SINO2003 Contemporary China Studies: Issues and Perspectives

Course Credits: 6 Credits
Course Level: Advanced Compulsory
Semester: 2st Semester, 2017-2018
Day and Time: Friday 12:30-14:20
Course Location: CPD-LG.40
Instructor: Jiangnan Zhu, Ph.D. Associate Professor, Department of Politics & Public Admin
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Office Hours: Friday 3-5pm

Course Description:

This course examines and unravels the key features and outcomes of China's experiences in reforms and development. As a pedagogical innovation, we will employ the internationally popular "*Research-Informed Teaching*" approach into our study of a broad spectrum of issues in contemporary China. I have invited several excellent guest speakers from overseas and Hong Kong locally from different disciplines. They have done cutting edge research in their respective area of contemporary China studies. Students will get the valuable opportunity to have seminars on the macro-development framework and major ongoing issues in China with leading experts. Themes that will be covered by the speakers include political communication, the discourse of state propaganda, the changing legal environment in China, online participation and social welfare policy making, rural democratic elections, and the application of big data in social sciences, etc. A unique feature of the course is that all the speakers will embed their own ongoing research into their lectures. The course instructor will also give an introductory lecture of research methods on China studies with real examples.

At the beginning of the semester, students are required to form project groups and encouraged to relate their research topics with all speakers' ongoing projects. In this way, students will get the precious opportunity to participate in scholars' real academic research to obtain a hands-on training experience. Groups will write up research papers and give presentations at the end of the semester. Under the guidance of the course instructor, project groups are expected to conduct first-hand empirical research, such as carrying out field investigations, collecting original data sets, doing observations on the selected issues.

Course Learning Outcomes and Alignment to General Program Outcomes:
At the end of the course, students will be able to:
1. Better understand social science theories and be familiar with studies in the field of Contemporary China Studies;
2. Gain a knowledge of scientific research methods and also a general appreciation of the methodologies and approaches undertaken by social scientists and specialists towards the study of contemporary China studies;

3. Gain a critical grasp of the major issues faced by China today, such as corruption, regime support, institutional transformation, social mobility, income disparity, and social unrests, etc.
4. Think critically and analytically in relevant topics and develop strong communication skills of writing and speaking through in-class discussions, presentations and research projects.

Teaching Methods:

Lecture, seminars, and in-class discussions are combined, facilitated by multimedia tools. Students should do the readings before coming to classes. Class participation is highly valued and required throughout the course. To foster your active learning, I encourage you to form into research groups and collaboratively complete many assignments.

Tutorials:

Given the small class size, discussions will be included in each seminars. However, if time turns out to be not enough for thorough discussion, additional tutorials may be arranged.

Assessment Methods and Criteria:

Participation in lectures: 20%. Please make sure to finish all the assigned readings each week before the lecture. You are also encouraged to prepare for answers to questions posted by your classmates, bring in knowledge and information you learn from other courses pertinent to the course subjects to enrich our class, and recommend relevant books, articles, movies, or documentaries to the class. **Attendance is mandatory in this course.** (Alignment to LO 1,2,3,4)

Discussion Leader: 15%. 15 minutes, summarize readings **very briefly**, raise 3 questions (not be all the same as those posted on Moodle by the class) to discuss in class. **Sign-up deadline: 28 Jan.** (Alignment to LO 1, 2,3,4)

Questions on the Assigned Readings: 10% You are required to post three questions based on your understanding about the readings for the next lecture on Moodle by 5pm every Thursday. We will discuss your questions in lectures. This is graded based on the quality of your questions and whether you have posted questions on time. You are also encouraged to respond to each other's questions. (Alignment to LO 1,2,3,4)

A Group Research Project: This project looks for your comprehensive understanding of the readings, lectures, and research methods. You can choose from the questions and subjects introduced by lecturers, or formulate your own topics on contemporary China, though I highly encourage you to relate your research projects closely with the guest speakers. Everyone is expected to contribute seriously and work closely with your teammates. Peer assessment sheet will be provided to deter free-riding when needed. 3-4 students will constitute a research group; 4-5 research groups for the whole class. The project is graded based on the following two elements:

