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Office hours:
LA 263, W 12:00-2:00
and by appointment

Course Description

This course is an introduction to politics in and of China. We will begin with a brief history of the emergence of the contemporary Party-state, spend the middle of the semester exploring the central state-society dynamics that define politics in Mainland China, and finish with a series of case studies of ongoing social and political issues. Meanwhile, we will keep up with current events, interrogate the ways in which China is discussed in the global media, and hone our critical reading skills.

This course is also an introduction to Michel Foucault's theory of governmentality. "Governmentality" plays a central role in the contemporary scholarly study of China and has been one of the most influential theoretical frameworks in the social sciences generally for the past forty years. We will test this theory by studying its use in the China scholarship.

By the end of this course, participants will:

- ✎ have a strong knowledge of how Chinese political institutions work and the history of their emergence in the twentieth and twenty-first centuries, and of the strategic behavior of contemporary Chinese political actors;
- ✎ strengthen their abilities to discern reliable sources from unreliable ones; and
- ✎ possess new theoretical tools with which to analyze their world.

Required Books

- ✎ William A. Joseph, ed., *Politics in China: an Introduction*, 2nd ed., (Oxford: Oxford University Press, 2014).
- ✎ Jennifer Rudolph and Michael Szonyi, eds., *The China Questions: Critical Insights Into a Rising Power* (Cambridge, MA: Harvard University Press, 2018).

Because extenuating circumstances make it exceptionally difficult for many students to access their required textbooks, the textbook readings for the first three weeks will be made available on the Moodle site. It is your responsibility to prepare these readings, and to locate your own copies of the textbooks thereafter.

About reading: I strongly discourage doing your readings on a smartphone. Extensive scientific studies and my own experience have demonstrated that you will retain knowledge best and will achieve higher grades by reading from paper. Read with a pen or pencil in hand, and take notes on the page.

Students who do their readings on a smartphone earn an average of 5-15 grade points lower than their peers who read on paper.

You are expected to have come to class on Tuesday with all of the week's readings completed. Tuesday's class will be partly lecture. The lecture does not simply repeat the readings – its purpose is to complement, supplement, and challenge what you have already prepared. Thursday's class will be mainly discussion. We will talk about the week's news and the readings.

Assessment

In theory, you can earn up to 191 points in this course by doing the assignments outlined below.

While there are 191 available points, your final grade is still calculated as Your Points/100.

Therefore, 90 points is still an A-, 89 is still a B+, 75 is still a C, etc.

The purpose of this grading scheme is to give you and me some flexibility in how you complete the course. For you, this is a chance to choose your path through the material. If something happens in your life and you end up missing an assignment, you will have a chance to catch up. For me, rather than create makeup assignments on an *ad hoc* basis, or keep track of dozens of exceptions, I can simply count the total points you have completed.

Current News Items (2 pts each, 20 pts total)

Every week (beginning in Week Five), you must report and analyze current events in China.

1. Find an article from a news source. Please choose from SupChina's list of sources: <http://supchina.com/2017/12/08/supchina-sources-2017/>. If you wish to use a different source, you must consult with me first.
2. Read the article thoroughly. Ask questions of the article: what is the source of this information? What does the journalist assume? Are those assumptions accurate? Do you think the journalist is knowledgeable about China? How would their level of knowledge and understanding affect their reporting? Do you think the writer has an agenda? What is it? Remember to look up any words that you do not recognize.
3. **By 10:00 AM on Wednesday morning**, submit a **300-word response** to the article in the Moodle "Weekly News" dropbox. **Late assignments will categorically not be accepted.** Note: A "response" is not a summary of the article. A response expresses your own reactions to the article. It may help you to answer some of the questions listed above. A response that simply summarizes the article will receive a grade of 0.
4. The assignment will be assessed on Wednesday. We will discuss the news in class on Thursday.

Quizzes (2 pts each, 8 pts total)

Four quizzes early in the semester concern basic information about China's history, geography, and structure of government.

