themes are discussed; arguments are clearly stated; topic/theme/controversy builds from and into the course’s topics and goals; student clearly makes an effort to build on the week’s discussion by effectively incorporating material from the course and other courses; student participates at least once within 48 hours of the opening of the discussion board (this means more than one posting
per week)
2 = Some or most themes are discussed; discussion refers to the readings but misses on originality or freshness (lacks effort to interpret material in an interesting and original way); discussion would have been enhanced by the use of additional sources (both in quality and quantity); this means more than one posting per week
1 = Participation was not consistent, sufficient, focused or logical; few postings throughout the week; contributions consisting mostly of sparse postings such as “I agree,” “Yes, you are right,” “I see your point;” contributions stray from the week’s theme
0 = Student did not participate in that week’s discussion

Computer Skills Requirements:
In order to effectively participate in this class, you will need to be able to use e-mail, type, save and attach documents to your e-mail communications, log-in to 2DL, post messages on discussion boards, save and upload documents in different formats, including but not limited to MSWord and PDF format. If you have questions regarding any of these issues, please do not hesitate to contact me.

Guidelines for Online Communications:

Email Guidelines:
- Always include a subject line.
- Remember without facial expressions some comments maybe taken the wrong way.
- Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts. You never know what fonts someone else's machine can read!
- Avoid sending large attachments.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members.

Discussion Group Guidelines:
- Discussion is the heart of the course, so don't be bashful.
- Complete your weekly assignments and that includes class board discussions before you move on to the next week.
- Review the discussion threads thoroughly before joining the discussion.
- Try to maintain threads by using the “Reply” button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other class members.
- Read the comments of other class members thoroughly before entering your remarks.
- Be positive and constructive in-group discussions.
- Respond in a thoughtful and timely manner.

Response Time Expectations:
When contacting me through e-mail, you should expect to receive a reply within 48 hours. Normally the response will be sooner. It may take longer from me to respond during week-ends (from Friday afternoon to Monday morning). You can contact me by phone at 706-864-1870 during my regular office hours. Please note that all times are U.S. Eastern Time.

Syllabus Changes:
I reserve the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, I will immediately notify you of such changes both by announcing it in class,
emailing you, and posting both notification and nature of change(s) on the course bulletin board in D2L.

**Policy Regarding Make-ups and Incomplete Grades:**
Make up opportunities and incomplete grades will be given at my discretion and in accordance with UNG policy.

**Accommodation for Students with Disabilities:**
University of North Georgia is committed to equal access to its programs, services, and activities, and welcomes otherwise qualified students with disabilities. Students who require accommodations and services must register with Disability Services and submit supporting documentation. Disability Services provides accommodation memos for eligible students to give to their instructors. Students are responsible for making arrangements with instructors, and must give reasonable prior notice of the need for accommodation.

**Contact Information for Disability Services:**
- § Gainesville Campus: Carolyn Swindle, Assistant Director, carolyn.swindle@ung.edu, Dunlap-Mathis Building, Room 107, 678-717-3855
- § Dahlonega Campus: Thomas McCoy, Assistant Director, thomas.mccoy@ung.edu, Stewart Student Success Center, Room 313, 706-867-2782
- § Oconee Campus: Erin Williams, Assistant Director, erin.williams@ung.edu, Administration Building, Room 112, 706-310-6202
- § Cumming Instructional Site: Nicola Dovy, Director, nicola.dovy@ung.edu or Beth Bellamy, Test Facilitator, beth.bellamy@ung.edu 678-717-3855. (For on-site assistance, contact Rebecca Rose, Head Librarian, rebecca.rose@ung.edu, Library University Center 400, 470-239-3119.

**Academic Integrity Policy:**
Student Code of Conduct: Please review the [Student Code of Conduct](http://www.deanofstudents.ung.edu) located on the [Dean of Students](http://www.deanofstudents.ung.edu) website.

**Plagiarism and Turnitin.com:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Any instance of plagiarism or cheating will result in a zero grade for the assignment and/or a failing grade for the course (“F”) depending on the severity of the offense and to be determined by the instructor.

**Copyright:** Both Federal and State laws forbid the unlawful duplication of copyrighted computer software or other reproductions of copyrighted material. In accordance with these policies, University of North Georgia expressly forbids the copying of such materials supplied by or used in the University. Unlawful duplication of copyrighted materials by a user may result in disciplinary action by the University under the Student Code of Conduct (Non-Academic Infractions--Prohibitions, Theft), and/or possible criminal action by the owner of the copyright.