1. Presentation of the Final Research Project: 20 % The last two weeks. Presentation time length to be decided based on class size and number of groups. (Alignment to LO 2,3,4)

2. Final Group Research Report: 35%. Please write *within 15 pages (not including references), double-spaced, font size 12*. Deadlines will be announced later. (Alignment to LO 1,2,3,4)

Academic Misconduct Warning:
The Faculty of Social Sciences and Department of Politics & Public Administration expect that all students work will conform to the highest standards of academic integrity. Student's work will be scrutinized for academic misconduct, which includes plagiarism of other's words and/or ideas, falsification, fabrication, and misuse of data.
Student's submitted work will be scrutinized for plagiarism through use of Turnitin (http://lib.hku.hk/turnitin/turnitin.html; www.turnitin.com). In the event a student submits work that appears to be plagiarized—whether essays, presentations, or other course material—they will be asked to explain themselves to the lecturer. The Faculty and Department do not tolerate plagiarism, **whether direct, indirect, or self-plagiarism. Direct plagiarism is intentionally and completely lifting the words, equations, charts, graphs or artistic material of another author or authors. Indirect plagiarism is failing to cite completely or accurately, and/or copying themes, ideas, or sources the student has not read from another author or authors. Self-plagiarism is recycling papers, documents, equations, and so forth from a document previously submitted by the student without quotation, citation, or attribution of the previous work.** Acts of plagiarism could result in heavy penalties, including disciplinary action. For more information about the policy on plagiarism at HKU, please visit: http://www.hku.hk/plagiarism.

Provision of Feedback:
This course consists of 100% course work. I will provide feedback to you within 30 days of the official date of submission or at least no later than the last day of teaching in this semester. If exceptional circumstances occur, I will:
(i) notify you in advance of the expected date of feedback provision through Moodle email,
(ii) provide interim or generic feedback such as common errors and potential areas for improvement.
So please check your HKU/Moodle email regularly.

Readings: Please pay attention to both the major arguments and the research methods used in all the readings.

19 Jan Introduction: What Issues and What Perspectives?

In this lecture, I will introduce the teaching methods, assessment criteria, major topics to be discussed. I will mainly introduce to you our guest speakers and their ongoing research projects to be discussed throughout the semester. You are more than welcome to conduct your final research projects on these topics. If you submit quality research, we may acknowledge and cite you in our publications, or even invite you to join our research team!

26 January Topic 1 China in the Information Age: Media, the Internet, and Rumors

Speaker: Dr. Jiangnan Zhu, Associate Professor, The University of Hong Kong

Brief Bio: Dr. Jiangnan Zhu got her bachelor degrees of International Relations and Economics from Peking University, M.S. of Mathematical Models of Social Sciences and Ph. D. of Political

Science from Northwestern University. Her research has focused on the political economy of governance in authoritarian regimes, especially China. She is particularly interested in informal institutions, such as corruption, clientelism, and patronage. She has published in leading journals, including *Public Administration Review*, *Comparative Political Studies*, *Governance*, *Journal of Contemporary China*, *Journal of Happiness Studies*, *Social Indicators Research*, etc. She has also won the University-level Research Output Prize 2016-17 and many research grants. Before joining HKU, she was an Assistant Professor at the University of Nevada, Reno, in the United States. Her publications are accessible at https://www.researchgate.net/profile/Jiangnan_Zhu

Readings:

Jiangnan Zhu and Chengli Wang, "Break the Breaking News: How the Government Uses Political Rumors to Prepare Public Anticipation in China," Working paper

Jiangnan Zhu, Jie Lu, and Tianjian Shi, "When Grapevine News Meets Mass Media: Different Information Sources and Popular Perception of Government Corruption in Mainland China," *Comparative Political Studies* (2013), 46(8): 920-946.

James N. Druckman and Arthur Lupia, "Preference Formation", *Annual Review of Political Science* (2003), 3:1-24. (*You may complete reading this article in a couple of weeks. Reading this article can greatly facilitate your understanding and discussion of this and several other lectures.*)

Suggested Readings:

Gary King, Jennifer Pan, and Margaret E Roberts, "How Censorship in China Allows Government Criticism but Silences Collective Expression," *American Political Science Review*, Vol. 107, No. 2 (May 2013): 1-18.