Analysis of Scholarship (due on the week a given reading is assigned by Wednesday at 10:00 AM) (5 pts each, at least 15 pts total)

Scholars are often wrong, even when their work has undergone peer review. Scholars are sometimes right, in which case it is worth engaging deeply with their ideas. In either case, part of becoming a good scholar yourself is learning how to read scholarly work critically.

You must write **three (3) critical analyses of scholarship** over the course of the semester. Choose whichever weeks you like. On your chosen week, choose **one (1) peer-reviewed research article from that week's readings**. In an essay of about 800 words, you must:

1. Identify the article's main **argument**
2. Identify the kind of **evidence** and **methodology** the authors used
3. Advance **your own argument** as to whether or not the article's argument is persuasive, and why

Submit the analysis to the drop box on the Moodle site.

You may write as many critical analyses as you like. However, it will be to your advantage to write them **early in the semester**. I will grade early work more leniently and supply specific comments to help you improve the next essay. If, however, you submit all of your work at the end of the semester, it will be more difficult to provide relevant feedback.

China Literacy Tasks (40 pts total)

You will have three tasks across the semester. All of these are aimed at increasing your knowledge of contemporary China and ability to find out more about it from relevant, reliable sources.

Task 1: Curating Your News Feed (due February 18 @ 5:00 PM) (10 pts)

SupChina has produced an excellent list of reliable and interesting sources for news about China issues: <http://supchina.com/2017/12/08/supchina-sources-2017/>

(I was going to make this list myself, but they beat me to it!)

1: Go through the list of sources. There are many – you may be selective. Choose a set of them to monitor through your social media feed of choice: Twitter, Facebook, Feedly, etc. In **about 400 words**, explain why you chose some sources over others.

Now keep watching these sources for the rest of the semester! You can easily find interesting and well-researched news by keeping up with them. My personal feed includes Sinocism, SupChina, Sixth Tone, China Law Blog, and of course the *South China Morning Post*. I prefer Reuters and *The Guardian* for my China news.

2: Go on Twitter. Twitter is a terrible place, but it is an excellent way to keep up with China issues. Choose three people from the “China Scholars Twitterati” or the list below and go through their feeds. Who are they? What do they retweet? What do they post? Where do they find their information? What spin do they put on it? **Write a paragraph about each.**

Some leading China Twitterati: @kaiserkuo, @jwassers, @LetaHong, @goldkorn, @LizEconomy, @ChuBailiang, @David_Moser, @niubi

The “China Scholars Twitterati” list: <https://jonsullivan.com/2014/09/07/china-scholars-twitterati-100/>

Official state outlets: @PDChina, @CECCgov, @XHNews,

Amusing satire for those in-the-know: @relevantorgans

Submit all of the above in a single document.

Task 2: Study Official Careers on China Vitae (due March 18 @ 5:00 PM) (10 pts)

How does an official get promoted in today’s China? Some positions are believed to “prepare” a state bureaucrat or Party apparatchik for service at a higher level. Others could be “punishment.” Sometimes a good technocrat will be sent somewhere as a “troubleshooter.” In this task, you will study the biography of an official and think about how their career has led them to advancement, ruin, or comfortable anonymity.

1. Visit the database China Vitae: <http://www.chinavitae.com/>
2. Find the official named Zhang Chunxian. Explore this person’s career. What do you find out about them? How would you characterize their career? Find out:
 - a. Where are they from? What kind of place is it?
 - b. When did they join the Party? How old were they?
 - c. What positions have they held, for how long, and in which order?
 - d. Which positions look like promotions, and which ones look like demotions? Study the organizational charts in your textbook to help you decide.
 - e. Look at Zhang Chunxian’s position at the Chengguan Commune. Click on “Chengguan Commune” to see who else had been there. Notice Wang Lequan. What else do Zhang Chunxian and Wang Lequan have in common? Is this a coincidence?
3. Now, choose two more officials. Answer the same questions about their careers.

