Elizabeth Remick  
Office: 108 Packard Hall  
Office hours: Monday 1:30-2:30, Thursday 11:00-12:00, and by appointment. If you can come during my office hours, please do, as that is the best time for me to meet with you.  
Office phone: 617-627-5848  
E-mail: elizabeth.remick@tufts.edu. This is the best way to reach me.

This course is an advanced seminar in Chinese politics. It focuses on some of the big issues that scholars of Chinese politics debate: what are the sources of power in the Chinese political system? How is power exercised, and by whom? How powerful is the state, really? What are some of the ways that people in China work with and around state power? What are the prospects for democracy in China? Longstanding disagreements surround most of these questions, and in the class we will examine different ways people have answered them. We will finish the semester by discussing additional topics of interest to students in the class.

Writing Fellow  
The course will have a Writing Fellow who will work with you on your research papers: Patricia Solleveld, patricia.solleveld@gmail.com  
Patricia will be in touch with each of you when it is time to set up fellowing meetings.

Course website  
The course website is accessible through Trunk, https://trunk.tufts.edu/. I will use it to distribute information, to update the syllabus, to make announcements between classes, and also to connect you to important resources concerning China. If you have questions about the class, this is the first place to look.  

- Most course-related documents, including readings, are located under “Resources.” The discussion board is located under “Forums.”  
- If you have technical questions about using Trunk, please visit the Trunk support site at http://sites.tufts.edu/trunksupport/common-tasks-getting-started/for-students/  
- Trunk enters your Tufts e-mail address from the directory as the destination for mail sent to you through the course website. As such, important course-related messages will go to your Tufts email, and I will contact you by email via your Tufts email account. Therefore, if you do not regularly use your Tufts email account, please have your Tufts email forwarded to an address that you regularly check. You can do so here: https://tufistools.tufts.edu/cgi-bin/forward

Course research guide  
http://researchguides.library.tufts.edu/PoliticalScience120

Learning objectives:  
In Comparative Politics: political institutions; civil society; political ideologies; political violence and the politics of social movements; the politics of identity; introduction to social science methods.
Assigned texts
The following books are available for purchase at the bookstore. You might also want to look into purchasing them used online.

Kellee Tsai, *Capitalism Without Democracy* (Ithaca: Cornell UP, 2007)
Lily Tsai, *Accountability Without Democracy* (New York: Cambridge UP, 2007)

Readings not from these books are available online via the hyperlinks in the online syllabus and/or under Resources—Course Readings.

Requirements

1. Class participation: 20%. Since this is a seminar, class participation is crucial. You are expected to attend every class, and if you are unable to attend you must notify me ahead of time and arrange to speak to me during office hours to discuss the class material. It is not sufficient to get the notes from a classmate. The participation grade is calculated by multiplying the quality of participation by the percentage of classes attended. Each person gets one free absence during the semester. For each subsequent absence, you will lose all participation credit for a day. If you complete only the written work, you are unlikely to pass the course, so if you are very shy, please see me about alternative ways to participate. Proper preparation for class includes: doing the reading; thinking about how it all fits together; reading the critiques and questions on the website, and thinking about your responses to both.

2. Critiques and questions: 30% (20% critiques, 10% questions). One “set” of critiques and questions consists of a critique and three questions. Each student will write two sets of critiques and questions during the semester. Detailed instructions are available on Trunk under Assignments.

- Critiques are to address the week’s readings: to compare and contrast them, discuss how they fit together or disagree, and give us fodder for discussion by making a provocative argument about them. Each critique must use at least one scholarly source outside of the readings as a way to bring in alternative analyses; it is up to you to find outside sources, but please feel free to come talk to me about ideas for sources. Critiques should be about three pages double-spaced in 12 pt. Times New Roman. They should have proper citations and be treated as formal written work in every way.

- The questions should consist of three thought-provoking queries presented separately from the critique, although they may refer to issues addressed in the critique. They should not be factual, but rather should be theoretical or normative; you may ask empirical questions to the extent that they question the evidence examined. Before you write critiques and questions, please read the prompt at the end of this syllabus. Also check out some sample critiques and questions on the Trunk site under Resources.

