

GLOBAL 151Q/GEO 164: Global China

Spring 2020

Instructor: Professor Crystal Chang (Cohen)

Email: crystalchang@berkeley.edu

Office Hour Location: 101 Stephens Hall, Cubicle 120A

Office Hour Schedule & Sign-up: <https://www.wejoinin.com/sheets/zklfe>

Lecture: T/Th 2:00-3:30pm

Location: 575 McCone

Take-Home Final Due: 5/15/19

COURSE DESCRIPTION

Over the past two decades, China has emerged as an important player in the international arena. The country has the world's largest population (1 in 5 people), and its economy may soon become the largest in the world. To become an active participant in today's global economy requires a basic understanding of China's historical development and its growing role in the Asia-Pacific region and beyond.

The first part of the course will briefly cover key turning points in China's modern period, such as the establishment of the People's Republic of China in 1949, the beginning of economic reforms in 1978, and China's accession to the World Trade Organization in 2001 – all of which are necessary for understanding the country's political economy today. The second part of the course will look at the unique contours of Hong Kong and Taiwan's historical paths and how they fit into the contemporary story of Greater China. The third part of the course will focus on President Xi Jinping's vision for China's role in the world, as the key political, economic and social challenges he faces in implementing that vision.

No prior knowledge of China is required.

COURSE OBJECTIVES

By the end of the course, you should be able to:

- Identify all provinces and territories of Greater China
- Understand the institutional underpinnings of the Chinese economy
- Intelligently discuss Xi Jinping's "China Dream"
- Confidently articulate complex ideas in a public setting
- Collaborate effectively in a team

COURSE REQUIREMENTS

Required Texts and Technologies

1. The weekly readings can be downloaded from the Modules section of bCourses.
2. Students are required to purchase and download the TopHat app to their smartphone. Cost is \$18/semester.
3. Each student is required to purchase ONE of the following books for the book report.
 - *Age of Ambition: Chasing Fortune, Truth and Faith in the New China* (2014) by Evan Osnos
 - *China's Future* (2016) by David Shambaugh

Requirements for Academic Credit

Participation and Attendance	10%	Attendance, participation, and in-class quizzes via Tophat.
Course Engagement	5%	Course Engagement is assessed at end of the semester.
Reading Reflections	20%	Weekly reflections due by 1pm on Tuesdays. Four will be graded.
Map Quiz*	5%	Map Quiz will be given at 2:10pm on Thursday, 2/6.
Book Report*	20%	Book Report due by 1om on Thursday, 4/30.
Team Debate*	15%	Individual Motion Brief due by 10pm on the Monday before your debate. Team Slide due by 1pm on the Wednesday before your debate.
Final Paper*	25%	Final Paper due by 10pm on TUE, 5/10.

NOTE: In order to pass, you must submit ALL course requirements marked with an asterisk above and receive a 70% in the course. Failure to complete one of the course requirements could result in an automatic 'F' in the course.

Participation and Attendance – 10% of final grade

Attendance at both two weekly lectures is required. Your active and respectful participation in classroom discussions is not only a crucial part of your grade, but also contributes to a more engaging and productive learning environment for the class. The TopHat app will be used to track attendance, conduct in-class surveys, and give reading quizzes. It is required that every student purchase TopHat by Tuesday, 1/28. If you see a discrepancy in your TopHat points, you must bring the issue to my attention via email within 48 hours of the class in which the points are disputed. If you have a documented absence and you notify me **before** your absence, I may decide to assign the missed TopHat points to you as homework to be made up. In these rare instances, you will have three days to submit the missed answers. Otherwise, missed TopHat points cannot be made up via extra credit.

Course Engagement – 5% of final grade

Course Engagement will be assessed at the end of the semester according to the rubric below. This portion of your grade will reflect your personal interest and investment in the course. A score ≥ 9 is earned by 1) listening carefully to what others say, 2) staying up to date on the assigned materials, 3) consistently contributing to class discussions, 4) staying off of laptops and phones during class, and 5) paying close attention in lecture. If you are less inclined to speak up in class, you can make it up by coming to office hours.

Grading Rubric for Course Engagement

1-2 pts	3-4 pts	5-6 pts	7-8 pts	9-10 pts
Not Passing: Did not ask or answer questions, nor show any interest in the course materials. Missed most class meetings.	Poor: Did not ask or answer questions in class, but showed some interest in the course materials. Missed a considerable number of classes.	Passing: Occasionally asked and answers questions and showed considerable interest course materials. Missed a few classes.	Good: Frequently asked and answered questions while demonstrating sincere interest in course materials and views of colleagues. Missed 1-2 class meetings.	Excellent: Consistently, thoughtfully, and respectfully engages every week with instructor, colleagues and course materials. Never missed a class meeting.

