

## **POLS 668 (EALC 585) Reform in Contemporary China, Fall 2017**

Instructor: John Kennedy  
Classroom: 107 Fraser  
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### Scope and Purpose:

At present, China's leadership and society are facing tremendous economic, social, and political challenges. This course presents an overview on the development of Chinese Communist Party (CCP) and the social challenges that average citizens face in China today. Among the topics covered are China's political institutions, the economy, rural to urban migration, ethnic minorities and population policies. In addition, we will examine the achievements, failures, obstacles, and potential development in the fields of education, social equality, legal system, environmental protection and economic development.

### Readings:

William Joseph (editor), *Politics In China: An Introduction* Second Edition (Oxford University Press, 2014), ISBN: 9780199339426 (paperback)

Extra Readings posted on Blackboard

The listed readings for the lecture *should be read before the class session*. Note: In the back of every chapter in the *Politics In China* text there is a great list of suggested readings. However, I provide suggested movies for most of the topics.

### Grading:

The course grade will be based on one mid-term, a paper and the final exam:

Debates: 25%	Mid-Term Exam (10/18): 20%	Paper Appointment: 5%
Map Quiz (9/14): 5%	Final Exam (12/11): 20%	Paper Draft (11/15): 15%
		Final Paper (12/6): 10%

### Exams (40%):

The exams are based on readings, debates, and lecture material. It is your responsibility to know what has happened in class. A curve is *not* used in the grading, so you are not competing with each other. One week before the mid-term exam the instructor will hand out a *study guide*. Although the study guide is comprehensive, nothing will be on the exam that is not on the study guide. The mid-term and final exam will consist of three

parts: (I) identify a number of terms with a single sentence answer, (II) identify concepts and issues with a single paragraph answer and (III) essay questions. The grading for each section is as follows Part I: 30%, Part II: 30% and Part III: 40%.

#### Debates (25%):

Each debate will include debate handouts with several positions (arguments). Each debate group will have their own position. You work together in class and then use the experience (and evidence) to write your own response paper after the debate. The debates start as small groups of three or four people and then merger in to larger debate groups. This gives everyone a chance to participate in the discussions.

There are 10 planned debates, but you choose 5 debates topics for the written debate assignment. Your final debate grade is based on the 5 written debate papers. The reaction paper is due the following week. For example, if you choose to write up a debate topic that was on Sept 18<sup>th</sup>, then the debate paper is due the following week on Sept 25<sup>th</sup>.

The debate papers are about 2-3 pages double spaced 12 point *not* including a reference page. The main point of the debate paper is to have you clearly articulate the position you supported during in-class debate as well as your own opinion.

First, the structure of the debate paper starts with the stated issue such as the pace and effectiveness of legal reforms. This is only a few sentences.

Second clearly state your debate group's initial position and write out the key debate question (or one of the key questions) from your handout. Even if there are many questions focus on one. Using *evidence* from the readings and other sources, how did your group support the position with the evidence? What was the strongest evidence that you think supported your argument? What was the weakest evidence? (This is about a page)

Third, how did the final debate (larger group) play out in class? In your opinion, which position had the strongest argument? Why? Remember support your opinion with evidence. (This is about half page)

Fourth, the conclusion should be your opinion on the outcome of the debate. Do you personally agree with the position of your group? Why or why not? In this part, you do not have to take the position of your debate group, but rather your own position. (This is about a half page)

#### Paper Appointment (5%):

Once you have selected a topic, you must make an appointment to see me and discuss your research question and paper. The point of the meeting is to help you define the debate and develop a paper outline.

Paper Draft (15%):

The draft paper must follow the paper outline and instructions. The draft paper should be at least 10 but no longer than 12 pages, and, of course, double-spaced with 12 pt. font (not including tables or figures). In your paper, you will present an argument (debate) and present the pros and cons of a specific topic then support your position.