Haifeng Huang, "A War of (Mis)Information: The Political Effects of Rumors and Rumor Rebuttals in an Authoritarian Country," *British Journal of Political Science* (2015) (Skim statistics part)

2 February Topic 2 The Radical Roots of Love: Christianity, Communism, and the Politics of "Love" in Modern China + 30 minutes Discussion Leaders (12:30-1:00pm, 2 students)

Speaker: Dr. Ting Guo, Visiting Professor at the City University of Hong Kong

Brief Bio: Dr. Guo received her Ph.D. in religious studies from the University of Edinburgh and has worked for the European Studies Centre at the University of Oxford and the Center on Religion and Chinese Society at Purdue University. She is interested in issues of secularism and comparative studies of religions and politics in Asia and Europe, and everyday technologies in these contexts. She writes bilingually for outlets including *Los Angeles Review of Books* and *Open Democracy*.

<u>Readings</u>**:**

Ting Guo, "The Radical Roots of Love: How Love Emerged through Socialism, Communism, and First Couple Politics in Contemporary China", research proposal.

Haiyan Lee, *Revolution of the Heart: Genealogy of Love in China.* Stanford University Press, 2010. <u>Introduction Chapter</u>

Lynn Pan, *When True Love Came to China*. Hong Kong: Hong Kong University Press, 2016. Chapter 1.

<u>Suggested Readings</u>:

Donald Treadgold, *The West in Russia and China: Religious and Secular Thought in Modern Times* vol. 2. Cambridge: Cambridge University Press, 1973. <u>Introduction Chapter</u>.

9 February Topic 3 Working Tales from Southern China: A Law Professor's Personal Reflections on Changing Society of China +30 minutes Discussion Leaders (12:30-1:00pm, 2 students)

Speaker: Professor Michael Palmer, Visiting Professor of the Faculty of Law of HKU

Brief Bio: Michael Palmer is Emeritus Professor of Law at the University of London, and a Research Professor in both the Law School and the China Institute at the School of Oriental & African Studies (SOAS), as well as Senior Research Fellow at the Institute of Advanced Legal Studies (IALS), and at the Asia-Pacific Institute at the Chinese University of Hong Kong. He is a former Chair of both the Centre of Chinese Studies and the Centre of East Asian Law at SOAS, Head the SOAS Law School, and Associate Dean for Research for SOAS. Between 2011 and 2015 he was Dean of STU Law School, in Shantou, China (most likely, the first 'Western' Dean of a mainland Chinese law school since 1949). Within the mainland he is now a Visiting Professor of Law at Xinan Zhengfa Daxue (Southwest Institute of Political Science and Law, Chongqing), and Xiamen University Law School, as well as a Council Member of the Common Law Centre at Renmin University, Beijing. His publications are mainly in the field of comparative law, and cover a wide range of areas including legal history, family law reform, human rights, environmental welfare, civil justice and dispute resolution, consumer protection and criminal law. He is joint editor of the *Journal of Comparative Law,* and of the *Journal of Comparative Asian Development*, co-author of *Dispute Processes* (CUP, 2005) and a practising barrister. He works on issues of law and society with respect to both 'traditional' and 'contemporary China, and has in the past served as special adviser to the Attorney-General of Hong Kong (on legal aspects of civil relations between Hong Kong and the Chinese mainland), the Office of the UN High Commissioner for Human Rights, the EU Commission and been closely involved in the academic components of a number of important international training programmes for Chinese legal professionals including the Lord Chancellor's Training Scheme

for Young Chinese Lawyers, the Lord Chancellor's Training Scheme for Young Chinese Judges, and the first phase of the EU-China Legal and Judicial Co-operation Scheme (which lead to the creation of the China-EU Law School in Beijing). He is also currently an adviser to the South China Court of International Arbitration (SCIA) in Shenzhen and the Shanghai Commercial Mediation Center (SCMC).