Reading Reflections – 20% of final grade

Students are required to submit a weekly reading reflection as a PDF file by 1pm on Tuesdays in the Assignments section of bCourses. We will randomly select which of your reflections during a three-week block will be graded. The weekly blocks are as follows: (1,2,3), (4,5,6), (7,8,9), and (10,11,12). Grades will be released at the end of the block. **If you have an Individual Motion Brief due, then you do not have to turn in a CTE that week.** Missed reflections cannot be made up via extra credit. Late reflections will not be accepted.

Each reflection will be graded on a 16-point scale according to the rubric below. These weekly assignments provide an opportunity for students to critically analyze the and hone writing skills. There is a 400 word limit for the weekly reflection. Please double-space, number your answers, and include the word count. For full credit, answer all the questions in the Assignment description in bCourses.

Grading Rubric for Critical Thinking Exercises

<8 pts	9-10 pts	11-12 pts	13-14 pts	15-16 pts
Not Passing: Assignment is missing or reflects very little effort.	Poor: Assignment reflects very minimal effort or is incomplete.	Passing: Assignment is either short on analysis or exhibits limited comprehension of materials. The answers are not well-edited and may be difficult to follow. Not all required materials are mentioned.	Good: Assignment reflects considerable effort and engagement with the topics, but some of the answers may be superficial. Not all of the assigned materials are mentioned. No quotes or citations.	Excellent: Assignment is very thoughtful, thorough, and well-edited. It clearly demonstrates deep engagement with and comprehension of all assigned materials. Includes quotes and/or citations from the readings. Adheres to stated all guidelines. No spelling errors.

Map Quiz – 5% of final grade

There will be an in-class map quiz on Thursday, February 6. You will be asked to identify provinces and key cities on a current map of Greater China, as well as neighboring countries. Please arrive promptly as the quiz will be given at the beginning of class. You will have 10 minutes to complete the quiz. A study guide will be distributed in class and will also be available for download from the Map Quiz Folder in the Files Section of bCourses. There will be no make-up map quiz unless you have a documented medical or family emergency. This quiz is mandatory even if you are taking the course P/NP.

Book Report – 15% of final grade

The Book Report must be uploaded as a PDF to Assignments section bCourses by 1pm on Thursday, April 30, the last day of class. Each student is required to pick one of the books listed on the first page of this syllabus. I have hand selected and read every one of these books. Late reports submitted after 10pm will be docked one full grade per 24 hours after deadline. There are 16 possible points for the book report.

The report should be double-spaced, formatted as a 5-paragraph essay, and limited to 750 words. Answer each of the following questions in a separate paragraph: 1) What do you consider to be TWO main themes of the book? 2) How does the book reflect one or more of the other concepts from Weeks 1-3? 3) How would you connect a theme of this book to another assigned reading from the course? 4) What was the most memorable passage or moment from the book and why did it speak to you? 5) Did you personally connect to the book in any way (if so, how) and would you recommend it to a friend? No introductory paragraph is required. **Do not include your name in the uploaded file or in the file name.** This book report is mandatory even if you are taking the course P/NP.

Grading Rubric for Book Report

<8 pts	9-10 pts	11-12 pts	13-14 pts	15-16 pts
Not Passing: Assignment is missing or reflects very little effort.	Poor: Assignment reflects very minimal effort or is incomplete.	Passing: Assignment is either short on analysis or exhibits limited comprehension of materials. The answers are not well-edited and may be difficult to follow. Not all required materials are mentioned.	Good: Book report reflects considerable effort and engagement with the book, but some of the answers may be superficial. Not all of the assigned materials are mentioned. No quotes or citations.	Excellent: Book Report is very thoughtful, thorough, and well-edited. It answers all required questions and clearly demonstrates a deep engagement and understanding of the book. Includes quotes and/or citations from the book and other readings. Adheres to all guidelines. No spelling errors.

Team Debate – 15% of final grade

Throughout the semester, there will be weekly Oxford-style debates between teams of three. Students taking the course P/NP must participate in a debate. To get a sense of what good Oxford-style debate look like, check out: <https://www.intelligencesquaredus.org/debates> .