First, select a relatively *narrow* topic that you have an interest in writing. An example of a *broad topic* is “environmental protection in China”. This topic is too broad and it is not an acceptable paper topic for this course. An example of a *narrow topic* is “the environmental impact of the Three River Gorges dam four years after it became fully functional”. Then, write a single sentence that contains the pro and con of the debate. For example, “In the case of the Three River Gorges dam, some argue that the benefits (electric power) outweigh the costs (negative impact on the local environment).”

Second, you need to restate your topic in the form of a clear research question that can be answered either as yes or no. “Four years after the completion of the dam project in 2012, do the environmental costs of the Three River Gorges dam outweigh the estimated benefits?”

Third, answer the question by providing both the pros and cons of the debate and then support your position (i.e. analysis). I will provide a paper guideline/outline.

The draft paper is due Wednesday, **November 15<sup>th</sup>** and I will return your paper with my comments and grade on Monday, November 29<sup>th</sup>.

One way to get started on a paper topic research is to look at the suggested readings in the back of every chapter in the *Politics In China* text. For example, narrowing down an environmental issue you can review Chapter 12 and look at the suggested readings on pages 363-364. You can also browse the listed Journals listed on the back pages of this syllabus.

Final Paper Draft (15%): After you receive and review my comments on the draft paper, you have an opportunity to address the comments and improve the final paper grade. **\*\*The original copy of the draft paper with my comments must be turned in with the final paper.** Final Papers are due on the last day of class on **Wednesday, December 6<sup>th</sup>**. Late papers will be penalized 5pts per day: note that no papers will be accepted after Final Exam day on Wednesday, December 11<sup>th</sup>.

Criteria for Grading the Draft and Final Papers:

Papers are graded for both content and form. The evaluation of your paper is based on three questions: 1.) How well does the paper follow the assignment instructions? 2.) Is the paper organization clear with a concise argument/statement at the beginning, logical development of the argument and a solid conclusion? 3.) Is there plenty of evidence from the class and outside readings to back up the argument? Evidence can be paraphrased or quoted, but make sure you provide the proper *citation* for each piece of evidence you present (see the Paper Reference and Reference Guide attached to the syllabus). *Papers should not have too many long quotes.* No quarter or half page quotes. *Also do not cut*

*and paste tables or graphs (figures) from other journal articles or the internet.* You can only use an Excel graph or Word (doc.) table that you made from raw data (from “China Data Online” at KU Libraries). If you find data and you want to present a graph (figure) or table ask me and I will help you get started. *Your paper must have at least six references and no more than two internet sources.* What is an internet source? An internet source is a non-published source (i.e. not a digital version of a published journal or newspaper/magazine). For example, a US State Department report on China is a “.gov” internet source. I will only accept “.gov”, “.edu”, or “.org” web sources. Remember JSTOR is not an internet source. It is a digital access to print journals, so do not cite the web address for JSTOR or any other digital resource for printed material. Always cite the print information (see Paper Reference and Reference Guide).

**Make-up Exams:** Students with a valid reason such as illness and documentation that satisfies the instructor can schedule a make-up exam. The make-up exam will be different from the one given in class.

**Disabilities:** Any student who has a disability that may influence class participation or test taking should contact the instructor at the earliest possible date so that accommodations can be made.

**Sports or University Competitions:** Any student who is on a sports team or academic team, such as the debate team, that may influence class participation or test taking should contact the instructor at the earliest possible date so accommodations can be made.

**Class Conduct:** *Turn off all cell phones:* Each time a cell phone rings during class, *everyone will lose one point* from their final grade, but if the professor’s cell phone rings then *everyone will receive an extra two points* on their final grade. The reason for the cell phone rule is that in-class disturbances waste your classmates’ time and money (tuition). Also, please do not read the newspaper, use class time to sleep, do work for other classes, listen to music or check e-mail/surf the web during class. Sleeping or conducting other business within the 75 minute time period is disruptive and disrespectful to the whole class. Therefore, if you are observed sleeping or surfing the web (via i-phone), then I will stop the lecture to wake you up or ask you to please stop.