You should write **about 600-700 words** in total.

Task 3: Mini-Project on a Contemporary Issue (due date: May 8 @ 5:00 PM) (20 pts)

In this task, you will write a paper 1,200 words in length in which you 1. identify a contemporary problem in China, 2. explain how it has led to a controversy, 3. present competing positions in the debate surrounding it and the different solutions they propose, 4. explain how the debate has taken place, or has failed to, and 5. argue (briefly) for what would be a reasonable resolution.

The paper will be judged according to the following rubric:

- Does the paper correctly identify a contemporary issue and the debate surrounding it?
- Does the paper advance a plausible explanation for how this issue arose?
- Does the paper accurately present at least two differing positions in the debate? Does it do so with sufficient nuance and detail? (The bulk of the paper must focus on this section.)

- Does the paper identify the mechanisms by which or areas in which the debate has taken place, or if it has not, does it explain why not?
- Does the paper convincingly argue for a workable solution to the problem?
- Does the paper follow proper conventions of college writing? Does it have a clear structure, including an introduction, body, and conclusion?
- **Does the paper cite at least three (3) relevant sources?**
- Does the paper follow APSA citation style?

Recommended topics:

- Is police violence justified, and if so, to what degree and in what situations?
- Should the People's Republic of China recognize LGBTQ rights, and if so, in what ways?
- How should China weigh the detrimental effects of air pollution against the benefits of economic development?
- Should the government provide social services to migrant laborers, and to what degree?
- Is it necessary for the People's Republic of China to censor speech and information, and if so, to what degree, and in what ways?
- Does the People's Republic of China need to crack down on Islamic extremism, and if so, how?

Note that all of these recommended topics are what the leaders of China would call “internal issues.” Outsiders to China tend to misidentify the central questions and problems in Chinese life because self-interest and general Western-centrism lead them to think first about their own countries. In this task, I want you to ***focus on what Chinese people are concerned about.***

Use the list of reliable sources from SupChina and scholarly research. Do not just Google your topic and cite the first thing that comes up.

Note: You MUST submit this assignment as a file attachment. DO NOT SEND ME A .PAGES FILE. I CANNOT OPEN .PAGES FILES. The preferred format is .doc or .docx.

Participation (1 pt/day, 25 pts total)

Each time we meet as a class, you have the opportunity to earn points by speaking up and joining the conversation. The classroom is ideally a place to think out loud, listen to others, and respond. Not everyone is comfortable doing that. However, it will benefit you to learn. I hope that you feel safe and happy to talk in class.

As incentive, you will receive 1 point for each class meeting in which you participate actively in discussion. That will add up to 25 possible points.

Active participation means adding your voice to a productive discussion.

My criteria for good participation are these: excellent participation means listening to your classmates and engaging with what they say – either through substantive disagreement or by significantly building on it. To be able to do so, you must **come to class prepared**, both in the sense of having done your homework and in the sense of being ready to discuss. We will frequently

break into small groups, in which your participation is even more important. An excellent class participant does the work.

Perhaps most importantly, **excellent participation means asking questions**. Good questions may certainly begin with, “I’m so confused. What does it mean when it says...” The first step to wisdom is acknowledging what you don’t know.

It will benefit you to print out copies of your readings, take notes by hand on these physical copies, and then bring them to class.

Come to Office Hours (3 pts)

Early in the semester, schedule a time to meet with me for 15-30 minutes, so that we can talk about your interests. If you are shy in class, this is a good way to become more comfortable with speaking. It will also help me understand what you need from the course.

Creative Option: Make a Game (due April 28) (20 pts)

We often conceive of politics as a kind of game – in the contest over the distribution of resources, someone wins, someone else loses, etc. Games in general are models of competitive human activity within a set of parameters: chess simulates the strategy of warfare. Monopoly introduces the dynamics of real estate and rent. Dungeons & Dragons provides an open world constrained by a set of social rules and physical laws. Flight and racing simulators give us a chance to test out our relationships with gravity, friction, and aerodynamics, and so on. Games are a great way to learn how systems work.