To prepare for the debate, each student is required to write an Individual Motion Brief which is due by 1pm on the Monday before the debate. It is graded on a 16 point scale. This short research paper should: 1) succinctly state whether you support or oppose the motion, 2) offer THREE compelling arguments in support of your position, and 3) address ONE potential counterargument by the other side. Your brief must be uploaded to bCourses by 10pm on the Monday before your debate to give each team time to coordinate and practice their presentations before the debate. A single uncluttered team slide (Google Slide) that lays out your team's main arguments and/or evidence must be emailed to the instructor by 1pm on the Wednesday before the debate.

The brief should be in 12-point font, be double-spaced, limited to 750 words, and include parenthetical in-text citations and a MLA-formatted Works Cited page. For instructions on the MLA citation format:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html . **Do not include your name on the paper or in the file name, but do include the word count.** Late papers will be docked one full grade per 24 hours after deadline.

This motion brief requires each student to do their own research. Although you may reference materials from the course, your paper must cite a variety of high quality sources and include **at a minimum**:

1. The required readings for that week. These are the sources that the other students will be reading, so it is important that you read them also.
2. ONE book from UCB libraries, either from a major University Press or a major publisher (limited to: Routledge, Springer, W.W. Norton, Simon & Schuster, Vintage, Penguin, Wiley & Sons, Palgrave Macmillian, SAGE, and M.E. Sharpe). You are required to go to the library and check out a book. Take a photo of the book with your phone and include it at the bottom of your brief.
3. TWO peer reviewed journal articles from the UCB library website. Look on the left side navigation window and check the box to see only peer-reviewed journal articles. Make sure your journal articles are properly cited.
4. TWO Chinese news sources (South China Morning Post, Taipei Times, Caixin Global, China Digital Times)
5. TWO articles from a major English language newspaper (limited to: *New York Times*, *Washington Post*, *The Guardian*, *BBC*, *NPR*, *Newsweek*, *Politico*, *Al Jazeera*, and *The Economist*).

Grading Rubric for Individual Motion Brief

< 8pts	9-10 pts	11-12 pts	13-14 pts	15-16 pts
Not Passing: Assignment is missing.	Poor: Assignment reflects minimal effort or is incomplete.	Passing: Assignment reflects some effort and engagement with the debate topic, but is short on analysis and/or evidence. Does not closely follow guidelines.	Good/Very Good: Assignment shows engagement with the topic and draws evidence from vetted sources. Decent support of position but does not adequately consider counterarguments. Meets most guidelines. Some grammatical and spelling errors. Some issues with Works Cited page.	Excellent/Outstanding: Brief is well-researched and logically organized. Arguments are nuanced, thoughtful and well-supported. Brief clearly demonstrates deep engagement with key issues on both sides of the debate. Meets all guidelines and required sources. No grammatical/spelling errors. Multiple in-text citations. Works Cited page is flawless.

Each debate will be organized as follows. Team A **supports** the motion, while Team B **opposes** the motion.

1. TopHat vote will be taken to see where the audience stands on the motion.
2. Team A Presenter #1 will have 3 minutes to deliver an opening statement that supports the motion. The opening statement should grab the audience’s attention and present key arguments/evidence.
3. Team B Presenter #1 will have 3 minutes to deliver an opening statement that opposes the motion. The opening statement should grab the audience’s attention and present key arguments/evidence.
4. Both teams given 3 minutes to discuss and prepare rebuttals.
5. Team A Presenter #2 will have 3 minutes to offer a rebuttal to Team B Presenter #1’s opening statement and provide a somewhat different angle and set of arguments/evidence than Presenter #1.
6. Team B Presenter #2 will have 3 minutes to offer a rebuttal to Team A Presenter #1’s opening statement and provide a somewhat different angle and set of evidence than Presenter #1.
7. Team A Presenter #3 will have 3 minutes to deliver closing remarks, which is an opportunity to reiterate their team’s key points, sell their argument, and convince the audience to vote for their team.
8. Team B Presenter #3 will have 3 minutes to deliver closing remarks which is an opportunity to reiterate their team’s key points, sell their argument, and convince the audience to vote for their team.
9. Each team will have an opportunity to ask the other team 1- questions, then there will be a short Q&A from the audience before a TopHat vote to determine the winner of the t4debate.

