

# INTL4361: Chinese Politics<sup>1</sup>

Fall 2021

Format: Face-to-Face

Class Time: Mondays, Wednesdays and Fridays, 9:10 - 10:00am

Location: MLC 147

Course Instructor: Linan Jia

Office Hours: 10:10 am – 12:10 pm on Mondays and by appointment

Email: lj09169@uga.edu

## **Course Description and Goals**

This course introduces students to institutions, reform processes and major events in Chinese political life under the communists since 1949, with special focus on the reform era since 1978. In particular, it will walk students through the economic and political development in China—their causes, patterns, consequences, and implications—in a broader context of transition from socialism. The course will apply concepts and theories in comparative politics in analyzing Chinese politics. By taking this class, students are expected to gain substantial knowledge about contemporary Chinese politics and acquire some basic ability to apply such knowledge to relate to and analyze current affairs concerning China.

## **Suggested Readings for Students without prior knowledge about China**

Kenneth Lieberthal, *Governing China* (2<sup>nd</sup> edition) (W. W. Norton & Co., 2004).

Fang Cai 2010. *Transforming the Chinese Economy*. Leiden : Brill. (ebook available from UGA library)

Peter Gries; Stanley Rosen 2010. *Chinese Politics: State, Society and the Market*. London : Routledge. (ebook available from UGA library)

Neil Collins; Andrew Cottey 2018. *Understanding Chinese Politics: An Introduction to Government in the People's Republic of China*. Manchester University Press. (ebook available from UGA library)

Useful websites

Online News on China: <http://www.china.org.cn/>

China Daily: <http://usa.chinadaily.com.cn/>

China Digital Times: <http://chinadigitaltimes.net/>

EastSouthWestNorth Blog: <http://www.zonaeuropa.com/weblog.htm>

China Media Project: <http://chinamediaproject.org/>

There is no textbook for this course. Readings will include articles from academic journals, book chapters, and media reports, which are available to you for free online or through the UGA library.

## **Course Requirements and Grading Criteria**

*Attendance* (10%) One absence is allowed for any reason. Additional absences will need legitimate reasons and documentation (ex. doctor's note). Please report to the instructor if you are late. Failing to do so may result in absence in record not disputable.

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<sup>1</sup> The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

*Reading and Participation (15%)* Read and reflect upon assigned readings before coming to class. You are responsible for reading all assigned material for each class period. Some of the academic articles we will read are dense. You are not expected to understand all of the technical aspects of these articles. However, you are expected to make a good faith effort to identify the argument, evidence, and conclusions presented by the authors. You are not required but encouraged to read optional readings. In rare cases, readings may be adjusted during the semester.

Participation will be measured not only in the frequency of comments but also their quality. Clarification questions, while certainly encouraged, will not count towards seminar participation. Only informed questions and statements about the readings or other pertinent sources which directly refer to the topic at hand or to specific books or articles will count as “seminar participation”. Solid preparation for each meeting is essential as you will be called upon to provide your own assessments of the various assignments.

Your participation in class is not just an important part of your grade, but also a sign of respect to the instructor and your peers. The academic enterprise is founded on the open exchange of ideas; to that end, we will hold regular in-class discussions. You may hold strong opinions about the topics we read about and discuss in this class. I expect you to follow the golden rule during in-class discussions and treat your classmates and their ideas with the same respect you would like to receive.

*Class Discussion Lead (10%)* Each student will be a discussion leader for one class. This means that the student will take the initiative to briefly introduce the required readings, to raise questions and guide the ensuing class discussion.

*Mid-terms (20%)* The exam include two parts. The first part will be a take-home open book essay question (10%). The second part will be a set of multiple choice and “true or false” questions (10%) done in class. Detailed instructions will be announced before the exams.

*Movie Review (10%)* You are expected to write one movie review on your choice of assigned movies, accounting for 10% of the total grade. The movie review should be between 500 to 700 words.