Can we model some aspect of Chinese politics as a game? You have the option of trying your hand at designing just such a game. You could make a board game, a card game, a roleplaying game, or something else, but *you must discuss your proposal with me before starting development*.

Perhaps you would like to model the movement of political actors across China, or the way real estate developers encroach on old neighborhoods, or the standoff between protestors and the military, or the complicated journey of seeking justice.

To receive full credit on this assignment, you must:

1. Produce a working copy of the game (in the form of cards, a board with tokens, etc.)
2. Include a manual outlining how to play
3. Write an essay of about 500-600 words explaining how the game models something you have learned about Chinese politics.

On Writing

Policy on Academic Honesty and Plagiarism

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need

to be familiar with the Student Conduct Code:
(http://www.umt.edu/vpsa/policies/student_conduct.php).

Do not plagiarize. Plagiarism is defined as “Representing another person’s words, ideas, data, or materials as one’s own.” When I ask you a question, it may be tempting to look up the answer online, copy it, and alter a few words to make it sound like your own thoughts. If you do so, you will betray your own education. I am invested in you as a student – I want you to learn this material, and to become a better thinker. Because plagiarism harms your development, I will discourage it: in the first instance of plagiarism, the assignment in question will receive a grade of 0 with no chance for revision. In the second instance, we will pursue the matter through established university disciplinary procedures.

Note: Let us say, for example, that you turn in a paper. When I read the paper, it becomes immediately apparent that the entire thing has been copied from a website. To be fair, you did cite the website, and you did rephrase some parts of it. Nevertheless, none of the ideas are yours, and neither are most of the words. You have shown me someone else’s work, jumbled it around a little, and pretended that it is “yours.” This is still plagiarism. This is still representing another person’s ideas, words, data, or materials as your own.

Chinese Names

Chinese names in China are not like European names. In Chinese names, the surname comes first. Therefore, Deng Xiaoping is Mr. Deng, NOT Mr. Xiaoping.

Sometimes there are exceptions. If a book or article is in English, the name might be reversed: Deng Xiaoping might be rendered as “Xiaoping Deng.” In this case, the surname is still Deng.

Hey, you’re reading the syllabus!

Now email me a picture of a cat for extra credit points.

Writing Well

Most of this section was originally written by Prof. Maggie Greene of Montana State University. It is used with her permission.

When you write your exams or your papers, I want to know **what you think**, and I want you to **support your argument using appropriate sources**.

SOURCES: While you may cite lecture notes and other materials, the bulk of your writing must be centered on primary and *appropriate* secondary sources. The point of the paper is not to rehash the sources, but to use them to argue convincingly for your thesis. **DO NOT** write the equivalent of an encyclopedia entry. **DO NOT** quote excessively. **DO NOT use block quotes.** Excessive quotation will be penalized. **You should be *paraphrasing* and using direct quotations sparingly. I want to see your writing and ideas, not how well you can copy quotations.** Likewise, I want to see how you make use of the sources, not how well you can summarize them. Stay off the internet. The point of the paper is not to provide an event-by-event rehashing of the history, but to show how you are engaging with sources and using them to discuss some aspect of the history we’ve discussed this semester.

CITATIONS: Papers MUST be properly cited. You must cite any and all material you are using, even if you are simply paraphrasing. Papers with poor citation practices will be penalized heavily. If you turn in a paper with poor citations, you will be unable to achieve more than C+.

Citations MUST be formatted according to the APSA style manual. It is linked on the front page of the course's Moodle site.

OVERCITE: If it's not your original thought in any way (even if you're just echoing someone else's ideas or knowledge) put the name in the body of the paper AND cite at the end of EACH sentence – better too many citations than too few. If you look at a paragraph and have no citations, something is wrong.