The debate performance is graded on a 5 point scale and the same grade will be shared by all team members, so you will have to hold each other responsible. The debate slide is due by 1pm on the Wednesday before the debate and will be part of the team performance grade. The slide should clearly state whether your team is FOR or AGAINST the motion, summarize your key arguments, and be uncluttered. Avoid colorful backgrounds, too many images and small font. The slide should be clear and to the point. The team performance will be graded per the rubric below.

Grading Rubric for Debate Performance

0-1 pt	2 pts	3 pts	4 pts	5pts
Not Passing: Does not show up for the debate	Poor: Team does not demonstrate preparation or understanding of key issues.	Passing: Team demonstrates some preparation but seems ill-prepared. Comprehension of key issues and evidence presented is weak.	Very Good: Team demonstrates firm grasp of key issues. However, the statements are not well-rehearsed and well-coordinated, or do not adequately address the opposition's arguments.	Outstanding: Team demonstrates strong grasp of key issues. Presentations were clearly rehearsed and delivered persuasively. Team slide is clear, compelling, and submitted on time. Team shows internal cohesion and is clearly prepared to handle counterarguments presented by the other side.

Finally, there will also be a brief debate reflection worth 2 points and is due within one week of your debate. The directions can be found in the Assignments section of bCourses.

Final Paper – 25% of final grade

The final paper will be distributed on the last day of class and due by 10pm on Sunday, May 10. The paper will ask you to synthesize and reflect upon material from the entire semester. Paper guidelines and grading rubric will be distributed on the last day of class. The paper does not require outside research, but rather will ask students to reflect upon and synthesize the entire semester's course materials. Late papers will not be graded and will automatically result in an "F" in the class.

Extra Credit Opportunity - .5% of final grade

There is only one opportunity to earn extra credit for this course. Each semester, there are typically a number of interesting guest lectures and events across campus related to China. You can subscribe to the mailing lists of the Center for Chinese Studies and the Institute of East Asian Studies to find out when these talks will take place. I will also periodically post events in the Announcements section of bCourses. I highly recommend going to the BAMPPFA to see *One China Nation* about China's One Child Policy on 2/2 or 2/21.

To earn .5% toward your Course Engagement grade, you must attend one event during the semester and send me an email (300-400 words) that answers the following questions: 1) What were the main arguments made by the speaker, 2) What new perspectives did you learn about China, 3) How did the event related to what we have learned in class? 4) Did you have any critiques of the talk? Include in your email a selfie taken of you at the event to prove to me that you were there. This event and accompanying report must be sent by Thursday, 5/7.

COURSE POLICIES

bCourses

There is a bCourses site for this class. I urge you to download the Canvas app to your smartphone and visit the Announcements and Modules section often to 1) see what is on the agenda for each upcoming lecture, 2) download the required readings, 3) check for upcoming assignment due dates, and 4) stay on top of any changes to the syllabus. The Modules section of bCourses will serve as your guide to the course.

Course Etiquette

Cellphones, iPads, and laptops are strictly prohibited during class, unless you are working in teams or answering TopHat questions. I will announce when electronic devices are allowed and when they are to be put away. Multiple studies have shown that students with open laptops remember and retain less lecture content than those without laptops. Furthermore, digital devices also distract those sitting around you. If I discover that you are using an electronic device for personal reasons during class, you may be asked to leave the class and could lose all TopHat participation points for the day.

This course will touch upon sensitive topics. In order to provide an intellectually and emotionally safe environment, I expect all students to be respectful of the views and personal experiences of their colleagues. I welcome and encourage lively debate in the classroom, but personal attacks and offensive remarks will not be tolerated. If at any time you feel that the classroom environment has become hostile or uncomfortable for you, please discuss with me immediately.

Allow 48 hours for me to respond to your emails. If you have not heard back from me within this timeframe, send me a follow-up email. Please understand that I am not ignoring you. I am simply swamped by daily emails.

Late Policy

Extensions and incompletes are only approved for students with a documented family or medical emergency. If an assignment is turned in late, it will be docked one FULL grade per day after the deadline (i.e., an "A-" will receive a "B).