Readings:

Palmer, Michael "Some Personal Reflections on Legal Development and Legal Education in China today," in Kuniko Tanaka (ed.) *Education in Asian Societies*, Milan: Biblioteca Ambrosiana, 2014.

Palmer. Michael (2017) "Domestic Violence and Mediation in Contemporary China," in FU Hualing and Michael Palmer (eds) *Mediation in Contemporary China: Continuity and Change*, London: Wildy Simmonds and Hill

Suggested Readings:

Palmer, Michael (1987) "The Surface-Subsoil Form of Divided Ownership in Late Imperial China: Some Examples from the New Territories of Hong Kong," *Modern Asian Studies*, 1987, vol.21 (1), pp. 1-119.

Palmer, Michael (1989) "Civil Adoption in Contemporary Chinese Law: A Contract to Care," *Modern Asian Studies*, 1989, vol. 23 (2), pp.373-410.

Palmer, Michael (2012) "China: Bringing the Law Back In," in Elaine Sutherland (ed.), *The Future of Family and Child Law*, Cambridge: Cambridge University Press, 2012

Palmer, Michael (2014) "Mediating State and Society: Social stability and administrative suits," in Elisa Nesossi and Sue Trevaskas (eds.) *The Politics of Law and Stability in China*, London: Edwin Elgar, 2014, pp. 107-126

16 February Spring Festival break No Class

23 February Topic 4 Conducting Research on China, using examples +30 minutes Discussion Leaders (12:30-1:00pm, 2 students)

In this lecture, Dr. Zhu will give you a quick survey of some research methods and sources that you may use in your independent research projects.

Readings:

John Gerring, "What Is a Case Study and What Is It Good for?" *American Political Science Review* (2004), 98 (2): 341-354.

Kevin O'Brien, "Discovery, Research (Re)design, and Theory Building", in *Doing Fieldwork in China.*

Edmund W. Cheng, "Street Politics in a Hybrid Regime: The Diffusion of Political Activism in Post-colonial Hong Kong", *China Quarterly*, 226, (2016), 383-406 (*2016 Gordon White Prize Winner*)

Suggested Readings (*Highly suggest you to read*):

Daniela Stockmann, "Information Overload? Collecting, Managing, and Analyzing Chinese Media Content," in Allen Carlson, Mary E. Gallagher, Kenneth Lieberthal, and Melanie Manion ed. *Contemporary Chinese Politics: New Sources, Methods, and Field Strategies* (Cambridge University Press, 2010). pp. 107-125.

Jiangnan Zhu, "Why are Offices for Sale in China? A Case Study of the Office-Selling Chain in Heilongjiang Province" *Asian Survey* (2008).

Dorothy J. Solinger, "Interviewing Chinese People: From High-level Officials to the Unemployed," in Maria Heimer & Stig Thogersen edited *Doing Fieldwork in China* (NIAS Press, 2011).

2 March Topic 5. From Internet to Social Safety Net: The Policy Consequences of Online Participation in China + 30 minutes Discussion Leaders (12:30-1:00pm, 2 students)

Speaker: Dr. Junyan Jiang, Assistant Professor, Chinese University of Hong Kong

*Brief Bio***:** Dr. Junyan Jiang is Assistant Professor at the Department of Government and Public Administration of the Chinese University of Hong Kong. His research encompasses a range of topics including political leadership, distributive politics, and public opinion in nondemocratic systems. His dissertation examines the roles of informal patronage networks in facilitating elite cohesion and promoting local development in China. His research has been funded by the Ford Foundation and the National Science Foundation. Dr. Jiang received his PhD in Political Science from the University of Chicago and BA in economics and finance from the University of Hong Kong.

Readings:

Junyan Jiang, Tianguang Meng, and Qing Zhang, "From Internet to Social Safety Net: The Policy Consequences of Online Participation in China" Working paper.

Jidong Chen, Jennifer Pan, and Yiqing Xu, "Sources of Authoritarian Responsiveness: A Field Experiment in China," *American Journal of Political Science*, (2016), 60(2): 383-400.

Suggested Readings：

Tianguang Meng, Jennifer Pan, and Ping Yang, "Conditional Receptivity to Citizen Participation: Evidence from a Survey Experiment in China," *Comparative Political Studies*, 2014.

