

POLITICAL SCIENCE 466/566 - CHINESE POLITICS

Term II/T 6:35-9:05 P.M.

Briggs 332

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Purpose of the Course: Political Science 466/566 - Chinese Politics - examines the historic and cultural origins of the communist experience in the People's Republic of China. It surveys the similarities and differences between China and other communist states, the institutionalization of communist politics under Mao, the market Leninism characteristic of the Deng era, and the future prospects for political and economic transition. The purpose of this course is to familiarize students to these questions and issues.

In addition, Political Science 466/566 subscribes to and is designed to emphasize and promote several broad educational goals germane to a liberal arts curriculum: (1) the ability to **read** actively and critically; (2) the ability to **think** logically, analytically, and independently; (3) the ability to **communicate** clearly and effectively, both orally and in writing; and (4) the ability to **learn** on one's own. The class format and assignments are structured to enhance the achievement of these goals.

Political Science 466 is an elective course for students pursuing the undergraduate major in Political Science. In addition, it satisfies Objective 5D - History and Culture: Study of Diverse Cultures or Foreign Language - of the University's Core Curriculum. Finally, when taken as POL 566, it is offered for credit to graduate students completing their Master of Arts in International Politics and Economics (IPE).

Course Format: The format of this class may be different from what you are used to: it is not primarily a traditional lecture course. Rather, the course is based on the premise that you will learn more if you actively contribute to the learning process by participating, as opposed to sitting passively, merely absorbing what you are "taught." Although I may, very occasionally, offer a lecture, that teaching/learning method will be the distinct exception. Instead, my more usual role will be to organize the course material for our class discussions, and to focus and direct, and refocus and redirect, our discussions to ensure that we cover important course material. Therefore, **discussion**, and your preparation for discussion, is central, expected, and required.

What, exactly, will we discuss? In addition to being **discussion-centered**, this class is **text-based**. Our discussions will center on the assigned readings (rather than on whatever opinions we may happen to come to class with on a particular day), so it is imperative that you come to each and every class period prepared to discuss the text. This means you must complete the readings prior to the day they will be discussed. More importantly, you must complete the

readings in such a way that you are prepared to discuss them intelligently. Your input is essential to the class, and is required: not participating is not an option? In sum, you are required to attend each and every class prepared to thoughtfully discuss reading assignments and, in general, to make a positive contribution to the class and the learning environment therein.

Course Requirements: There are **three**. They are equally weighted: each counts 1/3, or 33%, of your final grade. I have mentioned the first requirement in the previous section. The **first** requirement is the afore-mentioned class participation/contribution: you must attend *all of each* and *every* class and make an informed contribution to the learning experience therein. You will be continually evaluated on the quantity and, more importantly, the quality of that contribution. The **second** portion of your grade will be determined by a final exam, on (per the Registrar's final exam schedule) **Tuesday 24 April, 7:30-9:20 P.M.** The **third** requirement is a paper, in which you review and critically analyze (a) several recent articles about Chinese politics published in scholarly journals, or (b) a recent book about contemporary Chinese politics. I will discuss this assignment and requirement at our first class session.

I understand how important grades are to you. They are important to me as well, and I work very hard at two grade-related issues: first, to provide as much assistance as possible to ensure you get the highest grade you are capable of and willing to work for, and, second, to make sure that you get nothing more or less than the grade you deserve. In this context, please feel free to discuss any and all aspects of your grade with me at any time.

Additional Requirements for Graduate Students: Political Science 566 is offered for credit to students at both the undergraduate and graduate levels. In general, graduate students, in addition to completing the afore-mentioned (undergraduate) requirements, are expected to perform according to graduate-level standards. All work is evaluated at the appropriate graduate level in terms of quality, sophistication, and thoroughness. In particular, and because the primary distinction between undergraduate and graduate education is the research component inherent to the latter, graduate students are required to engage in a significant research project. Ultimately this research will culminate in a written research paper of not less than 20 pages in length. The topic of this paper will be determined after consultation with the instructor. Graduate students should identify themselves to the instructor by the second day of class to set up a meeting to discuss the particulars of their research design.

Policy Concerning Attendance: To do your best in this class, whatever that may be, you need to attend each and every class. Since the majority of administrative information (i.e., changes in the schedule, readings, exam dates) is announced at the beginning of each class period, it is important to come to each and every class on time. In addition, coming to class late is disruptive and disrespectful to those already at work in the class, myself included. On a related topic: disable the audio alert (i.e., ringing, beeping) on all pagers and cell phones during class time.

Policy Concerning Late Work: My policy on late work is simple, yet absolute and absolutely fair: **any** and **all** work submitted after the announced due date and time is defined as late. The penalty for late work is one full grade on that piece of work. (That is, a B becomes a C, a C+ becomes a D+). This policy applies universally, to all work required in this class, including exams.