Grading Criteria and Scale

- **A (93-100) Outstanding.** Exceptionally well-crafted argument which demonstrates deep understanding of readings and concepts. Student is able to synthesize themes and topics across weeks and across texts. Assignment is well-organized with no grammatical errors and includes accurate and appropriate citations.
- **A- (90-92) Excellent.** Clear mastery of the material and good use of evidence, though there may be some minor flaws in the essay's organization, grammar, and/or citations.
- **B+ (87-89) Very good.** Strong grasp of the material but the argument lacks crispness, originality, and deep reflection. A couple major flaws in organization, evidence, grammar, and/or citations.
- **B (83-86) Good.** Good understanding of some concepts, but essay does not have a clear argument and contains insufficient or flawed evidence. Major errors in organization, evidence, grammar, and/or citations.
- **B- (80-82) Pretty Good.** Some interesting ideas, but the logic of the essay is difficult to follow and the evidence presented is seriously flawed. Major organizational and grammatical flaws. Few if any citations.
- **C+ (77-79) Fair.** The paper demonstrates minimal effort but does not reflect a close reading or good understanding of course material. Serious organizational and grammatical flaws. Often no citations.
- **C (73-76) Passing.** Argument, evidence, and grammar are seriously flawed. Logic is self-contradicting and/or very difficult to follow. Not clear student did the reading or attended lectures.
- **C- (70-72) Barely Passing.** No discernible argument and no evidence.
- **D Range (60-69) Unacceptable.** Very, very little effort made to answer question(s) asked.
- **F (<=59) Not Passing.** No submission.
- **NOTE: A 70 (C-) is required to receive a passing grade if you choose to take the class P/NP.**

Grading Policy

Students who wish to earn a high grade in this course should attend class regularly, do all of the required reading, stay on top of due dates, and meet with the instructor during office hours to get feedback on assignments. Grade-focused conversations are welcome if they are **proactive** (i.e., there is still enough time in the course to impact a grade and not in the last week of class), **realistic** (i.e., the math adds up), and **transparent** (i.e., be upfront with me about your objective during office hours). I don't appreciate grade grubbing, but I can be understanding if you are straight with me about the challenges you are facing in your academic or private life. Do not come in to ask me "what can I do to get an 'A' in this class?" When meeting with me, try to focus on your learning goals for the course (e.g., "I want to master this material" or "I want to improve my writing.")

There will be a Reader for this course who will grade a majority of the assignments, including the Map Quizzes, Reading Reflections, Book Reports, and Take-Home Final Exams. The instructor will grade all assignments related to the debates and class participation. If you have questions about your graded assignments, the Reader will periodically hold office hours.

Cheating and Plagiarism

Academic violations will not be tolerated and will be punished severely. **Plagiarism is defined as taking someone else's work – whether that be another student, a scholar, or a webpage – and passing it off as your own without adequate citation.** Students discovered plagiarizing on any written assignment could result in an 'F' for the assignment, and in severe cases, an automatic 'F' in the course. We have sophisticated software in bCourses called Turnitin which compares your assignments against that of other students in the course as well as millions of current webpages. Plagiarism will be discovered, no matter how small, will be reported to the Office of Student Conduct. Please refer to the Berkeley Campus Code of Student Conduct for detailed academic dishonesty policies: <http://students.berkeley.edu/uga/conduct.pdf> . Document all quotes and carefully cite sources.

DSP

I strive to accommodate the specific needs of every student with a DSP accommodation. Please provide me with your DSP letter as soon as the semester begins. I also ask that every student with a DSP letter to meet with me in office hours at the beginning of the semester so that we can discuss your letter and individual accommodations. Please refer to the Berkeley DSP website for detailed information regarding available services: <http://dsp.berkeley.edu/> .

COURSE SCHEDULE

Week 1 - 1/21 & 1/23: Introduction to the Course

Agenda: We will get acquainted with one another, review the syllabus, and learn about Oxford-style debates. Your assignment is to watch several well-known experts debate about U.S.-China relations and assess their different debating styles and the value of debate as an intellectual exercise.

Required Viewing:

- *Intelligence Squared U.S.*, "China Does Capitalism Better than America," Mar 15, 2011. 1 hr. (TUE)
- *Intelligence Squared U.S.*, "The Recent U.S. Policy Towards China is Productive," August 2, 2019, 1 hr. (THU)
- **Assignment:** Week 1 Reading Reflection is due by 1pm on Tuesday, 1/22.

Week 2 – 1/28 & 1/30: The Modern State, Imagined Communities, and the Challenges of Late Development

Agenda: We will weave together the conceptual framework that will inform our discussion of China's modern political and economic development throughout this course. In particular, we will discuss the role of the nation-state as the primary organizing principle of not only China, but also of the world in the 20th century.