**E-Mail:** I can communicate with you through e-mail to answer questions regarding class assignments and exams. However, all e-mail will receive a response within 24 hours. Regarding exams, I will *not* give exact answers for possible exam questions, but rather I will provide information to help you find the answers. Finally, professional e-mail communication is an important skill that will last beyond the class and college experience. Keep in mind how you want to present yourself through e-mail. For more information of professional e-mails see <http://www.albion.com/netiquette/>.

**Blackboard:** This course will use Blackboard (<https://courseware.ku.edu/>). I will post the lecture out lines, study guides and lab assignments on Blackboard. If you are not familiar with this web site or you need more information please see the attached student information sheet in this syllabus.

**Computers in Class:** No computers in class. I provide detailed outlines from the Power Point Slides that are posted on Blackboard before class. I post the outlines in Word.doc with 16 pt font with spaces between key points. These outlines are guides and baseline notes and you can use to in class and write in the additional needed information.

**Concealed Carry:** Individuals who choose to carry concealed handguns are solely responsible to do so in a safe and secure manner in strict conformity with state and federal laws and KU weapons policy. Safety measures outlined in the KU weapons policy specify that a concealed handgun: Must be under the constant control of the carrier; Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control; Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position; Must have the safety on, and have no round in the chamber; Students who choose to carry a concealed handgun in a purse, backpack, or bag must review and plan each day accordingly, and are responsible for making alternate arrangements as necessary. \*\*It is the student's responsibility to make sure the weapon is secure and concealed. If a handgun is made visible for any reason (i.e. violating the policy), then the student will be asked to leave class and the campus police will be contacted.

#### Week 1: Introduction and the Origins of Chinese Communist Party (CCP):

Objective: Introduce the class and the study of China's politics and society. The first week we discuss the some of the major social and political issues facing citizens and the leadership. This week we begin to discuss the critical political developments from the 1930s until late 1970s that continue to influence and shape contemporary China in 2016.

8/21— Introduction: Why study Chinese Politics?

Readings: Chapter 1 "Studying Chinese Politics" in *Politics In China*, pp. 3-33

8/23— Lecture 1: From Marxism to Maoism, May 4<sup>th</sup> Movement and Nationalism;

Readings (Text): Chapter 2 "From Empire to People's Republic" in *Politics In China*, pp. 41-69, Chapter 5 "Ideology and Chinese Politics" in *Politics In China*, pp. 149-161

Suggested Movies: "China—A Century of Revolution: Part 1: China in Revolution 1911-1949," Documentary [English], KU Call Number: HIST 1009 (EGARC); "China: Through Mao's Eyes," Documentary [English], KU Call Number: DS778.M3 C532 2006 (Watson); *Farewell, My Concubine* (1993), Movie is a personal story how the political and social upheavals of turn of the 20th century China influenced individuals and communities [Mandarin with English subtitles], KU Call Number: CHIN 0213 (EGARC)

#### Week 2: CCP Political and Social Development

Objective: This week we will continue (and finish) the discussion regarding the critical political developments from the 1930s until the late 1970s that continue to influence and shape contemporary China.

8/28 — Lecture 2: The Mass Line, Political Campaign Model, Land Reform and the GLF  
Readings (Text): Chapter 5 “Ideology and Chinese Politics” in *Politics In China*, pp. 161-182; Chapter 3 “Mao Zedong in Power (1949-1976)” in *Politics In China*, pp.72-96;

8/30 — Lecture 3: Communes, Cultural Revolution and Decollectivization  
Readings (Text): Chapter 3 “Mao Zedong in Power (1949-1976)” in *Politics In China*, pp.96-116

Suggested Movie: *Morning Sun* (2003) is a documentary in English on the Cultural Revolution, KU Call Number: CHIN 1037(EGARC) also <http://www.morningsun.org/>

### Week 3: Rapid Economic Reform and Slower Political Reform

9/4 — No Class (Labor Day)

9/6 — Lecture 4: Continued discuss on decollectivization (land policies) and the political opening in the 1980s including Tiananmen in 1989

Suggested Movies: “The Gate of Heavenly Peace” PBS Frontline at <http://www.pbs.org/wgbh/pages/frontline/gate/>

### Week 4: The Political System (Map Quiz)

Objective: To learn about the structure and function of the CCP and the State. First, we examine the party and state structure and constitutions (there is a separate constitution for the party and the state). On paper these institutions are separate, but in practice there is an overlap and a fusion between party and state.