- Questions and critiques are due by 1 pm the day before class. They should be submitted by posting them on the course website discussion board, located under “Forums” on our Trunk website. Please post your work as a Word attachment. Everyone is expected to read the critiques and questions, and to think about them, before class. I will be very happy to
read drafts in advance, but I need to receive them at latest by 1 pm on Monday to do so. Otherwise, I just won't have time to read and comment.

- Because the critiques and discussion questions are so integral to the content of our classes, I have to impose draconian penalties for lateness on these assignments. A critique/question set that arrives after the 1 pm deadline will receive half credit. A critique/question set that is turned in during class will receive no credit. Last-minute requests to reschedule your critique/questions are subject to penalties at my whim. Computer failure is never a valid excuse to turn in any work late, so be sure to back up your work.

3. Final research paper: 50%. Research paper of approximately 20-25 pages about a subject in contemporary Chinese domestic politics. Please consult with me about an appropriate topic soon, and note that foreign affairs are, unfortunately, excluded as a topic. The assignment consists of four parts:

1. A preliminary topic with a central “why” question, due on the Trunk Forum, Tuesday, February 10 by 1 pm (5%). This assignment is not fellowed. I suggest that you run ideas by me well in advance so that you can settle on a researchable question.

2. A hypothesis-identification exercise and annotated bibliography, initial draft due Friday, February 20 by noon in hard copy at my office (5%); final draft due Friday, March 6 by 4 pm on Trunk Assignments.

3. An analysis paper evaluating one of the hypotheses you’re testing, initial draft due in hard copy at my office by noon on Friday, March 27; final draft due on Trunk Assignments on Friday, April 10 by 4 pm (10%).

4. The final paper itself, initial draft due Thursday, April 23 by noon in hard copy at my office; final draft due Monday, May 4 by 4 pm on Trunk Assignments (30%).

The grades for parts 1, 2 and 3 will be calculated separately from the final paper only if you fail to turn those items in on time or at all, or if the work shows a clear lack of effort or seriousness (for example, if you clearly have done no research yet). For each part, there will be a penalty of a +/- for each day or fraction of a day after the due date; lack of seriousness will incur penalties up to 100% at my discretion. Computer failure will not constitute a valid excuse for turning your work in late. Be sure to back up your work as you go by saving it on a removable storage device (flash drive, etc.) or online and/or by emailing files to yourself frequently.

Working with a Writing Fellow and revising your papers is a crucial part of the writing assignments in this class. It is not optional. The completed first drafts must be turned in to me in person by the due date and time. They may not be given directly to the Writing Fellows. For each day, or fraction of a day, that drafts are late, the final draft’s grade will be penalized a half grade. In addition, I will not read or grade final drafts that have not gone through the workshopping and re-writing process. Final drafts are subject to a half-grade penalty for every day or fraction thereof that they are late. Final drafts should be submitted to me electronically via the Trunk site, and they will go through Turnitin automatically. I don't use Turnitin because I suspect my students of plagiarism, but because (1) using it means I don't even have to consider plagiarism as a possibility, and (2) you can use it to assure yourself you’re citing your sources correctly. I will set up our course account so that you can run drafts through the system to check your own work before the due time, and I hope you will do so. I use it on my own work and I find it to be a very useful tool.

You will likely find it necessary to use the Harvard East Asia libraries to get resources for your paper, so please expect to spend a significant amount of time at Harvard. You will need a special
letter from the Tisch Library to get into the Harvard Libraries, and I will give you instructions on how to get that. Directions for getting to the libraries and for using the HOLLIS library catalog are on our course website.

How to prepare for class
(1) Complete the assigned readings. Take a few minutes to think about them. What are the main arguments? How do they contrast with or complement each other, or other readings we have done in the class?
(2) Read the critiques and questions posted by your classmates, and come prepared to talk about them. Do you agree or disagree with any points in particular in the critiques? How would you answer the questions? What other questions or issues would you like to discuss?
(3) Follow the news from China on the internet during the week. Some sites that give different perspectives on issues in China include:
The Christian Science Monitor www.csmonitor.com
The China Internet Information Center http://www.china.org.cn/english/index.htm
The Taipei Times http://www.taipeitimes.com/News

Class policies
(1) Students who require accommodation for documented disabilities should notify me as soon as possible so we can make appropriate arrangements.