Required Reading:

- Patrick O'Neil et al., "Chapter 2: States," *Essentials of Comparative Politics*, p.27-44. (TUE)
- Benedict Anderson, *Imagined Communities*, 1991, p.1-7. (TUE)
- Alexander Gerschenkron, "Economic Backwardness in Historical Perspective (1962)", in Nazneen Barma and Steve Vogel (eds.), *The Political Economy Reader*, 2008, p.211-228. (THU)
- **Assignment:** Week 2 Reading Reflection is due by 1pm on Tuesday, 1/28.

Week 3 – 2/4 & 2/6: The Opium Wars and the Century of Humiliation

Agenda: This week, we will discuss the Opium Wars and the important role that conflict has played in the Chinese Communist Party's narrative of national salvation from foreign meddling in domestic affairs.

Required Reading:

- Henry Kissinger, *On China*, 2011, pp.33-90. (TUE)
- William Callahan, "National Insecurities: Humiliation, Salvation, and Chinese Nationalism," *Alternatives*, Vol. 29 (2004), p.199-218. (THU)

- PBS, "China: A Century of Revolution (Part I – 1911-1949)." 2 hours. (Start watching and finish by 2/11.)
- Assignment:** Week 3 Reading Reflection is due by 1pm on Tuesday, 2/4. The #1 Individual Motion Brief is due by 10pm on Tuesday, 2/3, while the Debate Slide is due by 1pm on Wednesday, 2/5.

Week 4 – 2/11 & 2/13: How Did We End Up with Two Chinas? From the R.O.C. (1912) to the P.R.C. (1949)

Agenda: We have a lot of history to cover this week! I will lecture on the period from the establishment of the Republic of China (R.O.C.) in 1912 to the establishment of the People's Republic of China (P.R.C.) in 1949.

Required Reading & Viewing:

- PBS, "China: A Century of Revolution (Part II 1911-1949)." 2 hours. (TUE)
- Maurice Meisner, *Mao's China and After, 1999, pp.31-51.* (TUE)
- Denny Roy, *Taiwan: A Political History*, Chapter 5. (THU)
- *WonderWhy*, "Is Taiwan a Country...or Part of China?" 12 minutes. (THU)

Assignment: Week 4 CTE is due by 1pm on Tuesday, 2/11. The Individual Motion Brief is due by 10pm on Monday 2/10, while the Debate Slide is due by 1pm on Wednesday, 2/12.

Debate Prompt #1: The United States is primarily responsible for the persistence of two Chinas.

Week 5 – 2/18 & 2/20: China From The Great Leap Forward to the Tiananmen Square Protests

Agenda: We will discuss the tumultuous period from the Great Leap Forward to the Tiananmen Square Protests of 1989, including the Cultural Revolution.

Required Viewing:

- PBS, "China: A Century of Revolution (Part III 1976-1994)." 2 hours. (TUE)
- Zhang Yimou, "To Live," 1994. 2 hrs. (THU)

Assignment: Week 5 Reading Reflection is due by 10pm on Tuesday, 2/18. The Individual Motion Brief is due by 10pm on Monday 2/17, while the Debate Slide is due by 1pm on Wednesday, 2/19.

Debate Prompt #2: The CPC leadership was justified in its use of force against Tiananmen protestors in 1989.

Week 6 – 2/25 & 2/27: China Grows Out of the Plan and Emerges from Its Relative Isolation

Agenda: We will learn about how, under the leadership Deng Xiaoping, the CPC gradually led the country away from its command economy and toward the global economy without relinquishing control over the political system.

Required Reading:

- Ezra Vogel, *Deng Xiaoping and the Transformation of China*, 2011, Introduction, pp.1-15, 693-714. (TUE)
- Barry Naughton, *Growing Out of the Plan: Chinese Economic Reform, 1978-1993*, 1994, Introduction. (THU)
- Doug Guthrie, "China and Globalization: The Social, Economic and Political Transformation of Chinese Society (2006)", in Barma and Vogel (eds.), *The Political Economy Reader*, 2008, pp.399-423. (THU)
- Bao Tong, "Op-Ed: How Deng Xiaoping Helped Create a Corrupt China," *New York Times*, June 3, 2015. (THU)

Assignment: Week 6 Reading Reflection is due by 1pm on Tuesday, 2/25. The Individual Motion Brief is due by 10pm on Monday 2/24, while the Debate Slide is due by 1pm on Wednesday, 2/26.

Debate Prompt #3: Deng Xiaoping, not Mao Zedong, should be remembered as China's greatest leader.