Please review the [Supplemental Syllabus](http://www.ung.edu) for the following information:
1. Academic Exchange
2. Academic Success Plan Program
3. Class Evaluations
4. Course Grades and Withdrawal Process
5. Inclement Weather
6. Smoking Policy

**Required Textbook:**

**Course Schedule:**

**Module 1: Political History of Modern China (Week 8/17-8/31)**
1. Joseph, Ch.1-4, pp. 1-146.
   http://www.ft.com/intl/cms/s/2/69d203f4-2af1-11e5-8613-c7aedbb7bdb7.html#axzz3gXqCBBg2
   http://www.newyorker.com/magazine/2015/04/06/born-red
   http://www.nytimes.com/2015/01/05/world/chinas-maoists-are-revived-as-thought-police.html

**Suggested:**
1. Saich, Ch.1-3, pp. 1-84.
4. History Chanel documentary, “Engineering an Empire: China,”
   https://www.youtube.com/watch?v=Qsd05kjnayM
   https://www.youtube.com/watch?v=I5cl0GjPljy4&list=PLteA7REEGBx-TcgHw1WHZPlwKpMcFqwsG
   https://www.youtube.com/watch?v=1L6aTHtZF00&list=PLteA7REEGBx-TcgHw1WHZPlwKpMcFqwsG
7. USC USC China Institute documentary, “Assignment China: China-the Chinese Civil War,”
   https://www.youtube.com/watch?v=Jfhiq8oBBCQ&list=PL90A1D34D81B78C75
8. Film, “To Live,” https://www.youtube.com/watch?v=ZB7HYhUpDz8
   https://www.youtube.com/watch?v=rHfXzG46faA&index=3&list=PLteA7REEGBx-TcgHw1
Module 2: The Chinese Communist Party and the Chinese State (Week 8/31-9/14)

1. Saich, Ch. 4-6, pp. 85-190.
2. Joseph, Ch.6, pp.192-223.

Suggested


12. PBS documentary, “China from the Inside: Power and the People,” https://www.youtube.com/watch?v=qSFcAK5s4nU


**Module 3: Chinese Political Economy (Week 9/14-9/28)**

1. Saich, Ch.9, pp. 244-275.
2. Joseph, Ch.8, pp.254-292.


Suggested

Module 4: Public Policy & State-Society Relations (Week 9/28-10/12)
1. Saich, Ch.7, 8, 10, pp.191-243, 276-312.
6. Carrie Gracie, White Horse Village series, BBC.
http://www.bbc.co.uk/news/resources/idt-dd0e6fd5-12fc-4a4a-a0eb-4ef064900f92
https://www.washingtonpost.com/world/she-was-a-quiet-commercial-lawyer-then-china-turned-against-her/2015/07/18/fe45876c-2b3d-11e5-960f-22e4ba982ed4_story.html
http://www.ft.com/intl/cms/s/2/a6d2a690-6545-11e4-91b1-00144fca8d4_story.html

Suggested:
2. HBO documentary, “China's Unnatural Disaster: The Tears of Sichuan Province,”
https://www.youtube.com/watch?v=XfMTDmaWIt0
https://www.youtube.com/watch?v=0pBK34t8XTI
https://www.youtube.com/watch?v=6YlQaJYe_c_g
5. BBC documentary, “China’s Billionaires” Club,”
https://www.youtube.com/watch?v=IehcqptpQ3Y

Module 5: The Periphery: Tibet, Xinjiang, Hong Kong & Taiwan (Week 10/12-10/26)
1. Joseph, Ch.15-18, pp.401-484.

Suggested:
1. Nathan & Scobell, Ch.8-9, pp.195-239.
Module 6: International Relations Theory & Sino-American Relations (Week 10/26-11/9)

1. Nathan & Scobell, Ch.1-4; pp. 3-113.

Suggested:


25. USC US-China Institute documentary, “Assignment: China-Opening up,” [https://www.youtube.com/watch?v=IBEoliTl40&list=PL90A1D34D81B78C75](https://www.youtube.com/watch?v=IBEoliTl40&list=PL90A1D34D81B78C75)


27. USC US-China Institute documentary, “The Pivot” [https://www.youtube.com/watch?v=8uWcQtAoRFs&index=6&list=PL90A1D34D81B78C75](https://www.youtube.com/watch?v=8uWcQtAoRFs&index=6&list=PL90A1D34D81B78C75)


29. USC US-China Institute documentary, “The Week that Changed the World,” [https://www.youtube.com/watch?v=uyCZDvec5sY&list=PL90A1D34D81B78C75](https://www.youtube.com/watch?v=uyCZDvec5sY&list=PL90A1D34D81B78C75)

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**Module 7: Negotiating Relationships with the World (Week 11/9-11/20)**

1. Nathan & Scobell, Ch.5-7, pp. 114-191.


*Suggested:*


http://www.newyorker.com/magazine/2015/08/10/learning-to-speak-lingerie

**Module 8: China in Global Governance (Week 11/30-12/4)**


http://www.brookings.edu/research/papers/2015/07/china-regional-global-power-dollar

*Suggested:*

1. Nathan & Scobell, Ch.12, pp. 318-342.


December 4 (F): Critical review paper due in D2L Dropbox