Greg Distelhorst and Yue Hou, "Constituency Service Under Nondemocratic Rule: Evidence from China," Journal of Politics, 79(3): 1024-1040.

Lily L. Tsai and Yiqing Xu, "Outspoken Insiders: Political Connections and Citizen Participation in Authoritarian China," *Political Behavior*, forthcoming.

5-11 March Reading/Field trip Week

16 March University Holiday

23 March Presentation of Research Design + 45 Minutes Discussion Leaders (12:30-1:15pm, 3 students)

30 March Public Holiday

6 April Topic 6 The Application of Big Data Approach in Social Sciences + 30 minutes Discussion Leaders (12:30-1:00pm, 2 students)

 In this lecture, we continue the discussion of doing research on China. Dr. Zhang will give a guest lecture on the application of big data approach in social sciences.

Speaker: Dr. Dong Zhang, Assistant Professor, Lingnan University

Brief bio: Dong Zhang is Assistant Professor of the Department of Political Science at Lingnan University. Before joining Lingnan University, he was a Postdoctoral Fellow at the Walter H. Shorenstein Asia-Pacific Research Center of Stanford University. His research interests include political economy of development, authoritarian politics and informal politics. He is particularly interested in the economic consequences of elite politics and the historical origins of long-run economic development in China. His dissertation examines the political logic of sustaining state capitalism in the developing world with a primary focus on China. His articles have appeared in *Public Administration Review*, *Comparative Political Studies* and *Governance*. He received his doctorate in political science from Northwestern University in June 2016. He holds bachelor's degrees in public policy and economics, and a master's degree in public policy from Peking University, Beijing.

Readings:

Jiangnan Zhu, Huang Huang and Dong Zhang. "Big Tigers, Big Data": Learning Social Reactions to China's Anticorruption Campaign through Online Feedback. *Public Administration Review. (download here: http://onlinelibrary.wiley.com/doi/10.1111/puar.12866/abstract, click "PDF".)*

Kevin J. O'Brien and Rongbin Han, "Path to Democracy? Assessing Village Elections in China, *Journal of Contemporary China* (2009), 18 (6), 359-378 (*2017 John and Sabel Awardee. This article is to prepare for Topic 7, however we will read and discuss this week.*)

13 April Topic 7 The Dynamics of Village Elections in mainland China + 30 minutes Discussion Leaders (12:30-1:00pm, 2 students)

Speaker: Prof. Hairong Lai, Vice-President of Fujian Normal University

Brief Bio: Prof. Hairong Lai is the Vice-President of Fujian Normal University, a leading university in Fujian province. He was previously the Director of Center for Overseas Social and Philosophical Theories (COSPT) at Central Compilation and Translation Bureau (中央編譯局), Central Committee of CCP. He got his PhD in comparative politics at Central European University (Budapest) (2008). He was the executive editor-in-chief for the *Journal of Comparative Economic and Social Systems* (Chinese, Bimonthly) (November 2005-July 2009). Studying political restructuring in China, he has a number of publications on governance in China in different languages, including *China Experiment: From Local Innovations to National Reform* (Brookings Institution Press, 2012, co-author with Ann Florinni and Yeling Tan), Zhongguo Nongcun Zhengzhi Tizhi Gaige (*Political Reform in Rural China*, Central Compilation and Translation Press, 2009).

Readings:

Ann Florini, Hairong Lai, and Yeling Tan*, China Experiment: From Local Innovations to National Reform* (Brookings Institution Press, 2012) Chapter 3 and 5.

Suggested Readings:

China Experiment: From Local Innovations to National Reform (Brookings Institution Press, 2012), Other chapters of the book, especially Chapter 2 and 4.

20 April No lecture. Individual group research consulting in Dr. Zhu office

27 April In-Class Presentations of Group Research (Audience will be invited)
Depending the number of research groups, and also if all the groups want to present in the last lecture together, **we may need to run this lecture longer than usual**.