*Final Paper and presentation (35%;10% for final presentation – 10 minutes per person; 25% for the final paper)* Please report to the instructor by November 1st a few potential topics, with research question, and potential data sources. There are only two restrictions on topics: (1) It must be related to China; (2) It must be empirical (meaning that your analysis must be based on empirical evidence). The end product should be a 7 to10 -page paper. You are expected to **make an argument and try to convince readers with your analysis**. Additional attention shall be paid to **the organization of the paper, the coherence of the analysis and the elaboration of your argument**. Remember to **cite sources properly and avoid grammatical errors**.

### **Course Grade:**

10% Attendance

15% Reading and Class Participation

10% Class Discussion Lead

20% Mid-terms

10% Movie Review

35% Final Paper and Presentation

**Grading Scale:**

A 90-100    A- 87-89  
B+ 84-86    B 80-83    B- 77-79  
C+ 74-76    C 70-73    C- 67-69  
D 60-66    F 59 and below

**Late or Missed Assignments and Make-up Procedures for Exams:**

If you do not complete an assignment, you will receive a zero for the assignment unless you have a medical excuse, religious obligation, or family emergency. Late assignments are subject to a 10%-point deduction. Arrangement of make-up exams should be discussed with the instructor.

**How to Succeed in this Course:**

- Be respectful of your own and others’ ideas.
- Attend class consistently.
- Keep up with the readings and assignments.
- If something is not clear, ask a question.
- Clarify expectations with the instructor.
- Utilize all resources available to you.

**\*\*\*\*\* Important Dates \*\*\*\*\***

*October 11<sup>th</sup> \_\_\_\_\_ Midterm I (take home essay question due next Monday)*  
*November 1<sup>st</sup> \_\_\_\_\_ Deadline to submit your final research paper topics.*  
*November 12<sup>th</sup> \_\_\_\_\_ Midterm II (in class, all multiple choice and “true or false” questions)*  
*December 6<sup>th</sup> \_\_\_\_\_ Deadline to submit the Movie Review.*  
*December 12<sup>th</sup> \_\_\_\_\_ Deadline to submit the Final Paper.*

**Grade Dispute:**

If you have any questions about your exam grade, you shall report to the instructor **within one week** from the time you receive the grade. You need to present a written appeal explaining why you think your grade should be changed. Please also bear in mind that disputing grade may end up with higher, lower or no change in your grade.

**Academic Honesty:**

As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. *UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."* A Culture of

Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at: [www.uga.edu/honesty](http://www.uga.edu/honesty).

Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

### **FERPA Notice:**

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation at [reg.uga.edu/general-information/ferpa/](http://reg.uga.edu/general-information/ferpa/). FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar.

**This means that students should use their UGA email address if they want to discuss a grade.**

### **Accommodations for Disabilities:**

If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

### **Mental Health and Wellness Resources:**

- *If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.*
- *UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).*
- *If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.*
- *Additional resources can be accessed through the UGA App.*

## **CORONAVIRUS INFORMATION FOR STUDENTS FOR FALL 2021 CLASSES**

### **Face coverings:**

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

### **How can I obtain the COVID-19 vaccine?**

University Health Center is scheduling appointments for students through the UHC Patient Portal ([https://patientportal.uhs.uga.edu/login\\_dualauthentication.aspx](https://patientportal.uhs.uga.edu/login_dualauthentication.aspx)). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

### **What do I do if I have COVID-19 symptoms?**

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.

### **What do I do if I test positive for COVID-19?**

If you test positive for COVID-19 at any time, you are required to report it through the DawgCheck Test Reporting Survey. We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation guidance and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

### **Guidelines for COVID-19 Quarantine Period (As of 8/1/21; follow DawgCheck or see DPH website for most up-to-date recommendations)**

Students who are fully vaccinated do not need to quarantine upon exposure unless they have symptoms of COVID-19 themselves. All others should follow the Georgia Department of Public Health (DPH) recommendations:

Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 10 days. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to quarantine on DawgCheck (<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach ([sco@uga.edu](mailto:sco@uga.edu)) for assistance.

