

City University of Hong Kong
Course Syllabus

offered by Department of Public Policy
with effect from Semester A 2015 / 16

Part I Course Overview

Course Title:	Political Contention in Contemporary China
Course Code:	POL5713
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	None
Precursors: <i>(Course Code and Title)</i>	None
Equivalent Courses: <i>(Course Code and Title)</i>	None
Exclusive Courses: <i>(Course Code and Title)</i>	None

Part II Course Details

1. Abstract

This course aims to provide students with (a) an overview of major theories on social movements and contentious politics and (b) a critical evaluation of different forms of political contention in contemporary China. Using a variety of cases from contemporary China, including rural contention, workers, environmental protest, and, students are guided to evaluate how participants in these confrontation are mobilized and involved and how the movement is sustained and reciprocated by the state authority. Through this learning experience, students should be able to apply these theories to episodes of contentious politics in other context.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Explain and analyze the assumptions, logics, strength and limitation of the major theories of social protest and contentious politics	35%	x	x	x
2.	Understand the changing dynamics of state-society interface in pre-reform and reform era	25%	x	x	x
3.	Critically assess different interpretations of major political campaigns in contemporary China	20%	x	x	x
4.	Evaluate different understandings of major spontaneous protests in contemporary China	20%	x	x	x
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
	Lecturing	x	x	x	x			
	Extensive reading	x	x	x	x			
...	Participation in class discussion	x	x	x	x			
	Essay writing	x	x	x	x			
	Blackboard/Consultation	x	x	x	x			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Class participation	x	x	x	x			15%	
Reading journal	x	x	x	x			35%	
Essay (3,000 words)	x	x	x	x			50%	
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation		Excellent demonstration of knowledge and skills required for original and creative research and very high quality of critical thinking, review of literature, analysis and evaluation.	Good demonstration of knowledge and skills required for original and creative research and good quality of critical thinking, review of literature, analysis and evaluation..	Adequate demonstration of knowledge and skills required for original and creative research and average effort and ability to think critically, review literature, analyze and evaluate material.	Limited demonstration of knowledge and skills require for original and creative research. Superficial understanding of the research process, inadequate literature review, insufficient effort to analyse and evaluate material.	Almost no standard of being able to recognise, explain and compare distinct theoretical approaches to cross-national studies, policy transfer and learning. Almost no demonstration of critical ability to interpret data and argument.
2. Reading journal		Excellent demonstration of knowledge and skills required for original and creative research and very high quality of critical thinking, review of literature, analysis and evaluation, written communication, and	Good demonstration of knowledge and skills required for original and creative research and good quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings.	Adequate demonstration of knowledge and skills required for original and creative research and average effort and ability to think critically, review literature, analyze and evaluate material, communicate, and discover creative	Limited demonstration of knowledge and skills require for original and creative research. Superficial understanding of the research process, inadequate literature review, insufficient effort to analyse and evaluate material, poor quality written	Almost no standard of being able to recognise, explain and compare distinct theoretical approaches to cross-national studies, policy transfer and learning. Almost no demonstration of critical ability to interpret data and argument.

		creative findings.		findings.	communication, and little creative findings.	
3. Essay		Excellent demonstration of knowledge and skills required for original and creative research and very high quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings.	Good demonstration of knowledge and skills required for original and creative research and good quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings.	Adequate demonstration of knowledge and skills required for original and creative research and average effort and ability to think critically, review literature, analyze and evaluate material, communicate, and discover creative findings.	Limited demonstration of knowledge and skills require for original and creative research. Superficial understanding of the research process, inadequate literature review, insufficient effort to analyse and evaluate material, poor quality written communication, and little creative findings.	Almost no standard of being able to recognise, explain and compare distinct theoretical approaches to cross-national studies, policy transfer and learning. Almost no demonstration of critical ability to interpret data and argument.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Protest, contention, social movement, political participation, political campaign, identity, coalition, political brokerage, propaganda, political control, Chinese Communist Party, democracy, civil society, collective action, authoritarian rule, stability, mobilization, spontaneity, civil society, united front, political opportunity, Cultural Revolution, Land Reform, rural protest, collectivization, student movement

