

CHINA IN THE CONTEMPORARY WORLD

(HIEA 140)

The University of California—San Diego
Department of History

Class Time and Location: M/W 5-6:20, Cognitive Science Bld 004

Office hours: M 3-5pm / Location: H&SS 3070
(and by appointment or after class)

Email: kgerth@ucsd.edu

Class Website: <http://ted.ucsd.edu>

PASSWORD for Reserves: KG140

"[People] make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given and transmitted from the past." (K. Marx)

Welcome! How much control do individuals—people such as you—living within nations have over their own lives? How much control do independent countries such as China have over global processes? *China in the Contemporary World* examines these questions through China's attempts to limit and encourage the movement of people, ideas, and things across its borders since 1978. Special emphasis will be placed on global contexts and the impacts of China's decision to reintegrate its society and economy with capitalist countries, particularly the United States.

This course has **no prerequisites** and is appropriate for students with little or no knowledge of China or, indeed, the contemporary world. Nevertheless, this is a challenging course. It is discussion-based and requires that you do a manageable amount of reading before each class. We will have daily reading quizzes/discussions, a mid-term, a short writing assignment, and a final examination. I am committed to doing everything I can to ensure you get the most out of this course... and have fun doing so. Let me know if you run into any problems.

GRADING

In-class iclicker RED Reading Quizzes	20% (200 points)
In-class iclicker GREEN Participation	20% (200 points)
In-class Mid-term (TUESDAY, WEEK 6)	20% (200 points)
Writing Assignment	20% (200 points)
Final Exam	20% (200 points)

**IT'S YOUR RESPONSIBILITY TO REGISTER YOUR CLICKER ASAP
AND MONITOR YOUR GRADE.**

REQUIRED BOOKS

1. Karl Gerth, *As China Goes, So Goes the World: How Chinese Consumers are Transforming Everything* (Hill and Wang, 2011). Paperback.
2. Sang Ye, *China Candid: The People on the People's Republic* (California, 2006). Paperback. 0520245148.
3. Peter Nolan, *Is China Buying the World?* (Polity, 2012). Paperback. 0745660797.
4. Alexandra Harney, *The China Price: The True Cost of Chinese Competitive Advantage* (Penguin, 2009). 0143114867.

NOTE: These are paperbacks. You can find inexpensive used copies of Gerth. If you order on-line to save money, you should do so ASAP to have the books on time. Book costs are worth the convenience of having your own copies.

ADDITIONAL REQUIRED MATERIALS

1. **Coursepack?**: Publishers often charge a fortune to reprint small parts of books or items freely (and legally) available on line. To keep costs low, rather offer everything in an expensive coursepack, you'll have to download many items.
2. Some readings will be posted on **Electronic Reserves** via the UCSD Library (<http://reserves.ucsd.edu>).
3. **Clicker** –Purchase from the UCSD Bookstore in the Price Center. This will enable you to join in class discussions and earn course points on quizzes and lecture participation. Register via TED ASAP.
4. **University e-mail messages** –Students are responsible for checking their inboxes regularly and reading these messages promptly. I email quiz hints.
5. **Course website** – <http://ted.ucsd.edu> . The course website contains important information and readings. New students: To set up a Ted account for the first time, go to: <http://iwdc.ucsd.edu/students.shtml> or go to Computing Help Desk.

RECOMMENDED FOR ADDITIONAL CONTEXT BUT NOT REQUIRED:

1. Barry Naughton, *The Chinese Economy: Transitions and Growth* (MIT, 2006).
2. Ronald Coase and Ning Wang, *How China Became Capitalist* (Palgrave, 2012).
3. Joseph M. Williams, *Style: The Basics of Clarity and Grace* (any edition). (**NOTE: This is the best book on how to improve your writing I have ever read**).

KEEP UP WITH EVENTS IN CHINA:

The best (English) news language agglomerator website is <http://chinadigitaltimes.net> (they also have a **Twitter** feed). Practice relating what you learn in the readings and classes to the news out of China.

CREATING THE BEST ENVIRONMENT

My **goal** is to make our classroom an effective place for everyone to learn. After all, the primary purpose of class is to develop a deeper understanding of the course material and sharpen academic skills. To do well on quizzes and contribute to discussions, **you must complete assigned readings *before* the lecture.**

No Computer/Notebook/Smart Phones. I have terrible handwriting. So I understand that some students prefer taking notes on computers or other electronic devices. Unfortunately, some students abuse the Wi-Fi capabilities in the classroom and succumb to the temptation to check email, browse the Web, and play games. This undermines the learning environment and makes it harder for the rest of us. So, no electronics. Leave them in your bags and under your seats.