Students, faculty and staff who have been in close contact with someone who has COVID-19 are no longer required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

### **Monitoring conditions:**

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office or. For the latest on UGA policy, you can visit [coronavirus.uga.edu](http://coronavirus.uga.edu).

### **Special Considerations for Covid-19:**

It is necessary to meet assignment deadlines in this class. However, if you are ill, you might find yourself physically unable to complete your work on time. If this happens, ***DO NOT PANIC***. Do reach out to me as soon as possible, so we can find a solution and ensure you get credit for your work as you are able to complete it.

## Course Schedule

### **Week 1 (August 18 & 20)**

*Wednesday (Syllabus)*

\* Syllabus overview

*Friday (Introduction: Why China & China before PRC)*

\* Collins and Cottey, pp. 5-38 or Gries and Rosen, pp. 1-21. (ebook available from UGA library)

\* Douglas Broom, "China by Numbers," World Economic Forum (June 24, 2019),

<https://www.weforum.org/agenda/2019/06/china-by-numbers-10-facts-to-help-you-understand-the-superpower-today/>

*OPTIONAL:* Lieberthal, pp.1-28.

### **Week 2 (August 23, 25 & 27)**

*Monday (China's Revolution and Its Legacies I)*

\* Collins and Cottey, pp. 39-65. (ebook available from UGA library)

\* Lowell Dittmer, "Bases of Power in Chinese Politics: The Fall of the Gang of Four," *World Politics* 31 (October 1978), pp. 26-60.

*OPTIONAL:* Lieberthal, pp.28-56, 59-83.

*Wednesday (China's Revolution and Its Legacies II)*

\* Andrew Walder, "Some Ironies of Maoist Legacy in Industry," *The Australian Journal of Chinese Affairs* (1981), pp. 21-38.

*Friday ((China's Revolution and Its Legacies III))*

\* Gries and Rosen, pp. 22-40. (ebook available from UGA library)

## **Understanding Economic Reform and Opening Up**

### **Week 3 ((August 30, September 1 & 3))**

*Monday (Rural Reform and Industrialization)*

\* Jean C. Oi, "Fiscal Reform and the Economic Foundations of Local State Corporatism." *World Politics* 45:1(1992):99-126.

*OPTIONAL:* Barry Naughton, *The Chinese Economy: Transitions and Growth* (Cambridge: MIT Press, 2007). pp. 271-294.

*Wednesday (SOEs and Urban Reform I)*

\* Fang Cai, *Transforming the Chinese Economy* (Leiden: Brill, 2010). pp. 39-84. (ebook available from UGA library)

*Friday (SOEs and Urban Reform II)*

\* Andrew Walder, "Factory and manager in an Era of Reform," *The China Quarterly* 118 (1989), pp 242-264.

**Week 4 (September 8 &10; note: September 6 is Labor Day so no class)**

*Monday*

\* No class

*Wednesday*

\* Dingxin Zhao, "The Mandate of Heaven and Performance Legitimation in Historical and Contemporary China," *American Behavioral Scientist* 53:3 (2009), pp 416-433.

\* Sebastian Heilmann, "Policy Experimentation in China's Economic Rise," *Studies in Comparative International Development* 43:1 (2008), pp 1-26.

*Friday*

Movie Day: watch movie "To Live" (1994)

**Week 5 (September 13, 15 &17)**

*Monday (The Rise of the Private Sector)*

\* Carolyn Hsu, "Cadres, Getihu, And Good Businesspeople: Making Sense of Entrepreneurs in Early Post-Socialist China," *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 35:1 (2006), pp.1-38.

\* Feng Chen, 2006. "Privatization and its Discontents in Chinese Factories," *The China Quarterly*, No.185, pp.42-60.