9/11 — Lecture 5: Party Institutions

Readings (Text): Chapter 6 “China’s Communist Party State: The Structure and Dynamics of Power” in *Politics In China*, pp.192-221

9/13— Lecture 6 (Map Quiz): State Institutions and Cadre Management System

Readings (Text): Chapter 4 “Deng Xiaoping and His Successors” in *Politics In China*, pp.119-144; Chapter 5 “Ideology and Chinese Politics” in *Politics In China*, pp. 182-188  
Chapter 9, “Rural China: Reform and Resistance” in *Politics In China*, pp. 293-302;

For additional up to date information see the China Leadership Monitor (<http://www.hoover.org/publications/china-leadership-monitor>)

### Week 5 The Legal System and Debate

Issue and Debate: The legal system in China is relatively weak due to the lack of clear separation between the Party and State and the sheer size of the country, but it is more developed today (in 2017) than it was during the Maoist Period. There are many legal challenges and issues such as Food Safety, Work Place Safety, Trade and Customs as

well as Civil Liberties. The key is the distinction between “rule of law” where the law is applied to all citizens and leaders, and “rule by law” where the law is manipulated and selectively applied by leaders.

9/18 — Lecture 7: Legal System and Legal Reform

Reading (Blackboard): Minzner, Carl. “Legal reform in the Xi Jinping era.” *Asia Policy* 20, no. 1 (2015): 4-9; Scoggins, Suzanne E., and Kevin J. O’Brien. “China’s unhappy police.” *Asian Survey* 56, no. 2 (2016): 225-242; (Text): Chapter 7 “China’s Legal System” in *Politics In China*, pp.224-248

9/20 — Lecture 8: Debate: Can Western type of legal institutions be established in China or is the political culture of “relationships over regulations” too resistant to change (i.e. institutions or political culture)? Will “rule of law” develop or is “rule by law” too entrenched in China’s political/legal system?

Suggested Movie: *The Story of Qiu Ju* (1993), This movie is still very relevant in 2009. It follows a woman who takes her legal case from the village to the provincial courts. It also provides a good visual example of the differences between a village, town, county and municipality [Mandarin/English subtitles], KU Call No: PN1997 .C3982 (Watson)

#### Week 6: The Economy

Issue and Debate: This week we discuss the economic reforms from planned to a semi-market economy. This includes the discussion of private, semi-private and State Owned Enterprises (SOE). The difference is the level of government intervention in the companies, markets (such as agricultural, energy and housing), banks and currency value. One of the key issues is the move from a generally export driven economy to consumer driven one. Also one of the debates is on the necessity and merits of government intervention including the recent (2016) Shanghai Stock Market “dip”.

9/25 — Lecture 9: From Planned to Market Economy

Readings: Chapter 8 “China’s Political Economy” in *Politics In China*, pp.254-286; Naughton, Barry. “China’s economy: complacency, crisis & the challenge of reform.” *Daedalus* 143, no. 2 (2014): 14-25.

9/27 — Lecture 10: TVEs, SOEs and Foreign Investment

Debate: State intervention, employment and exports...Can the CCP afford to let the *renminbi* currency float (i.e. allow international market control)? Can the CCP afford to close remaining key SOEs even if they are non-profitable?