E-mail. If you have questions, I prefer to meet in person rather than exchange long email. Please come to speak with me in person before or after class or in office hours. Please only use email to schedule an appointment or for very brief communications.

RED (READING) v GREEN (DISCUSSION) CLICKER QUESTIONS EXPLAINED

Coming to class prepared and ready to engage in discussion is critical to get the most out of this class. To encourage you, I am using clickers in two ways.

Bring to every class. Most days your clicks will be recorded for quizzes and participation.

I will drop your lowest three days worth of participation/quizzes.

Consequently, there are **no make-up quizzes** (even for adding the course late, medical appointments, dead batteries, misunderstood quiz questions, or any other reason). Please save these days/dropped scores for sick days, school activities, or a day with a bad quiz performance.

Graded In-Class RED READING Quizzes – 20%

We'll have near-daily RED READING quizzes at the **start of class**. These questions will be graded for correctness (i.e., you must answer them correctly to get a point). Each quiz will consist of two or three *clicker* questions related to the assigned readings for that same day.

Class Participation (GREEN DISCUSSION Questions) – 20%

Your class **participation** grade will be based on your active participation in class via the use of clickers and the discussions you have with your peers. These questions will also be answered using clickers – but **points will be awarded for *participation*, not correctness** (i.e., you must vote). Discussion questions occur throughout lecture sessions.

WEEKLY TOPICS (10 weeks)

WEEK 1: POLICIES AND PRESENTS

1a How to Get the Most Out of this Class?

1b No Going Back? Or, Why did the Shanghai Historian Buy a Car?

READING

Karl Gerth, *As China Goes*, 3-41 (Introduction & No Going Back?)

Sang Ye, *China Candid*, 13-27, "A Hero for the Times" (In our discussions and on the quizzes and examinations, let's refer to him as "The Hero")

PLEASE BRING THE READINGS TO EVERY CLASS

WEEK 2: NEOLIBERALISM

2a Who Transformed China More: Reagan/Thatcher or Deng Xiaoping?

READING

David Harvey, *A Brief History of Neoliberalism*. Introduction, Chapter One, and Chapter Five on "Neoliberalism 'with Chinese Characteristics'"

NOTE: This is, perhaps, the most challenging reading of the term. Please allocate more reading time, as you will need to read multiple times. Relating this book to our other readings will be the heart of the mid-term examination and a key part of the final.

2b How Well do Specific Lives Conform to Macro-Analyses?

READING

Sang Ye, 28-39, "Chairman Mao's Ark" (The Migrant)

Sang Ye, 40-58, "The Nondissident" (The Nondissident)

Sang Ye, 252-265 "Mastering New China" (The Capitalist)

WEEK 3: CAPITALISM WITH CHINESE CHARACTERISTICS?

3a Was Another Capitalism Possible?

READING

Joel Andreas, "A Shanghai Model? On *Capitalism with Chinese Characteristics*" [Read Andreas carefully. Have a look at the Huang Yasheng book. What are the competing interpretations of the 1980s and Chinese "capitalism"?].

Gerth, 65-90 (Made in Taiwan)

3b Why are Private Enterprises so Important to post-Mao China?

READING

Thomas B. Gold, "Urban Private Business and China's Reforms" in Richard Baum, ed., *Reform and Reaction in Post-Mao China*, 84-103

Orville Schell, *To Get Rich is Glorious: China in the 80s*, 3-47

NOTE: Review all Sang Ye readings to date. Can you relate the other reading assignments to the impacts on specific lives in the Sang Ye collection? Practice doing so. You'll do the same on the exams.

WEEK 4: THE CHINA PRICE AND THE PRICE OF CHINA IN AMERICA

4a What are the Impacts of Chain Stores on China and the World?

READING

Gerth, 91-110 (Standardizing Abundance)

4b What are the Costs to China and the World of the China Price?

READING

Alexandra Harney, *The China Price*, 1-17, 33-55, 56-87

WEEK 5: CHINESE MARKETS

5a Does IP Piracy Undermine or Reinforce Capitalism in China?

READING

Gerth, 111-132 (Branding Consumer Consciousness)

Gerth, 133-156 (Living in a World of Fakes)

Sang Ye, Consuming Habits: On the Flood of Fakes (The Faker)

Sang Ye, The Computer Bug (The Pirate)

5b Why did Extreme Markets Emerge (or Re-emerge) in post-Mao China?

