

# **POLS 3930 Introduction to Chinese Politics**

Tue/Thu 2:15 PM–3:30 PM, Room: MCG 121

Department of Political Science

Saint Louis University

Spring 2024

## **Instructor**

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Office hours: Wednesday 10:00 AM–11:00 AM or by appointment

## **Course Description**

The 21<sup>st</sup> century is witnessing China's rapid rise as a global superpower. China's politics and policies have widespread influence on other countries and regions. This course is designed to help students gain a thorough understanding of China against the backdrop of its growing global influence. Students will learn about China's transition ex-



posed to choose articles or chapters of interest at the beginning of the semester. Ideally, a presenter should summarize the gist, illustrate the reasoning and share his or her critiques of the article. The presentation slides should be sent to me the day prior to the presentation.

#### 4. Midterm Exam (30%)

- The midterm exam is close-book and close-notes. It consists of multiple choice questions and short essay questions. Students are supposed to remember some factual knowledge and demonstrate a fair understanding of the required readings. The exam will last 90 minutes in the computer lab in McGannon Hall 118. Students are supposed to complete the exam on a computer. I will proctor the exam, and no one is allowed to use a computer/laptop/cellphone to cheat.

#### 5. Research Paper (40%)

- This is an upper-level political science course, and there is no final exam. Instead, students will be expected to complete a research paper in which they will empirically explore a question related to China. Writing guidelines will be offered throughout the semester. Materials cited in the paper should follow an academic citation style, which is detailed below.

## Citation Style

Students should follow the [Style Manual for Political Science](#), which was created by the American Political Science Association and revised in 2018. Within the main text of the paper, they should use two types of formats, **Author (Year)** and **(Author Year)**.

1. Arena (2014) argues that extant literature is largely based on descriptive analysis.
2. This finding is consistent with other research that adopts a different analytic approach (Arena 2014).

At the end of the paper, however, students should compile a list of references in accordance with the following formats, depending on the type of cited documents.

#### 1. Books and book chapters

- Davidson, Roger H., Walter J. Oleszek, Frances E. Lee, and Eric Schickler. 2016. *Congress and Its Members*, 14th edition. Washington, DC: CQ Press.
- Halchin, L. Elaine. 2001. "And This Parent Went to Market: Education as Public Versus Private Good." In *School Choice in the Real World*, eds. Robert

Maranto, Scott Milliman, Frederick Hess and April Gresham, 39–57. Boulder, CO: Westview.

- Hermann, Margaret G. 1984. "Personality and Foreign Policy Decision Making: A Study of Fifty-Three Heads of Government." In *Foreign Policy Decision Making*, eds. Donald A. Sylvan and Steve Chan, 133–52. New York: Praeger.

## 2. Journal articles

- Aldrich, John H. 1980. "A Dynamic Model of Presidential Nomination Campaigns." *American Political Science Review* 74 (3):651–69.
- Chambers, Simone. 2018. "Against Democracy. By Jason Brennan." Review of *Against Democracy*, Jason Brennan. *Perspectives on Politics* 16 (2):503–5. doi:10.1017/S153759271800066X.

## 3. Newspapers and magazines

- Pruffer, Olaf. 1964. "The Hopewell Cult." *Scientific American*, December 13–15.

## 4. Websites, blogs and social media

- Sides, John. 2008. "Who Will Win the Nominations?" *The Monkey Cage* [blog], January 3. [http://themonkeycage.org/2008/01/who\\_will\\_win\\_the\\_nominations/](http://themonkeycage.org/2008/01/who_will_win_the_nominations/).

## 5. Thesis or dissertation

- Munger, Frank J. 1955. "Two-Party Politics in the State of Indiana." PhD diss. [or Master's thesis.] Harvard University.

## 6. Conference papers

- Meoird, Dwain, and Brian Ripley. 1987. The Cognitive Foundation of Regime Theory. Paper presented at the Annual Meeting of the American Political Science Association, Chicago.

## Deadlines and Grading

- February 13<sup>th</sup>: decide the topic of the policy paper.
- March 7<sup>th</sup>: the midterm exam is scheduled between 2:15–3:45 PM in MCG 118.
- March 26<sup>th</sup>: complete a preliminary literature review of the research question.
- April 16<sup>th</sup>: decide how to empirically examine the research question.
- May 14<sup>th</sup>: the full paper is due at midnight.

I will round final grades. Letter grades are determined by the grading scale below.

A	2	[93, 100]	A-	2	[90, 92]			
B+	2	[87, 89]	B	2	[83, 86]	B-	2	[80, 82]
C+	2	[77, 79]	C	2	[73, 76]	C-	2	[70, 72]
D	2	[60, 69]						
F	2	[0, 59]						

## Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost’s Office website at: <https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>. Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

**Most importantly, copying and pasting content generated by AI-powered tools such as ChatGPT is considered as plagiarism.**

## Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at [accessibility\\_disability@slu.edu](mailto:accessibility_disability@slu.edu) or by phone at 314.977.3484. Once approved, information about a student’s eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor’s official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact CADR. Confidentiality will be observed in all inquiries.

## **Title IX**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator that you shared an experience relating to Title IX. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies and for resources, please visit the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

## **Student Support Resources**

### **University Counseling Center**

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as ad-

to you.

- For concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.
- Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on the Well-being page of the SLU website.

If you or someone you know is experiencing a crisis, please consult the Crisis Support and Warning Signs on the University Counseling Center website. In the spirit of *cura personalis*, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

### **Basic Needs Security**

Students experiencing food insecurity, housing insecurity, and any other challenges that are impacting their personal and/or academic wellbeing are encouraged to contact the Dean of Students Office for support. Students can submit an intake form, email

- Spence, Jonathan D. 2013. "The End of the Dynasty." In *The Search for Modern China* W. W. Norton. Chapter 11, pp. 234–254.