#### Suggested Movies:

Documentary “Young and Restless in China” (2008) PBS *Frontline* <http://www.pbs.org/wgbh/pages/frontline/youngchina/>; Documentary “China in the Red” (2003) PBS *Frontline* <http://www.pbs.org/wgbh/pages/frontline/shows/red/>

### Week 7: Migration

Issue and Debate: Currently there is an estimated 250 million rural to urban migrants. However, from 1960 to the early 1980s there was virtually no rural to urban migration due to the Household Registration System or the *huokou* system. The *huokou* system has been relaxed due to the need for rural labor and urbanization, but it is still apart of Chinese society. The debate is whether or not to maintain the *huokou* system or completely allow the free movement of labor.

10/2— Lecture 11: The *huokou* from 1958 to 2016

Reading: Chan, Kam Wing, and Li Zhang. “The hukou system and rural-urban migration in China: Processes and changes.” *The China Quarterly* 160 (1999): 818-855.

10/4— Lecture 12: Rural areas and those left behind

Debate: Should the *huokou* system be completely eliminated or is there still a need to control the flow of labor (even minimal control)?

### Suggested Readings:

Cheng Tiejun and Merk Selden (1994), “The Origins and Social Consequences of China’s Hukou System” *The China Quarterly* no. 139, pp. 644-668

Mou, Jin, et al. (2013), “Health of China's rural–urban migrants and their families: a review of literature from 2000 to 2012,” *British medical bulletin* 106(1), pp.19-43

Jacka, Tamara (2014), *Rural women in urban China: Gender, migration, and social change*, (Routledge)

Xu, Hongwei, and Yu Xie (2015), “The Causal Effects of Rural-to-Urban Migration on Children’s Well-being in China,” *European Sociological Review*

### Suggested Movies:

*Last Train Home* (2011) is a documentary that details the life of one migrant family. Although it looks at one family, their experience represents the many millions of migrant parents who leave home to find jobs with the intention of bettering the lives of their children; *Blind Shaft* (2003) is a remarkable movie that chronicles the risk migrant workers face when seeking jobs in the mining industry; *Beijing Bicycle* (2001) movie that portrays a slice of life of youth in Beijing (Mandarin with English subtitles), KU Call Number, PN1997.2 .S4762 2001 (Watson)

### Week 8: Urbanization

Issue and Debate: In 1979 at the beginning of reform period, about 20 percent of the population lived in the cities, but by 2012 the majority of population is considered urban (51 percent). The dynamic pace of urbanization creates a range of pressure on social services and infrastructure in cities. Several of the key issues are the growing urban inequality and “urban villages”. One of the key debates is land management and property rights. Although no one owns land there are land leases some up to 70 years, but with individual property rights both urban and suburban home owners have few legal options to protect their homes. Should the central government allow for full individual property rights for land?

10/9 — Lecture 13: Urbanization and Property Rights

Readings (Text): Chapter 10 “Urban China” in *Politics In China*, pp.320-339

10/11 — Lecture 14: Urban Villages

Debate (Migration and Urbanization): Many migrants return to the countryside because they still have houses and leased land, but others decide to stay in the city. Should villagers be allowed to own and sell their farm land? While municipal government can renegotiate rural land leases with village cadres, individual villagers have little say in the land management. Should land be privatized (bought and sold by individuals)?

Suggested Movies:

*Shower* (2000) is also a very good movie about how rapid development in Beijing influences a family and local community, [Mandarin with English subtitles];

*A Touch of Sin* (2013) is a powerful movie that chronicles the true tales of several Chinese who have been pushed to the edge due to the rapid social and economic changes. This movie is violent and poignant [Mandarin with English subtitles].

Week 9: Fall Break and Mid Term Exam

10/16 — No Class Fall Break

10/18 — Mid-Term Exam

Week 10: The Arts

10/23 — Lecture 15: Politics and the Arts in China

Readings (Text): Chapter 11 “Policy Case Study: The Arts” in *Politics In China*, pp.342-350

10/25 — Lecture 16: China and Contemporary Art: Guest Speaker

Week 11: Education

Issue and Debate: The education system has gone through several significant changes over the last few decades. In 1985, China announced the Compulsory Education Law requiring nine years of education (Elementary to Junior High). However, there is a continuing rural and urban gap in access and quality of education. There are also issues regarding higher education such as the college entrance exam and types of colleges and universities. One of the debates is whether China should (or can) abolish the national college entrance exam?