READING

Gerth, 157-180 (Extreme Markets)

Sang Ye, Getting Organized (The Parents)

Sang Ye, A Life of Sex (Dr. Sex)

Sang Ye, Time as Money (The Hooker)

Sang Ye, An Army on the March (The Captain)

WEEK 6: EXAM AND ENVIRONMENTAL ISSUES

6a MIDTERM EXAMINATION

6b Are the Ecological Impacts a 'Necessary Evil' of Economic Development?

READING

Gerth, 181-205 (Environmental Implications & Conclusion)
Watch documentary, "Manufactured Landscapes" clips

WEEK 7: INEQUALITY AND MIGRATION

7a Does Economic Inequality Matter?

READING

Gerth, 43-64 (Who Gets What?)
Robert Reich, "How to Shrink Inequality" (compare US & China)
Start: Mark Leonard, ed., *China 3.0*, 9-103

7b Why are So Many People Moving To and Within China?

READING

Tom Miller, *China's Urban Billion: The Story Behind the Biggest Migration in Human History* (Zed, 2012), 1-24
Sang Ye, Down to Earth (The Red Guard)
Sang Ye, Just One Party (The Challenger)

WEEK 8: GLOBAL CONNECTIONS

8a Why does America's Junk Go to China?

READING

Adam Minter, *Junkyard Planet* (Bloomsbury, 2013), 1-11, 60-83, 143-58.

8b Where Does the Life of a Product Begin?**PAPERS DUE AND DISCUSSION FILM**

Watch "Cotton Road: A Supply Chain Journey"

WEEK 9: THE STRUCTURES OF GLOBAL TRADE**9a Is China Buying the World?****READING**

Peter Nolan, *Is China Buying the World?*, 1-54

Skim report: *China's New Leftists and the China Model Debate after the Financial Crisis*.

9b Who gets to define 'free trade' and the global financial system?**READING**

Nolan, *Is China Buying the World?*, 55-141

WEEK 10: SO GOES THE WORLD?**10a Is China the Past or a Future?****READING**

Watch documentary "Inside Job"

Mark Leonard, ed., *China 3.0*, 9-103

10b Review & Final Examination Discussion**FINAL EXAMINATION**

*****PAPER ASSIGNMENT*****

Use one of the NON-assigned individual cases in *China Candid* and additional chapters from *The China Price* and other ASSIGNED readings to **write a 4-6 page essay contextualizing that person's life in the broader national and international changes**. In other words, do for an individual life story of your choosing what we have done with so many other cases. You may, if you choose, adopt the voice of the character you select and write your essay from his/her point of view.

General Guidelines for the Paper Assignment (please read carefully)

1. Papers must be typed and double-spaced, with one-inch margins on all sides. Use standard font (10 or 12 pt.). Remember to include page numbers.
2. The essay is not an exercise in information retrieval. Rather than bland description, you must **make an argument**.
3. The most important ingredients of a good paper are a strong argument and the evidence to prove it, so take enough time to formulate your argument. This is often a delicate compromise. If the argument is too obvious ("The Cultural Revolution was a tragic event"), what's the point in making it? If it's too ambitious ("The Cultural Revolution could have been prevented"), you may not have the materials to prove it. If it's too polemical ("The Red Guards should have been punished for wreaking so much havoc during the Cultural Revolution"), you may find it hard to argue your case convincingly.
4. Present your argument in the introduction (usually the first paragraph or even the first sentence) and then offer evidence in the subsequent paragraphs to prove it. ***Please underline or italicize your argument.***
5. Each paragraph should begin with a **topic sentence** that offers a sub-argument. The rest of the paragraph should shed light on this topic sentence. Paragraphs must be linked by transitions.
6. Use quotes sparingly. Generally, put the passage in your own words and cite your source. If you use direct quotes, make them very brief. When citing your source, simply cite the appropriate page number in brackets after the passage: e.g., (Harvey, 42) or (Chan, 12). You are *not* allowed to use outside sources without permission, so a bibliography is not necessary.
7. Make sure you have a conclusion that sums up your argument.
8. Proofread your paper. Even better, get a friend or roommate to read it over before you submit it. It's always a good idea to read the paper aloud. Sentences that do not sound right usually are not.
9. Don't use binders or covers. Just make sure you **include a title that suggests your argument** and your name on the cover page.
10. Extensions for papers will be given only in exceptional circumstances (for example, family or medical emergencies); otherwise, paper grades will be lowered each day a paper is overdue. No papers will be accepted 72 hours after they are due.

If you have questions or encounter difficulties, please contact me.

Enjoy!