Evaluation Rubric

All of your writing will be evaluated according to a strict rubric, is posted on the course site. Your grades are not subjective. When I return your work, it will be accompanied by a copy of this rubric and specific notes on why your writing earned the grade it did.

Statement on Accommodations

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or at (406) 243-2243. I will work with you and Disability Services to provide and appropriate modification.

Schedule of Readings and Assignments

Note: This course mainly concerns contemporary issues. As such, it may be appropriate for me to adjust the readings as the semester goes on. I will announce those changes.

You must read all of the assigned readings.

Week 1: "Understanding China" (Jan 23, 25)

- ✎ *Politics*, Ch. 1 "Studying Chinese Politics," Ch. 6 "China's Communist Party-State: The Structure of Power"
- ✎ *Questions*, Introduction, Ch. 36
- ✎ Jessica Batke and Oliver Melton, "Why Do We Keep Writing About Chinese Politics As if We Know More Than We Do?" *ChinaFile*, October 16, 2017, online at <http://www.chinafile.com/reporting-opinion/viewpoint/why-do-we-keep-writing-about-chinese-politics-if-we-know-more-we-do>.

Week 2: Deep History (Jan 30, Feb 1)

Questions: What is the legacy of Mao Zedong? Does this legacy constrain or embolden later leaders?

- ✎ *Politics*, Ch. 2 "From Empire to People's Republic," Ch. 3 "Mao Zedong in Power (1949-1976)"
- ✎ *Questions*, Chs. 3, 28, 34-35

- ✎ Liu Shaoqi, “How to Be a Good Communist”
- ✎ Bruce Dickson, “Who Wants to Be a Communist?: Career Incentives and Mobilized Loyalty in China” in *China Quarterly* 217, 42-68.
- ✎ BBC Witness: Mao’s Long March (8:00) <http://www.bbc.co.uk/programmes/p01xvvybb>
- ✎ BBC Witness: The Great Famine in China (13:00) <http://www.bbc.co.uk/programmes/p016tnft>
- ✎ **Tuesday: Map Quiz 1: Regions**

Week 3: Recent History (Feb 6, 8)

Questions: Why did Deng Xiaoping and the CCP separate economic reforms from broader political reforms? Would economic reforms have been possible in the absence of Deng Xiaoping? Why was China able to successfully transition leadership after Deng’s death?

- ✎ *Politics*, Ch. 4 “Deng Xiaoping and His Successors (1976-the present),” Ch. 5 “Ideology and Chinese Politics”
- ✎ *Questions*, Ch. 6, Ch. 12, Ch. 13
- ✎ Andrew Nathan, “Authoritarian Resilience” in *Journal of Democracy* 14:1 (2003), 6-16.
- ✎ **Map Quiz 2: Provinces**

Week 4: Where We Are Now (Feb 13, 15)

Questions: What is the nature of government (in the Chinese state)? From the readings, what are the most important domestic problems that the Chinese government currently faces? How is it dealing with them?

- ✎ **Theoretical Background:** Michel Foucault, “1 February 1978” [“Governmentality”] from *Security, Territory, Population: Lectures at the Collège de France 1977-1978* (New York: Picador, 2007), 87-114.
- ✎ *Politics*, Ch. 8 “China’s Political Economy”
- ✎ *Questions*, Ch. 1, Ch. 2, Ch. 5, Ch. 6
- ✎ Gary Sigley, “Chinese Governmentalities: Government, Governance and the Socialist Market Economy” in *Economy and Society* 35:4 (November 2006), 487-508.
- ✎ **Timeline Quiz: Major events since 1911**

Task 1 due February 18 @ 5:00 PM

Week 5: International Relations (Feb 20, 22)

Questions: How do the conflicts of the first half of the twentieth century persist in East Asia today? Is China a superpower?