Week 7 – 3/3 & 3/5: China's Rise as a Global Manufacturing Hub and Its Environmental Consequences

Agenda: In the 1980s and 1990s, China found itself integrated into regional production networks in Asia, and eventually became the so-called "factory of the world." We will discuss whether this was due to clever industrial policy or geographic serendipity.

Required Reading and Viewing:

- Barry Naughton, *The China Circle: Economics and Electronics in the PRC, Taiwan and Hong Kong*, 1997, Introduction and Chapter 6. (TUE)
- *The Economist*, "Made in China?" March 12, 2015. (THU)
- Zhou Chen and Ren Qiuyu, "China's Carbon Footprint Swells to Record Size," *Caixin Global*, December 6, 2018. (THU)
- Watch Chai Jing, "Under the Dome", 2015. 2 hrs. (THU)

Assignment: Week 7 Reading Reflection is due by 1pm on Tuesday, 3/3. The Individual Motion Brief is due by 10pm on Monday 3/2, while the Debate Slide is due by 1pm on Wednesday, 3/4.

Debate Prompt #4: The societal benefits of Chinese industrialization have outweighed the environmental costs.

Week 8 – 3/10 & 3/12: Xi Jinping, the China Dream, and the Future of the Communist Party of China

Agenda: According to many observers, Xi Jinping is the strongest Chinese leader since Deng Xiaoping, maybe since Mao. We will discuss the ways in which Xi has consolidated power and implications for the future of the CPC.

Required Reading and Viewing:

- David Shambaugh, *China's Communist Party: Atrophy and Adaptation*, 2008, Intro and Ch. 7. (TUE)
- Watch CGTN's "How to become President in US, UK, and China?" 6 min. (THU)
- Elizabeth Economy, *The Third Revolution: Xi Jinping and the New Chinese State*, 2018, Chapters 1 & 2. (TUE)
- Wang Xiangwei, "As fears of Xi's personality cult deepen, China must dial down the propaganda," *South China Morning Post*, March 24, 2018. (TUE)

Assignment: Week 8 Reading Reflection is due by 1pm on Tuesday, 3/10. The Individual Motion Brief is due by 10pm on Monday 3/9, while the Debate Slide is due by 1pm on Wednesday, 3/11.

Debate Prompt #5: Xi Jinping's consolidation of power contributes to China's long-term stability and prosperity.

Week 9 – 3/17 & 3/19: The Belt Road Initiative and China's Foreign Direct Investments

Agenda: We will discuss China's growing investments in Africa, Central Asia, and around the world. On Thursday, we will watch Guangzhou Dream Factory and have a Q&A with one of the film's directors, Erica Marcus.

Required Reading:

- Reid Standish, "China's Path Forward is Getting Bumpy," *The Atlantic*, October 1, 2019. (TUE)
- Alana Semuels, "Will China Save the American Economy?" *The Atlantic*, June 27, 2017. (TUE)
- Emily Feng and David Pilling, "The other side of Chinese investment in Africa," *Financial Times*, March 26, 2019. (THU)
- World Economic Forum and the Atlantic Council, "3 Myths about China's Investment in Africa and Why They Need to be Dispelled," *Geostrategy Platform*, September 4, 2018. (THU)

Assignment: Week 9 Reading Reflection is due by 1pm on Tuesday, 3/17. No debate this week as we will be watching a film on Thursday.

Week 10 – 3/24 & 3/26: SPRING BREAK NO CLASS

- No assigned readings or reading reflection. Enjoy your break!

Week 11 – 3/31 & 4/2: China's Greater Bay Area Plan and its State-Led Innovation Model

Agenda: We discuss China's ambitious plan to create a technology and innovation hub in southern China. Can the Party accomplish what many other countries have attempted to do – supplant Silicon Valley?

Required Reading & Viewing:

- BBC, "Greater Bay Area: China's ambitious but vague economic plan," February 26, 2019. (TUE)
- James L. Schoff, "Competing with China on Technology and Innovation," *Alliance Policy Coordination Brief @ Carnegie Endowment for International Peace*, October 10, 2019. (TUE)
- Intelligence Squared U.S., "Unresolved: The Technomic Cold War with China," February 25, 2019. 1.5 hrs. (THU)
- Michael Hirson, "State Capitalism and the Evolution of China, Inc," Testimony before the U.S.-China Economic and Security Review Commission on "China's Internal and External Challenges, February 7, 2019. (THU)

Assignment: Week 11 Reading Reflection is due by 1pm on Tuesday, 3/31. The Individual Motion Brief is due by 10pm on Monday 3/30, while the Debate Slide is due by 1pm on Wednesday, 4/1.