(2) Please turn off your cell phone in class and use your laptop responsibly. Texting, IMing, gaming, and using other kinds of electronic communication are, of course, not acceptable in the classroom.

(3) Bereavement or illness constitute valid reasons for missing class, turning work in late, or rescheduling critiques/questions, and should be documented whenever possible with a letter from your medical professional or dean. I encourage you to stay home if you are experiencing flu-like illness (fever, chills, malaise, vomiting, do I need to go on?) and to document your illness using the university’s self-reporting system.

(4) Two of the most important intellectual skills I think you should learn in college are how to show your work to others, and how to comment constructively on others' work. This is one reason why we structure the class around critiques and questions. It is also why I encourage you to talk to your classmates about the readings, to trade critique/question drafts before class, to talk to each other about your research papers, and to trade drafts of research papers as they progress. This is not cheating; it is part of the intellectual process of testing and strengthening your ideas and your expression of them. You should acknowledge help you receive by thanking the people who have read, edited, or discussed your work, usually in a footnote at the beginning of your paper.

Working with writing fellows
The Writing Fellows are an integral part of this class, and their job is to work with you on writing issues in the first drafts of your papers. Here is how the process works:
- Prior to the final due date of each fellowed paper, you will be required to submit two hard copies of a complete draft of your paper, one for me and one for your Writing Fellow. Please also submit a Fellowing Meeting Worksheet at that time. Note that this is not a "rough"
draft, but a complete draft of good quality—what you would expect to turn in to a professor, in other words—that you will revise with the help of your Fellow.

- I will not be commenting on these first drafts. However, I will read a substantial number of them, and I will levy a penalty of at least a half grade on papers that are clearly unfinished or do not demonstrate seriousness of purpose. I will be happy to discuss substantive issues about your papers with you in person.

- During the week after you submit your initial draft, you will meet with your Fellow and workshop the paper, focusing on issues such as argumentation, logic, organization, and clarity. When you meet with your Fellow, please bring a hard copy of your paper to the meeting and take notes on it, as your Fellow will not give you written notes.

- After your discussion, you will revise the paper. Please submit the final draft of the paper, along with a copy of the Final Draft Revision Worksheet that you will fill out after completing the paper, via Trunk Assignments.

- Please remember that Writing Fellows are busy students just like you, and they work hard to find time to meet with you. If you must be late or miss a meeting, it is your responsibility to let your Fellow know as soon as possible and to re-schedule your meeting at his or her convenience, keeping in mind that it may simply not be possible to find a new time given the Fellows’ busy schedules. And please remember that fellowed assignments that do not go through the fellowing process will not be read or graded.

For more information on the Writing Fellows program, please go to:
http://uss.tufts.edu/arc/writingtutoring/wf.asp

Schedule of topics and readings

Jan 14 Introduction to the course, signups for critiques and questions

Jan 21: no class, Monday schedule

The nature of state power in the PRC

What was the nature of the Maoist local state? What is the nature of the local state in the post-Mao era?

Readings:

(2) Jean C. Oi, "Communism and Clientelism: Rural Politics in China," World Politics 37(2), pp. 238-266. Available on JSTOR at:
http://www.jstor.org/stable/2010144


http://search.proquest.com.ezproxy.library.tufts.edu/docview/1151387976?accountid=14434
Democracy and state power

Why no democratization in China? Civil society and other theories

According to most Western analytical perspectives, China should be democratizing because it is experiencing economic development. This relationship is supposed to exist because economic development should lead to the creation of civil society, or of new business classes that will demand political inclusion. But why hasn't it, for the most part? The civil society argument says that civil society is a prerequisite for democracy, based on Western experience, because it offers a challenge to state power. Is there a civil society in China? If there is, does it challenge the state? Why haven't new classes demanded democracy? What are the prospects for democracy?

Readings:

(1) Please read only pages 108-112 of Frederick Wakeman, "The Civil Society and Public Sphere Debate," Modern China 19(2) April 1993: 108-138. These four pages will help you see the connections between and context of the other readings. Stable URL: http://www.jstor.org/stable/189376


MONDAY, FEBRUARY 9, BY 1 PM: PRELIMINARY TOPIC WITH A CENTRAL “WHY” QUESTION, DUE ON TRUNK FORUM

Feb. 11       Research paper workshop day.