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Doug McAdam, Sidney Tarrow & Charles Tilly (2001), <i>Dynamics of Contention</i> (New York: Cambridge University Press).
2.	Donatella Della Porta and Mario Diani (2006), <i>Social Movement: An Introduction</i> (Oxford: Blackwell Publishing).
3.	Theda Skocpol (1979), <i>State and Social Revolutions: A Comparative Analysis of France, Russia and China</i> (New York: Cambridge University Press).
4.	Sidney Tarrow (1994), <i>Power in Movement: Social Movements, Collective Action and Politics</i> (New York/Cambridge: Cambridge University Press)
5.	Aldon Morris & Carol McClurg Mueller (eds.)(1992), <i>Frontiers in Social Movement Theory</i> (New Haven: Yale University Press).
6.	James Scott (1985), <i>Weapons of the Weak: Everyday Forms of Peasant Resistance</i> (New Haven: Yale University Press)
7.	Mancur Olson (1965), <i>The Logic of Collective Action</i> (Cambridge, Mass: Harvard University Press)
8.	Jeff Goodwin and James Jasper (eds.)(2012), <i>Contention in Context: Political Opportunities and the Emergence of Protest</i> (Stanford: Stanford University Press).
9.	Craig Calhoun (1994), <i>Neither Gods nor Emperors: Students and the Struggle for Democracy in China</i> (Berkeley: University of California Press).

	Kevin Obrien (ed.) (2008), <i>Popular Protest in China</i> (New York, Mass: Harvard University Press).
10.	Martin King Whyte (2010), <i>Myth of the Social Volcano</i> (Stanford: Stanford University Press).

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Yongshun Cai (2010), <i>Collective Resistance in China: Why Popular Protests Succeed or Fail</i> (Stanford: Stanford University Press).
2.	Kevin Obrien and Li Lianjiang (2006), <i>Rightful resistance in Rural China</i> (New York: Cambridge University Press)
3.	Dingxin Zhao (2001), <i>The Power of Tiananmen: State-society Relations and the 1989 Beijing Student Movement</i> (Chicago/London: Chicago University Press).
4.	Ho-Fung Hung (2011) <i>Protest with Chinese Characteristics</i> (New York: Columbia University Press)
5.	Yang Su (2011), <i>Collective Killing in Rural China During Cultural Revolution</i> (Cambridge/New York: Cambridge University Press).
6.	Jeffrey Wasserstrom (1991), <i>Student Protests in Twentieth Century China</i> (Stanford: Stanford University Press).
7.	Andrew Walder (2009), <i>Fractured Rebellion: The Beijing Red Guard Movement</i> (Cambridge, Mass: Harvard University Press)
8.	Roderick MacFarquhar and Michael Schoenhals (2006), <i>Mao's Last Revolution</i> (Cambridge, Mass: Belknap Press of Harvard University Press).
9.	Suzanne Ogden (2002), <i>Inklings of Democracy in China</i> (Cambridge/London: Harvard University Asian Centre/Harvard University Press).
10.	Jie Chen (2004), <i>Popular Political Support in Urban China</i> (Stanford: Stanford University Press).
11.	David Meyer (2007), <i>The Politics of Protest</i> (Oxford: Oxford University Press).

12.	Charles Tilly (2003), <i>The Politics of Collective Violence</i> (Cambridge: Cambridge University Press).
13	Eric Hobsbawm (1959), <i>Primitive Rebels</i> (New York: W.W. Norton Books)
14.	Samuel Popkin (1979), <i>The Rational Peasant: The Political Economy of Rural Society in Vietnam</i> (Berkeley & Los Angeles: University of California Press).
15.	Stephen Coleman & Jay Blumler (2009), <i>The Internet and Democratic Citizenship: Theory, Practice and Policy</i> (Cambridge: Cambridge University Press).