Remaining in the course constitutes your acceptance of this policy. Do not ask for exceptions; none will be given and negotiations will not be entertained. Computer and/or printer problems, the contemporary manifestation of “my dog ate it,” do not constitute legitimate excuses. In fact, the very phrase ‘legitimate excuse’ is an oxymoron, and all excuses are, by definition, illegitimate.

Policy Concerning Incompletes: First, I do not like Incompletes. I rarely give them, and will do anything to avoid giving them. Second, I can imagine one or two very rare circumstances in which I find it appropriate to give an Incomplete. Third, under no circumstances will an Incomplete grade be assigned to avoid assigning an earned grade. An Incomplete is reserved for those very special and rare cases where the student has successfully completed the majority of the course work, and at the end of the term comes forth with a legitimate emergency situation over which s/he has no control that prevents the completion of one final piece of work. Since a low grade under these circumstances strikes me as unjust, I will, at the student’s initiation, consider an Incomplete. The bottom line is: I expect you to take responsibility for doing your work, and for doing it on time; failure to do so will not be rewarded with an Incomplete at the end of the term. It is incumbent on you, should you be experiencing difficulties that are affecting or may come to affect your academic performance in this class, to contact me. The worst thing you can do is disappear without a trace.

Readings: The reading load for this class is designed to encourage not only completion of all reading assignments prior to the due date, but also to allow a certain amount of time beyond mere reading to comprehend the readings in a way that will prepare you to contribute to class discussion. Thus, you must read the required pages, but with enough concentration and rigor to be able to contribute to our understanding through class discussion. You should bring the relevant texts with you to each class.

June Teufel Dreyer, China’s Political System. Modernization and Tradition. Longman, 2000.

Orville Schell & David Shambaugh, eds. The China Reader. The Reform Era. Vintage, 1999.

Hong Ying. Summer of Betrayal. Farrar Straus Giroux, 1997/Grove-Atlantic, 1999 (first published in 1992 in Taiwan as Luowudai).

In addition, I cannot urge you too strongly to subscribe to either The New York Times and/or The Christian Science Monitor, both of which provide consistently high quality news, analysis and commentary relevant to students of politics. I have made arrangements for subscriptions to both at the lowest possible student rates, details of which I will provide at our first class meeting. Finally, I may, from time to time, direct you to or make available to you additional optional readings.

COURSE SCHEDULE & ASSIGNMENTS

I. INTRODUCTION, FOUNDATIONS & APPROACHES

9 January Introduction to the Course & Chinese Politics

16 January Theories of Analysis of Chinese Politics

read: Dreyer, Political Map of China, p. ii,
Contents, pp. vii-xii,
Preface, pp. xv-xvi,
Useful Web Sites, p. 339, and
ch. 1, Introduction, pp. 1-21.

Schell & Shambaugh, Contents, pp. vii-xiii, and
Preface, p. xv.

II. TRADITIONAL & TRANSITIONAL CHINA

23 January The Chinese Tradition

read: Dreyer, ch. 2, pp. 23-43.

30 January The Rise of the Communists

read: Dreyer, chs. 3 & 4, pp. 45-80.

III. MAO'S CHINA

6 February Mao: 1949-1976

read: Dreyer, ch. 6, pp. 81-106.
Schell & Shambaugh, Introduction, pp. xvii-xx.

IV. CHINA AFTER MAO

13 February Post-Mao Politics

read: Dreyer, ch. 6, pp. 107-134.

20 February Inner-Party Politics

read: Schell & Shambaugh, pp. 1-154.

27 February Outer-Party Politics

read: Schell & Shambaugh, pp. 155-212.

Spring Break

13 March Tiananmen & the New Generation

read: Hong.

20 March The Chinese Economy, Then & Now

read: Dreyer, ch. 7, pp. 135-162.
Schell & Shambaugh, pp. 299-344.

27 March China's Judicial System

read: Dreyer, ch. 8, pp. 163-186.
Schell & Shambaugh, pp. 394-428.

The Chinese Military

read: Dreyer, ch. 9, pp. 187-209.
Schell & Shambaugh, pp. 431-447.

3 April China's Educational System

read: Dreyer, ch. 10, pp. 211-230.
Schell & Shambaugh, pp. 215-227.

Quality of Life Issues

read: Dreyer, ch. 11, pp. 231-253.
Schell & Shambaugh, pp. 347-393.

10 April Conformity & Dissent in the Media & the Arts

read: Dreyer, ch. 12, pp. 255-275.
Schell & Shambaugh, pp. 228-296.

17 April Nationalism & Ethnic Politics

read: Dreyer, ch. 13, pp. 277-302.
Schell & Shambaugh, pp. 488-501.

China's Place in the World

read: Dreyer, ch. 14, pp. 303-328.

Schell & Shambaugh, pp. 448-487.

Final Exam: Tuesday, 24 April, 7:30-9:20 P.M.