10/30 — Lecture 17: Compulsory Education and Higher Education

Reading: Li, Hongbin, et al (2015), “Unequal access to college in China: How far have poor, rural students been left behind?” *The China Quarterly* 221, pp. 185-207

## 11/1 — Lecture 18: Rural and Urban Gap

Debate: The college entrance exam is considered a merit based exam, but there are uneven educational opportunities at K-12 levels that can influence the outcome for students. Should the current exam system be eliminated?

Readings: Look at the Rural Education Actions Program (REAP) web page at <http://reap.fsi.stanford.edu/>

### Suggested Readings:

Postiglione, Gerard A. (2015), *Education and social change in China: Inequality in a market economy* (Routledge); Hannum, Emily, and Albert Park (2007), *Education and reform in China* (Routledge)

Suggested Movies: *Not One Less* (1999) is not a movie about rural unrest, but it is a touching story that reveals the huge rural and urban gap in standard of living and education, [Mandarin with English subtitles], KU Call Number: CHIN 0208 (EGARC)

## Week 12: Environment

Issue and Debate: Due to rapid economic development, urbanization and weak legal enforcement of environment protection laws, the air, water and soil pollution levels in China are some of the worst in the world. Also China's energy resources are still dependent on coal and petroleum. At the same time, China has developed massive solar and wind power projects as well as recycling centers. One question is can (or will) the CCP and central leadership implement environment protection laws to curb the pollution?

## 11/6—Lecture 19: Air, Land & Water Pollution; Government and Citizen Responses

Readings (Text): Chapter 12 “Policy Case Study: The Environment” in *Politics In China*, pp.353-362

## 11/8 — Lecture 20: Politics and the Environment

Debate: Progress versus Protection, and the environmental costs (and crisis) of rapid development. Do the benefits of rapid development outweigh the environmental costs? Given the political system and the need for continued economic develop, can the CCP leadership afford to enact policies that improve the environment and slow growth? Given the level decentralization and local interests, does the central leadership lack the capacity or the willingness to fully implement environment protection laws?

### Suggested Movies:

Chai Jing (2015) “Under the Dome” is a Chinese documentary that personalizes the costs of rapid development especially in Beijing: This is 8 parts on You Tube.

<https://www.youtube.com/watch?v=T6X2uwlQGQM>

<https://www.youtube.com/watch?v=MhIZ50HKIp0>

“The Warriors of Qiugang” (2011) is a short documentary about villagers fighting local authorities to get rid of a local chemical plant at [http://e360.yale.edu/feature/the\\_warriors\\_of\\_qiugang\\_a\\_chinese\\_village\\_fights\\_back/2358/](http://e360.yale.edu/feature/the_warriors_of_qiugang_a_chinese_village_fights_back/2358/)

Week 13: Health Care System (\*Paper Draft Due November 15<sup>th</sup>)

Issue and Debate: During the Maoist period (work unit system and communes) most Chinese had free access to hospitals and clinics. However, after the introduction of market reforms and the closure of SOEs (work units) many health care expenses dramatically increased for average citizens. Moreover, the gap in health care services between rural and urban as well as smaller and larger cities grew wider. Should the central leadership return to universal coverage or continue to privatize health care services? How can universal or privatized health care close the rural and urban gap?

11/13 — Lecture 21: The evolution, erosion and reform of the health care system  
Readings (Text): Chapter 12 “Policy Case Study: Public Health” in *Politics In China*, pp.365-377

11/15 — Lecture 22: Rural and Urban gap in health care access and quality  
Debate: Should the central leadership return to universal coverage or continue to privatize health care services? How can universal or privatized health care close the rural and urban gap?