*Wednesday (Foreign Direct Investment I)*

\* John Whalley and Xian Xin, "China's FDI and non-FDI economies and the sustainability of future high Chinese growth," *China Economic Review* 21 (2010), pp. 123-135.

*Friday (Foreign Direct Investment II)*

\* Fang Cai, *Transforming the Chinese Economy* (Leiden: Brill, 2010). pp. 201-240. (ebook available from UGA library)

**Week 6 (September 20, 22 &24)**

*Monday (Explaining China's Economic Reform I)*

\* Babriella Montinola, Qian, Yingyi and Barry R. Weingast, "Federalism, Chinese Style: The Political Basis for Economic Success in China," *World Politics* no. 48:1(1995):50-81.

*OPTIONAL:* Barry Naughton, *The Chinese Economy*, pp. 85-112, 139-160, and 179-208.

*Wednesday (Explaining China's Economic Reform II)*

\* Wing Thyee Woo "The Real Reasons for China's Growth," *The China Journal* 41 (Jan., 1999): 115-137.

\* Hongbin Cai and Daniel Treisman, "Did Government Decentralization Cause China's Economic Miracle?" *World Politics* 58:4(2006), pp. 505-535.

*Friday (Explaining China's Economic Reform III)*

\* Shu-yun Ma, "Understanding China's Reform: Looking beyond Neoclassical Explanations,"

*World Politics* 52: 4 (July 2000): 586–603.

### **Week 7 (September 27, 29 & October 1)**

#### *Monday (Why Economic Liberalization Failed to Bring Democracy)*

\* Kellee Tsai, “Capitalists without a Class: Political Diversity among Private Entrepreneurs in China,” *Comparative Political Studies* 39 (2005): 1130-1158.

\* Mary Gallagher, “Reform and Openness: Why Chinese Economic Reforms Have Delayed Democracy,” *World Politics* 54:3 (April 2002): 338-372.

#### *Wednesday (China’s Deep Reform?)*

\* Maria Edin, “State Capacity and Local Agent Control in China” *China Quarterly* 173 (2003): 35-52.

*OPTIONAL:* Lowell Dittmer and Guoli Liu (eds.), *China’s Deep Reform* (Rowman & Littlefield, 2006), Introduction.

#### *Friday (Possible Directions of Reforms)*

\* Andrew Mertha, “‘Fragmented Authoritarianism 2.0’,” *China Quarterly* 200 (2009): 995-1012.

\* Melanie Manion, “When Communist Party Candidates Can Lose, Who Wins?” *China Quarterly*, 195 (September 2008): 607-30.

### **Week 8 (October 4, 6, & 8)**

#### *Monday (Rural Grassroots Democracy I)*

\* Tianjian Shi, “Village Committee Elections in China,” *World Politics* 51:3 (1999): 385-412.

\* Kevin J. O’Brien and Rongbin Han, “Path to Democracy? Assessing Elections in Rural China,” *Journal of Contemporary China* 18:60 (2009): 359-78.

#### *Wednesday (Rural Grassroots Democracy II)*

\* Yusheng Yao, “Village Elections and Their Impact,” *Modern China*, 39:1 (2013): 37-68.

#### *Friday (Engaging Law in China)*

\* Mary Gallagher, “Mobilizing the Law in China,” *Law and Society Review* 40:4 (2006): 783-816.

\* Kevin J. O’Brien, and Lianjiang Li, “Suing the Local State,” *The China Journal* 51(2004): 75–96.

### **Week 9 (October 11, 13 & 15)**

#### *Monday (Tiananmen and Its Implications I)*

\* Documentary: Tiananmen: The People Versus the Party (2019)

Also recommended: The Gate of Heavenly Peace (1996)—transcripts available at [http://www.tsquare.tv/film/transcript\\_complete.php](http://www.tsquare.tv/film/transcript_complete.php)

\* **Hand out Midterm 1 essay questions**

#### *Wednesday (Tiananmen and Its Implications II)*

\* Documentary: Tiananmen: The People Versus the Party (2019)



*Friday (Deeper Understanding of the Event)*

\* Dingxin Zhao, "State-Society Relations and the Discourses and Activities during the 1989 Beijing Student Movement," *American Journal of Sociology*, 105 (2000): 1592-632.

