**Course Objectives:**

The objective of this course is to introduce students to the Communist Revolution in China and the study of Chinese politics. We will cover three general areas: the Communists’ rise to power, the party/state structure and policy process, and state-society relations. We will study the roots of the communist revolution and the attempt to build socialism in China under Mao Zedong, analyze the dramatic reforms initiated by Deng Xiaoping, and conclude by studying contemporary political and economic developments.

**Requirements and Grading:**

The course grade will be based on a midterm, a final exam, two book reviews (4 pages), and a term paper (10-12 pages). **You are required to work with your assigned Writing Fellow when writing your book reviews.** This includes discussing your planned revisions during a scheduled meeting with your fellow after your first draft is returned. **Your first draft must be handed in on time or you will lose all credit for that assignment.** I will read and grade your final draft. The research paper should be a research question driven analytical paper on some aspect of Chinese politics. I urge you to get started early and discuss your topic with me before starting your research. The research methods and mechanics of your papers should meet university standards. Excessive use of online sources is an indication of minimal research effort. A term paper written for another course is not acceptable. The term paper grade will be reduced by 10% if is not turned in on time. **For all papers do not use a cover or title page, but simply staple the paper in the upper left-hand corner.**

The exams are each worth 25%, the paper is worth 25%, and the book reviews each worth 12.5% of the final grade. The final grade will be based on standard percentages. **Important dates:** Book Review first drafts, February 4 and March 20; Research Paper, April 15; Midterm, February 27 (all day in the Testing Center); Final, Friday, April 19, 3-6 pm (in class). Deadlines and exam dates are set. Only documented serious illness or family tragedy will be considered if you need to reschedule an exam or submit an assignment late.

**Required Reading:**

Required readings should be completed in advance so students can participate in class discussion.


Academic Standards and Policies:

While all students sign the honor code, there are still specific skills most students need to master over time as well as deal with the stress and strain of college life without resorting to cheating. Please know that I will watch carefully for instances of cheating on exams, plagiarizing on papers, and correct citation of sources. It is your responsibility to understand what constitutes plagiarism, especially in this new age of the internet. If you have questions, do not hesitate to ask the instructor to review the criterion. I strongly suggest that you read “A Brief Guide to Writing at BYU” available at http://writing.byu.edu/static/documents/org/32.pdf.

Federal law and BYU policy prohibits discrimination and harassment. This includes discrimination in programs, activities, and sexual harassment. If you encounter sexual harassment or gender based discrimination, please talk to your professor, contact the Equal Opportunity Office at 422-5895 or 888-238-1062 (24 hours) or contact the Honor Code Office at 422-2847.

Brigham Young University seeks to accommodate qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767) in 2170 WSC. If you need assistance, or you feel you have been discriminated against on the basis of disability, you may seek resolution through the established grievance policy and procedures. You should contact the Equal Opportunity Office at 422-5895 or 888-238-1062 (24 hours).

Final Exam policy: Students must plan their schedules to complete their final examinations during the regularly scheduled examination times. If unplanned, non-academic extenuating circumstances (such as serious illness, personal injury, etc.) prevent completion of a final examination before the Grade Submission Deadline, an Incomplete Grade Contract (available from the Records Office) should be completed and submitted. Early exam are not permitted.

*The class schedule and procedures are subject to change in case of extenuating circumstances.*
I. The Communists' Rise to Power

January 7-9 The Roots of Revolution—Guo, chs. 3-4.

January 14-16 The Communists take Power—Guo, ch. 5.

(No Class January 21)

January 23-28 “China in Revolution” documentary.


II. Party and State

February 4-6 The Political System—Guo, chs. 7 & 9; Fewsmith, 11.

Red China Blues Draft Review Due February 4th.


(No Class February 18)

February 19 (Tu)-20 The Politics of Succession—Guo, ch. 8 & 10; Fewsmith, ch. 10.

February 25 Catch up and Review.

February 27 MIDTERM (All day in the Testing Center)

III. State-Society Relations

March 4-6 Building Mao’s Socialism—Guo, ch. 13.

March 11-18 Post-Mao Reforms—Guo, ch. 14-16; Fewsmith, chs. 4-6.

March 20 “In Search of China” documentary.

Wild Grass Draft Review Due

March 25 Toward a Rule of Law—Guo, chs. 11-12; Fewsmith, ch. 3.

March 27 Mobilization and Control—review Guo, ch. 13-14.

April 1-3 “The Gate of Heavenly Peace” documentary.