- ✎ Ch. 18/11c “Taiwan”
- ✎ Andrew J. Nathan and Andrew Scobell, “How China Sees America” in *Foreign Affairs* 91:5 (September/October 2012), 32-47.
- ✎ Min Ye, “Foreign Direct Investment: Diaspora Networks and Economic Reform” in Joseph Fewsmith, ed., *China Today and China Tomorrow* (Rowman & Littlefield, 2010), 129-147.
- ✎ *Questions*, Chs. 8-11, 17, 27, 29
- ✎ Timothy S. Rich, “Status for Sale: Taiwan and the Competition for Diplomatic Recognition” in *Issues & Studies* 45:4 (2009), 159-188.

- ✎ Timothy S. Rich and Sterling Recker, “Understanding Sino-African Relations: Neocolonialism or a New Era?” in *Journal of International and Area Studies* 20:1 (2013), 61-76.
- ✎ **Organizational chart quiz: see *Politics*, Figure 1.2 “Administrative Divisions of the People’s Republic of China”**

Week 6: Rule of Law (March 1)

How is “rule of law” construed in Chinese discourse? How does the law operate “on the ground?”
No class on Tuesday, February 27. Instead, watch the film “The Story of Qiu Ju” (1 hour 40 minutes). The DVD is on reserve at the Mansfield Library.

- ✎ *Politics*, Ch. 6 “China’s Communist Party-State: The Structure of Power”
- ✎ *Questions*, Ch. 26
- ✎ Special Correspondent, “The Resistible Rise of Xi Jinping” in *Foreign Policy*, October 19, 2017.
- ✎ Andrei Lungu, “China’s 19th Party Congress: Political Precedent and the Politburo Standing Committee” in *The Diplomat*, October 4, 2017, online at <https://thediplomat.com/2017/10/chinas-19th-party-congress-political-precedent-and-the-politburo-standing-committee/>.
- ✎ Jamie Horsley, “The Rule of Law: Pushing the Limits of One-Party Rule” in Fewsmith, ed., *China Today and China Tomorrow*, 51-68.
- ✎ Elaine Jeffreys, “Governing Buyers of Sex in the People’s Republic of China” in *Economy and Society* 35:4 (November 2006), 571-593.
- ✎ Study the infographics of China’s leadership before and after the 19th Party Congress.

Week 7: The Arts and the Intellectuals (March 6, 8)

What is the role of the intellectual in contemporary China? How does activist art relate to state and society?

- ✎ Mao Zedong, talks at Yan’an.
- ✎ *Politics*, Ch. 11/10a “The Arts”
- ✎ *Questions*, Chs. 30-33
- ✎ A Conversation with Ai Weiwei, multiple articles in *Social Research: An International Quarterly* 83:1 (Spring 2016), 155-177.

Week 8: Population: Imbalances and Inequalities (March 13, 15)

What crises does China face in terms of population change, and how did they come about? What is the state of gender relations? What conditions that relationship?

- ✎ *Politics*, Ch. 14/10d “Population”
- ✎ *Questions*, Ch. 22, Ch. 23
- ✎ Leta Hong Fincher, *Leftover Women: the Resurgence of Gender Inequality in China* (Chicago: University of Chicago Press, 2014), Introduction, Ch. 1, and Ch. 6.
- ✎ Harriet Zurndorfer, “Men, Women, Money, and Morality: The Development of China’s Sexual Economy” in *Feminist Economics* 22:2 (2016), 1-23.

Task 3 due March 18 @ 5:00 PM

Week 9: China's Urban Transformation (March 20, 22)

How are China's cities changing, and why? What is the role of Hong Kong in contemporary politics and society?

- ✎ *Politics*, Ch. 10 "Urban China: Change and Contention," Ch. 17/11b "Hong Kong"
- ✎ *Questions*, Ch. 16
- ✎ Selections from David Bray, *Social Space and Governance in Urban China: the Danwei System from Origins to Reform* (Stanford: Stanford University Press, 2005).
- ✎ Ho-fung Hung and Iam-chong Ip, "Hong Kong's Democratic Movement and the Making of China's Offshore Civil Society" in *Asian Survey* 52:3 (May/June 2012), 504-527.