\* Andrew Walder and Gong Xiaoxia, "Workers in the Tiananmen Protests," *Australian Journal of Chinese Affairs* 29 (1993), pp. 1-30.

**Week 10 (October 18, 20 & 22)**

*Monday (Protests and Resistance in Reform Era I)*

\* Nathan, Beha, Perry, Wasserstrom, O'Brien, Lee& Friedman, and Yang, "China Since Tiananmen," *Journal of Democracy* 20:3 (2009): 5-40.

\* Rachel Stern, "From Dispute to Decision," *China Quarterly* 206 (June 2011): 294-312.

\* Leta Hong Fincher, "China's Feminist Five," *Dissent* 63:4(2016), pp. 84-90.

\* **Midterm 1 short essay due**

*Wednesday (Protests and Resistance in Reform Era II)*

\* Yanhua Deng and Kevin O'Brien, "Relational Repression in China: Using Social Ties to Demobilize Protesters," *China Quarterly* 215 (2013): 533-552.

\* Ching Kwan Lee and Yonghong Zhang, "The Power of Instability" *American Journal of Sociology* 118:6 (2013): 1475-1508.

*Friday (Protests and Resistance in Reform Era III)*

\* Yuan Yao and Rongbin Han "Challenging, But Not Trouble-Making," *Journal of Contemporary China* 25:98(2016): 292-306.

\* Rachel Stern and Jonathan Hassid, "Amplifying Silence: Uncertainty and Control Parables in Contemporary China," *Comparative Political Studies* 45: 10 (2012): 1230-1254.

**Week 11 (October 25 & 27; note: October 29<sup>th</sup> is Fall Break so no class)**

*Monday (Civil Society?)*

\* Gu Xin, "A Civil Society and Public Sphere in Post-Mao China? An Overview of Western Publications," *China Information* (1993-94): 38-52.

\* Lily Tsai, "Solidary Groups, Informal Accountability, and Local Public Goods Provision in Rural China," *American Political Science Review* 101: 2 (2007), pp. 355-372.

\* Tony Saich, "Negotiating the State," *China Quarterly* (2000): 124-41.

*OPTIONAL: "How the Chinese state mobilized civil society to fight COVID-19,"*

<https://www.brookings.edu/blog/order-from-chaos/2021/02/09/how-the-chinese-state-mobilized-civil-society-to-fight-covid-19/> .

*Wednesday (Art and Politics)*

\* Documentary: Ai Weiwei Never Sorry (2012)

*Friday*

\* **No class**

**Week 12 (November 1, 3 & 5)**

*Monday (Media and Cyber Politics I)*

\* Zhou Yuezhi, "Watchdogs on Party Leashes?" *Journalism Studies* 1:4(2000): 577–97.

\* Daniela Stockmann and Mary Gallagher, "Remote Control," *Comparative Political Studies* 44:4 (2011): 436-467.

*Wednesday (Media and Cyber Politics II)*

\* Xiaoping Li, "'Focus' (Jiaodian Fangtan) and the Changes in the Chinese Television Industry." *Journal of Contemporary China* 11:30(2002): 17–34.

*Friday (Cyber Activism)*

\* Ashley Esarey and Xiao Qiang "Political Expression in the Chinese Blogosphere," *Asian Survey* 48 (2008): 752-772.

\* Yuen Yuen Ang, "Authoritarian Restraints on Online Activism Revisited," *Comparative Politics* 47:1 (2014): 21-40.

**Week 13 (November 8, 10 & 12)**

*Monday (State Responses to Cyber Activism)*

\* Gary King, Jennifer Pan and Margaret Roberts, "How Censorship in China Allows Government Criticism but Silences Collective Expression," *American Political Science Review* (2013), pp. 1-18.