April 8-10 Contemporary Policy Debates, Dissidents, and Advocacy—Fewsmith, ch. 1-2, 10; “Charter 08” and related documents (on learning Suite under Content).

April 15 Conclude and Review—Fewsmith, Conclusion.

Research Paper Due

FINAL Friday, April 19, 3-6 pm (in class).
BOOK REVIEW GUIDE

*Book Title* by Author (Publisher, date), total pages.
Reviewed by, Your Name
*(Do not use a cover or title page, but simply staple the paper in the upper left-hand corner.)*

The Purpose of this prompt is to help you understand what kind of work is expected in order to fulfill the assignment to write a “book review.” The goal of this assignment is encourage you to read for knowledge and write with the goal of exploring ideas.

What is *not* expected and unacceptable:

1. A chapter-by-chapter summary of the book, with a “conclusion” giving your opinion of it tacked on at the end (or the beginning).
3. A statement about how valuable the book was, and how much you got out of it.
4. A statement about how bad the book was, and how little you got out of it.

The above approaches all neglect analysis, and do not place the book you have read in the intellectual framework of the course. Those two qualities are expected. They can be attained in the following ways (among others):

1. You can subject the book to a theoretical or empirical review based on what you have learned in the course, explaining what points the author has failed to make, connections that have not been perceived, ideas not carried out to their logical conclusion, assumptions taken for granted, etc.
2. You can show how the book considers issues that should have been but were not considered by other authors you read for this course. In other words, you can reverse the approach of (1), and use the book to criticize the course material or other books.
3. You can, of course, do both of the above at once, in the event that the book, in your opinion, illuminates some problems but obscures others.
4. You can show how the book adds to one or more of the authors you read in the course, by considering their ideas in a different context -- a different model or paradigm, another historical era, another philosophical framework, etc. Here you can make comparisons between the book and the course material/other books, with regard to how they enlighten or affect you.
5. You can simply discuss ideas, relevant to the course, that are suggested by the book, without ever specifically referring to course material, but showing by the nature of your discussion that the material has become a part of your consciousness. You may, for example, show how the book demolishes or supports conventional notions about the same problems that the course subject matter deals with.
6. You can defend the book against hostile criticisms, calling on material from the course to help your defense.
7. You may take one line of argument discovered in the book and extend it beyond the author's frame of reference by calling on material from the course, from other courses, or from other writings.

Note that whether you analyze the book, or use the book to help analyze something else, you do
not have to be negatively critical of the book. Being critical is not simply being negative; it is using your ideas to evaluate the material.

You are encouraged to consult World Politics or The New York Review of Books for examples of book reviews that analyze rather than merely report.

**Steps for Writing a Good Book Review**

**Introduce the Subject, Scope, and Type of book**

Identify the book by author, title, and publishing information

Specify the type of book (for example, fiction, biography, etc.) Help your readers to read with perspective.

Identify the book’s theme.

Include background to enable the reader to place the book into a specific context. For example, you might want to describe the general problem the book addresses.

**Briefly Summarize the Content**

Provide an overview, including paraphrases and quotations, of the book’s thesis and primary supporting points.

**Provide your Reactions to the Book**


Relate your argument to other books or authors: Support you arguments for or against the author’s opinions by bringing in other authors views.

Relate the book to larger issues: How did the book affect you? How have your opinions about the topic changed? How is the book related to the course or personal views on the subject?

**Conclude by Summarizing your Ideas**

Close with direct comment on the book, and tie together issues raised in your review. Briefly restate your main points and your thesis. Make an assessment of the quality, usefulness, and contribution to our understanding of the subject.
Book Review Grade Criteria

Analysis
The major idea or premise of the book is made clear, but this is not achieved merely by a detailed description of the books contents. Rather by a "reconstruction" of the underlying assumptions and premises of the author.

What is the contribution of the book? A "critical assessment" of the author's success (or lack of it) in clearly communicating ideas. What does it offer to a student of politics or how is it helpful in furthering our understanding Chinese politics?

Intellectual framework of the course
The book reviewed is placed in the larger context of the course. Is it reviewed in a "vacuum," just on its own merits, or are other ideas incorporated in judging the validity and value of the ideas presented by the author?

Mechanics
Are the basic rules of English composition followed?

X Factor
The review is "cohesive," offers good "insights" into the material covered by the book and is written with "clarity." (Or simply stated: How does this book review, in all aspects, stack up against other book reviews?)