In preparation for this class, please:
1. Read your classmates' preliminary topic assignments on the Trunk forum, and come in prepared to talk about them (assignment to follow).
2. Complete the research exercise, to be passed out. We will work together to identify good sources of information on each of your topics. Our course research guide on the Tisch site is: http://researchguides.library.tufts.edu/PoliticalScience120
3. Identify a database/bibliography maker that you will use for your paper, and come prepared to say which one you will use. Some examples are Zotero (free online), EndNote, and RefWorks (free online via Tisch site). You can find out more about them here: http://researchguides.library.tufts.edu/citationtoolscomparison

Feb. 18

The problem of China’s middle class and why it has weak “class-ness”

Reading:
Kellee S. Tsai, Capitalism Without Democracy (Ithaca: Cornell UP, 2007), selections. Please read chapters 1-3 and 7 carefully, and skim 4-6 with an eye to grasping the main arguments.

HYPOTHESIS-IDENTIFICATION EXERCISE AND ANNOTATED BIBLIOGRAPHY,
DUE IN HARD COPY AT MY OFFICE FRIDAY, FEBRUARY 20 BY 4 PM

Feb. 25

Village elections and the prospects for democratization
What have the political results of village elections been? Do they bolster or undercut central state power?

Readings:


Mar. 4

Rural politics, good governance, informal institutions and (lack of) democracy
What makes local governance effective? Is good governance even connected to democracy?

Reading:
Lily L. Tsai, Accountability Without Democracy: How Solidary Groups Provide Public Goods in Rural China (New York: Cambridge University Press, 2007). Please read the following selections:
Chapter 1: all;  
Chapter 2: intro and conclusion;  
Chapters 3 and 4: all;  
Chapter 5: intro and conclusion;  
Chapter 6: intro and conclusion;  
Chapter 7: all;  
Chapter 8: intro and conclusion;  
Chapter 9: all.

**FINAL DRAFT OF HYPOTHESIS-IDENTIFICATION EXERCISE DUE FRIDAY MARCH 6 BY 4PM ON TRUNK ASSIGNMENTS**

Mar. 11  
**Political economy of the countryside: decollectivization and state power**  
Decollectivization was a major policy shift that fundamentally altered state-society relations in the countryside and curbed state power. Why did decollectivization take place—was it because the center wanted it to happen, or for some other reason? What are its political consequences? What difference does it make who started the process, and why do people argue about it?

**Readings:**


(Note: For the Kelliher and Zhou readings, I've only assigned the theoretical chapters. If you're writing a critique this week, consider also taking a brief look at some of the empirical chapters to see how well they support the theoretical claims.)


Mar. 18  
**No class—Spring Break**

Mar. 25  
**Decentralized Authoritarianism: How the Party Keeps It Together**  
**Readings:**

FRIDAY, MARCH 27 INITIAL DRAFT OF ANALYSIS PAPER DUE IN HARD COPY AT MY OFFICE BY 4 PM

Apr. 1 Political corruption and state power
Does China have a problem with corruption, or are Chinese people simply engaging in culturally appropriate behaviors? What are the political consequences of corruption?

Readings:
(1) Sun Yan. Corruption and Market in Contemporary China, chapters 2 and 6. Read this to understand what kinds of corruption take place in the post-Mao era.

(2) Mayfair Yang, Gifts, Favors, & Banquets, introduction, chapters 1, 4.


Apr. 8 Subject chosen by the class: Media and censorship
Readings: to be announced

ANALYSIS PAPER FINAL DRAFT DUE FRIDAY APRIL 10 BY 4 PM ON TRUNK

Apr. 15 Subject chosen by the class: Politics of food safety
Readings: to be announced

Apr. 22 Last day of class; discussion of final papers. Instructions to follow.

Initial draft of research paper due Thursday, April 23 by noon in hard copy at my office, Final draft due Monday, May 4 at 4 pm on Trunk. If you wish to be extra cautious, you may also email me a copy of your paper as a backup.