\* Rongbin Han, "Manufacturing Consent in Cyberspace," *Journal of Current Chinese Affairs* 44:2 (2015), pp. 105–34.

*OPTIONAL:* Peter Lorentzen, "China's Strategic Censorship," *American Journal of Political Science* 58:2 (2014): 402–14.

*Wednesday (Nationalism and Cyber-nationalism)*

\* Suisheng Zhao, "Foreign Policy Implications of Chinese Nationalism Revisited: The Strident Turn," *Journal of Contemporary China* 22: 82 (2013), pp. 35–53.

\* Yongming Zhou, "Informed Nationalism: Military Websites in Chinese Cyberspace." *Journal of Contemporary China* 14: 44 (2005), pp. 543–62.

*OPTIONAL:* Rongbin Han, "Patriotism without state blessing," book chapter.

*Friday*

\* **Midterm 2**

**Week 14 (November 15, 17 & 19)**

*Monday (Resilient Authoritarianism or Fragile Super Power? I)*

\* Minxin Pei, *China's Trapped Transition: The Limits of Developmental Autocracy* (Harvard University Press, 2009), Chapters 3, 4, and 5. (ebook available from UGA library)

*Wednesday (Resilient Authoritarianism or Fragile Super Power? II)*

\* Andrew Nathan, "Authoritarian Resilience," *Journal of Democracy* 14.1 (2003): 6-17.

*OPTIONAL:* Susan Shirk, *China: Fragile Superpower* (Oxford University Press, 2007).

*Friday (Resilient Authoritarianism or Fragile Super Power? III)*

\* Cheng Li, "The End of the CCP's Resilient Authoritarianism? A Tripartite Assessment of Shifting Power in China," *The China Quarterly* 211 (2012): 595-623.

**Week 15 (November 22; note: November 24 & 26 are Thanksgiving Holidays so no class)**

*Monday*

**No in-class meeting; please watch one of the two assigned movies on your own: The Last Emperor (1987) or Farewell My Concubine (1993)**

*Wednesday*

**\* No class**

*Friday*

**\* No class**

**Week 16 (November 29, December 1 & 3)**

*Monday (China's Rise and Its Global Implications)*

\* John J. Mearsheimer, "China's Unpeaceful Rise," *Current History*, 105: 690 (April 2006), pp. 160-162.

\* Zheng Bijian, "China's 'Peaceful Rise' to Great-Power Status," *Foreign Affairs*, 84: 5 (Sep/Oct. 2005), pp. 18-24.

*Wednesday (The China Model)*

\* Abby Johnston and Catherine Trautwein, "What is the China Model?" PBS Frontline (May 17, 2019), <https://www.pbs.org/wgbh/frontline/article/china-trade-war-trump-tariff/>

\* Emily Crawford, "Made in China 2015: The Industrial Plan that China Doesn't Want Anyone Talking About," PBS Frontline (May 7, 2019), <https://www.pbs.org/wgbh/frontline/article/made-in-china-2015-the-industrial-plan-that-china-doesnt-want-anyone-talking-about/>

\* Catherine Trautwein, "All Roads Lead to China: The Belt and Road Initiative, Explained," *PBS Frontline* (June 26, 2019), <https://www.pbs.org/wgbh/frontline/article/all-roads-lead-to-china-the-belt-and-road-initiative-explained/>

\* "China–United States trade war,"

[https://en.wikipedia.org/wiki/China%E2%80%93United\\_States\\_trade\\_war](https://en.wikipedia.org/wiki/China%E2%80%93United_States_trade_war)

\* Eric Berger, "American kids would much rather be YouTubers than astronauts,"

<https://arstechnica.com/science/2019/07/american-kids-would-much-rather-be-youtubers-than-astronauts/>

*Friday*

Final Paper Presentation.

**Week 17 (December 6)**

*Monday*

Happy hour and Q&A for class; Movie Review due today.