Spring Break

Week 10: Protest with Chinese Characteristics (April 3, 5)

How do people protest in China, and to what ends? How do Chinese people generally conceptualize their relationship with the state, especially with regard to "duties" and "rights?"

- ✎ *Politics*, Ch. 8 "Rural China: Reform and Resistance"
- ✎ *Questions*, Ch. 14, Ch. 15, Ch. 19
- ✎ Macabe Keliher and Hsin-Chao Wu, "Trashing the Script: Protests, Democracy, and Kinship Organizations in China," online at <http://www.possible-futures.org/2012/01/24/trashing-the-script/>.
- ✎ Elizabeth J. Perry, "Chinese Conceptions of 'Rights': From Mencius to Mao – and Now" in *Perspectives on Politics* 6:1 (March 2008), 37-50.

Week 11: Labor and Capital: The Case of Foxconn (April 10, 12)

What is the state of organized labor in the PRC? How does China balance workers' rights with the collective desire for a high standard of living?

- ✎ Charles Duhigg and David Barboza, "In China, Human Costs Are Built Into an iPad" in *The New York Times*, January 25, 2012.
- ✎ David Pogue, "What Cameras Inside Foxconn Found" in *The New York Times*, February 23, 2012.
- ✎ "Using Globalisation for Good" in *The Economist*, February 24, 2012.
- ✎ Ralph Litzinger, "The Labor Question in China: Apple and Beyond" in *South Atlantic Quarterly* 112:1 (2013), 172-178.
- ✎ Ho-fung Hung, "Labor Politics under Three Stages of Chinese Capitalism" in *South Atlantic Quarterly* 112:1 (2013), 203-212.
- ✎ Ngai Pun and Jenny Chan, "The Spatial Politics of Labor in China: Life, Labor, and a New Generation of Migrant Workers" in *South Atlantic Quarterly* 112:1 (2013), 179-190.

Week 12: "Autonomous" Regions (April 17, 19)

What causes discontent in China's borderlands? What policies does the PRC pursue in Tibet and Xinjiang, and why?

- ✎ *Politics*, Chs. 15-16
- ✎ *Questions*, Ch. 4, Ch. 25

- ☞ Thomas Cliff, “Lucrative Chaos: Interethnic Conflict as a Function of the Economic ‘Normalization’ of Southern Xinjiang” in Ben Hillman and Gray Tuttle, eds., *Ethnic Conflict & Protest in Tibet & Xinjiang: Unrest in China’s West* (New York: Columbia University Press, 2016), 122-150.
- ☞ James Leibold, “Interethnic Conflict in the PRC: Xinjiang and Tibet as Exceptions?” in Hillman and Tuttle, eds., *Ethnic Conflict*.
- ☞ Recommended listening: BBC Witness: Tibet Uprising (10:00)

Week 13: Environment (April 24, 26)

What has historically caused the environmental challenges facing China today? What solutions have been attempted, and why?

- ☞ *Politics*, Ch. 12
- ☞ *Questions*, Ch. 20, Ch. 21
- ☞ Yonten Nyima and Emily T. Yeh, “Environmental Issues and Conflict in Tibet” in Hillman and Tuttle, eds., *Ethnic Conflict*.

Game (Optional) due April 28

Week 14: Public Health and Summing Up (May 1, 3)

How do ordinary Chinese people interact with the healthcare system in China, and why?

- ☞ *Politics*, Ch. 13
- ☞ Ann Anagnost, “Strange Circulations: The Blood Economy in Rural China” in *Economy and Society* 35:4 (November 2006), 509-529.
- ☞ **Watch:** Weijun Chen, “To Live Is Better Than to Die,” (59:00), 2003. Documentary about an “AIDS village” in China.”

Mini-Project Due May 8