Week 14 Diplomacy Lab Meeting and Thanksgiving Break

11/20 — Lecture 23: China, Data and Debates—reflecting on data quality from China and the use of Chinese government data in class and with the debates

11/22 — No Class

Week 15: Population and Family Planning

Issue and Debate: In 2015, the central leadership ended the single child policy in favor of a two-child policy, but the CCP did not end the family planning policy. In the countryside, villagers have been allowed to have a second child since the mid-1980s (if the first child is a girl). Despite the recent change in the single child policy, the legacy of this policy has a significant influence on the population such as increasing elderly population with fewer children to care for them, the estimated 30 million “missing girls” and the “marriage squeeze” reflecting the millions of unmarried men in the near future. How significant are these problems? Can (or should) the CCP completely lift the family planning policy (i.e. no government population control)?

11/27 — Lecture 24: Family Planning, the social benefits and consequences  
Readings (Text): Chapter 14, “Policy Case Study: Population” in *Politics In China*, pp. 380-495

11/29 — Lecture 25: the future of the Family Planning policy  
Debate: How severe are the consequences of the family planning policy in China? Did the national benefits outweigh the social cost? Can (or should) the CCP completely lift the family planning policy (i.e. no government population control)?

Readings:

Shi, Yaojiang and John James Kennedy, (2016). Delayed Registration and Identifying the “Missing Girls” in China. *The China Quarterly*, 228, 1018-1038;

Cai, Yong. (2017). Missing Girls or Hidden Girls? A Comment on Shi and Kennedy's “Delayed Registration and Identifying the ‘Missing Girls’ in China”. *The China Quarterly*, 1-3

Shi, Yaojiang and John James Kennedy, (2017). Missing Girls, Indirect Measures and Critical Assumptions: A Response to Yong Cai's Comments. *The China Quarterly*, 4-7

Week 16: Tibet and Xinjiang; Final Class Political Reform and the Future (\*Final Paper Due December 7<sup>th</sup>)

Issue and Debate: Tibet and Xinjiang are considered Autonomous Regions in China. However, they tend to have less realized autonomy than a regular province. Both regions have significant minority populations (non-Han Chinese) and a history of resistance and accommodation. While some scholars discuss why Xinjiang and Tibet *should* be independent, the real debate is whether or not Xinjiang and Tibet *can* become independent?

12/4 — Lecture 26: Tibet and Xinjiang

Readings (Text): Chapter 15, “Tibet” in *Politics In China*, pp.401-424; Chapter 16, “Xinjiang” in *Politics In China*, pp. 428-447

12/6 —Lecture 27: Political Reforms

Is it possible for China to remain an economically and politically stable single party authoritarian regime *without* democratic reforms? While many scholars suggest that China should democratize, democracy does always bring social and political stability. Thus the question, should China democratize? Readings: Chapter 9, “Rural China: Reform and Resistance” in *Politics In China*, pp. 302-317

Final Exam: Wednesday, December 11<sup>th</sup> at 10:30 am - 1:00 pm

Paper References: The paper must have at least six references and only two references can be from the internet and at *least one has to be a book from the library and you must cite the library call number in your reference page.* \*\*Remember, if you use JSTOR or and electronic resource to find a published journal article DO NOT cite the web address, only cite the journal, magazine or newspaper.

Some resources from the KU Libraries (Information Gateway):

JSTOR

Project Muse

Google Scholar (through KU libraries)

Web of Science

CIAO: Columbia International Affairs Online

China Data Online (great for information on economy or social and demographic changes—the 2000 and 2010 China census)

China/Asia Journals:

The China Quarterly

Asian Survey

Beijing Review

The China Journal

Harvard China Review

Journal of Asian Studies

Journal of Contemporary China

Journal of Chinese Political Science

Modern China

Pacific Affairs

The China Journal

Political Science Journals:

American Political Science Review (APSR)

World Politics

Comparative Politics

Comparative Political Studies