Debate Prompt #6: China's Greater Bay Area will soon overtake Silicon Valley as the world's innovation hub.

Week 12 – 4/7 & 4/9: Taiwan, Hong Kong and the Fractious Politics of Greater China

Agenda: We will discuss the intense political tensions between the PRC and Taiwan and the PRC and Hong Kong.

Required Reading:

- T.Y. Wang, "Generations, political attitudes and voting behavior in Taiwan and Hong Kong," *Electoral Studies*, Vol. 58, April 2019, p.80-93. (TUE)
- Ming-Sho Ho, "The Activist Legacy of Taiwan's Sunflower Movement," *Civic Research Network @ Carnegie Endowment for International Peace*, August 2, 2018. (TUE)
- Eleanor Albert, "Democracy in Hong Kong," *Council on Foreign Relations*, September 30, 2019. (THU)
- Latest news on Taiwanese Elections and Hong Kong Protests TBA. (THU)

Assignment: Week 12 Reading Reflection is due by 1pm on Tuesday, 4/7. The Individual Motion Brief is due by 10pm on Monday 4/6, while the Debate Slide is due by 1pm on Wednesday, 4/8.

Debate Prompt #7: It is in Taiwan's best interest to formally join the PRC and forgo hopes of full independence.

Week 13 – 4/14 & 4/16: Artificial Intelligence and China's Surveillance State

Agenda: We will discuss China's surveillance system and what it means not only for Chinese society, but also for the rest of the world.

Required Reading:

- Charlie Campbell, "The Entire System is Designed to Suppress Us.' What the Chinese Surveillance State Means for the Rest of the World," *Time.com*, November 21, 2019. (TUE)
- Sui-Lee Wee and Paul Mozur, "China Uses DNA to Map Faces, With Help from the West," *New York Times*, December 4, 2019. (TUE)
- *South China Morning Post*, Article Series on Artificial Intelligence in China, 2019. (TUE)
- Hillary McLaughlin, "We(Chat) the People: Technology and Social Control in China," *Harvard Political Review*, Dec 31, 2017. (THU)
- Leta Hong Fincher, *Betraying Big Brother: The Feminist Awakening in China*, 2018, Intro and Ch. 1. (THU)
- Louise Matsakis, "How the West Got China's Social Credit System Wrong," *WIRED*, July 29, 2019.

Assignment: Week 13 Reading Reflection is due by 1pm on Tuesday, 4/14. The Individual Motion Brief is due by 10pm on Monday 4/13, while the Debate Slide is due by 1pm on Wednesday, 4/15.

Debate Prompt #8: The perils of China's forthcoming social credit system are exaggerated.

Week 14 – 4/21 & 4/23: The Trade War and the Future of U.S.-China Relations

Agenda: We will examine different views about the future of Sino-American relations, as well as try to make sense of the ongoing trade war between China and the U.S. and its long-term ramifications for the world.

Required Reading:

- John Mearsheimer, "The Gathering Storm: China's Challenge to US Power in Asia," *The Chinese Journal of International Politics*, Vol. 3 (2010), p.381-396. (TUE)
- Peter Beinart, "China Isn't Cheating on Trade," *The Atlantic*, April 21, 2019. (TUE)
- Intelligence Squared U.S., "Unresolved: Face-Off with China," September 13, 2017. 2 hrs. (THU)
- Latest news on US-China trade war TBA.

Assignment: Week 14 Reading Reflection is due by 1pm on Tuesday, 4/21. The Individual Motion Brief is due by 10pm on Monday 4/20, while the Debate Slide is due by 1pm on Wednesday, 4/22.

Debate Prompt #9: The U.S. and China are destined to be enemies.

Week 15 – 4/28 & 4/30: Course Wrap-Up & Class Party

Agenda: I will offer a summary of the key themes of the course and discuss the guidelines for the final paper. There are no new readings.

Assignment: The Book Report is due by 1pm on Thursday, 4/30.

Week 16 – RRR Week: NO CLASS

- Final Paper due by 10pm on Sunday, 5/10.

This schedule is subject to change. Remember that it is your responsibility to stay on top of any changes, so please attend class and visit bCourses regularly.