Appendix I A course grading rubric for your reference
Appendix I: Course Grading Rubric

Grade/ Competency	A+, A, A-	B+, B, B-	C+, C, C-	D+, D	F

Use of vocabulary and concepts	Student accurately and creatively uses concepts and key course vocabulary throughout the assignment, demonstrating a sophisticated understanding of each.	Student accurately uses concepts and key course vocabulary throughout the assignment, but does not demonstrate creativity in use or fluency.	Student uses concepts and key vocabulary from the course, but in a manner that does not demonstrate understanding or proficiency; use of concepts and vocabulary is perfunctory.	Student rehearses concepts or key course vocabulary but not in a way suggesting understanding at a university level.	Student fails to use concepts or key vocabulary correctly or at all.
Deployment of theories and argumentation	Student deploys theoretical arguments well using their own voice and substantive arguments in a sophisticated way.	Student deploys theoretical arguments well although voice, style and substantive critiques are similar to the source.	Student deploys theoretical vocabulary in a way commensurate with rules for argumentation, but does not show creativity or sophistication in substance or style.	Student rehearses theories and bits of argumentation from others and not in a way suggesting understanding at a university level.	Student fails to attempt argumentation or use of theoretical tools from the course.
Creativity	Students choice of topic, sources, assignment completion modality, arguments, and solutions show sophistication and critical thinking at a high level.	Students choice of topic, sources, assignment completion modality, arguments, and solutions show critical thinking skills.	Students choice of topic, sources, assignment completion modality, arguments, and solutions are average and "modal".	Student shows no more creativity than what is required to complete the task.	Student misunderstands creativity or fails to complete the assigned task.
Persuasiveness	Student makes an argument	Student makes an argument	Student makes an argument	Student rants or editorializes	Student rants incoherently.

	using appropriate language and rhetorical style necessary to persuade the reader to accept or accommodate their viewpoint.	using appropriate language and rhetorical style necessary to complete the assignment.	using either inappropriate language and/or rhetorical style. Ranting or editorializing.	considerably, but stays largely on message.	
Use of fact and empirical evidence	Student brings factual evidence to bear upon the arguments and supports factual claims with adequate support from reputable sources.	Student brings factual evidence to bear upon some arguments and supports factual claims with support from limited or questionable sources.	Student brings some facts into their arguments but fails to provide support consistently for factual claims and uses trite or prohibited sources as support (e.g., Wikipedia).	Students factual claims are questionable or unsupported. Student rehearses facts from unacceptable sources (e.g., Yahoo answers).	Factual claims, if any are incorrect, ill supported, or incoherent within the argument.
Grammar and spelling	Students writing is grammatically correct and there are no spelling errors.	Students writing is grammatically correct in most instances and there are few spelling errors.	Students writing is grammatically correct in many instances but spelling errors are found throughout the document, consonant with ESL students.	Grammatical infelicities and spelling errors appear frequently in the document, but these are errors common to ESL students.	Grammar and spelling are unacceptable for university level writing for any student.
Mechanics and style	Students writing is fluid, fluent, and in an appropriate style for the	Students writing is fluent but stilted and/ or is an odd style for the	Students writing is halting and imbalanced and may be inappropriate	Students writing is only marginally acceptable for university	Students writing needs significant remediation by outside sources.

	task.	task.	for the task.	level courses.	
Citations	Student accurately and completely cites all sources, whether factual, argumentative, or theoretical claims according to the appropriate citation scheme.	Student accurately cites all sources, whether factual, argumentative, or theoretical claims but does not provide complete citations or uses an inappropriate citation scheme.	Student cites most expected sources, but does not provide accurate or complete citations.	Students citations are incomplete and inconsistent throughout the paper.	Student fails to cite at all.
Sources	Students choice of sources demonstrate sophisticated use of research resources. Sources are from reputable, academic sources.	Students choice of sources indicate a notable level of use of research resources. Sources are from reputable, academic sources.	Students choice of sources show minimal use of research resources. Sources are from a mix of academic and non-academic sources, some of questionable provenance.	Students include only minimal outside sources from sophomoric or prohibited sources (e.g., Encyclopedia Britannica online).	Student fails to demonstrate appropriate outside research.