## 2. Jan 25 (Thu) The Rise of the CCP

- Lieberthal, Kenneth. 2003. "The Republican Era." In

## 2. Feb 8 (Thu) Reform and Opening Up

- Kennedy, John James. 2019. "Rural China: Reform and Resistance" In *Politics in China: An Introduction*, eds. William A. Joseph. 3<sup>rd</sup> Edition. Oxford University Press. Chapter 9, pp. 317–346.
- [China: A Century of Revolution Part III](#). [Documentary]
- (Recommended) "

- Chen, J., & Zhong, Y. 2002. "Why Do People Vote in Semicompetitive Elections in China?" *The Journal of Politics* 64(1):178–197.
- Truex, R. 2014. "The Returns to Office in a 'Rubber Stamp' Parliament." *American Political Science Review* 108(2):235–251.

## 2. Feb 22 (Thu) The Judiciary

- White, Tyrene. 2019. "China's Legal System." In *Politics in China: An Introduction*, eds. William A. Joseph. 3<sup>rd</sup> Edition. Oxford University Press. Chapter 7, pp. 237–273.
- Zhou, H., Liu, J., He, J., & Cheng, J. (2021). "Conditional Justice: Evaluating the Judicial Centralization Reform in China." *Journal of Contemporary China* 30(129):434–450.

## Week 7 Political Economy

### 1. Feb 27 (Tue) Economic Development

- Zweig, David. 2019. "China's Political Economy." In *Politics in China: An Introduction*, eds. William A. Joseph. 3<sup>rd</sup> Edition. Oxford University Press. Chapter 8, pp. 274–314.
- Naughton, B. 2017. "Is China Socialist?" *Journal of Economic Perspectives* 31(1):3–24.
- Congressional Research Service. 2015. "China as the World's 'Largest Economy.'" In *Focus* 10110, Version 3, January 29<sup>th</sup>.
- Schnell, Mychael. 2023. "House Unanimously Passes Bill to Work to Remove China's 'Developing Country' Label." *The Hill*, March 27

## Week 8 Midterm Exams

1. Mar 5 (Tue) Exam Review
2. Mar 7 (Thu) Midterm Exam

## Week 9 Spring Break (No Class)

## Week 10 Contentious Politics

### 1. Mar 19 (Tue) Stability Maintenance

- Chen, X. (2009). "The Power of 'Troublemaking': Protest Tactics and Their Efficacy in China." *Comparative Politics* 41(4):451–471.
- Lee, C. K., & Zhang, Y. 2013. "The Power of Instability: Unraveling the Microfoundations of Bargained Authoritarianism in China." *American Journal of Sociology* 118(6):1475–1508.
- (Recommended) Chen, X. 2013. "China at the Tipping Point? The Rising Cost of Stability." *Journal of Democracy* 24(1):57–64.

### 2. Mar 21 (Thu) Prospect of Democratization

- Rowen, Henry S. 1996. "The Short March: China's Road to Democracy." *The National Interest* 45:61–70.
- Liu, Yu and Dingding Chen. 2012. "Why China Will Democratize." *The Washington Quarterly* 35(1):41–63.
- Li, Eric X. 2013. [A Tale of Two Political Systems](#). [Ted Talk]
- (Recommended) Pan, Philip. 2018. "The Land That Failed to Fail." *New York Times*, November 18<sup>th</sup>.

## Week 11 Public Opinion

### 1. Mar 26 (Tue) Regime Resilience

- Cunningham, Edward, Tony Saich and Jesse Turiel. 2020. "[Understanding CCP Resilience: Surveying Chinese Public Opinion through Time](#)." Ash Center for Democratic Governance and Innovation. July 2020.
- Tang, Wenfang. 2018. "The 'Surprise' of Authoritarian Resilience in China." *American Affairs* 2(1):101–117.
- Pan, J., & Xu, Y. 2018. "China's Ideological Spectrum." *The Journal of Politics* 80(1):254–273.

2. Mar 28 (Thu) Easter Break (No Class)

Week 12 Corruption and Anti-Corruption Campaigns

1. Apr 2 (Tue) The Scope of Corruption

- Ang, Yuen Yuen. 2020. "Introduction: China's Gilded Age." In *China's Gilded Age: The Paradox of Economic Boom and Vast Corruption*. Cambridge University Press. Chapter 1, pp. 1–22.
- Ang, Yuen Yuen. 2020. "Unbundling Corruption across Countries." In *China's Gilded Age: The Paradox of Economic Boom and Vast Corruption*. Cambridge University Press. Chapter 2, pp. 23–51.

2. Apr 4 (Thu) Effects of Anti-Corruption Campaigns

- Tsai, L. L., Trinh, M., & Liu, S. 2022. "What Makes Anticorruption Punishment Popular? Individual-Level Evidence from China." *me9(1ies)ruption*

- Wallace, Jeremy L. 2016. "Juking the Stats? Authoritarian Information Problems in China." *British Journal of Political Science* 46(1):11–29.
- Chen, Wei, Xilu Chen, Chang-Tai Hsieh and Zheng (Michael) Song. 2019. "A Forensic Examination of China's National Accounts." *Brookings Papers on Economic Activity*, Spring, 77–141.
- Ewe, Koh. 2023. "[Amid Rising Joblessness, China Stops Publishing Its Youth](#)

## 2. Apr 25 (Thu) Population Crisis

- Peng, X. 2011. "China's Demographic History and Future Challenges." *Science* 333(6042):581–587.
- White, Tyrene. 2019. "Policy Case Study: Population Policy." In *Politics in China: An Introduction*, eds. William A. Joseph. 3<sup>rd</sup>