

# China's Next Economy

CAPS 3049; GOVT 3044; ASIAN 3304

Spring 2021

Seek Truth from Facts—Book of Han

实事求是—汉书

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Lecture Time:	TuTh 2:45PM – 4:00PM	Place: Zoom
Office Hours:	W 1:30 – 3:00; or by appt	Place: Zoom
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Sections:	M 2:40; Tu 9:05; W 2:40; Th 9:05	Zoom

This course provides students with analytical frameworks to understand China's ongoing political and economic transformations. Goals of the course include:

- 1) familiarizing students with different perspectives on China's economic development since 2000 and its future prospects;
- 2) providing a close working knowledge of the evolving current situation, with a focus on internal variation within China—telling different Chinese stories, not one “China story”—and particularly emphasizing urbanization and the goal of shifting from manufacturing and export-led to services and domestic-led economy; and
- 3) giving students hands-on experience using Chinese economic data in the context of a ~~short research paper~~ a small group research project.

Each week will connect current events and debates, bringing research and social scientific analysis to bear upon policy-relevant questions and developments.

## Class Format

The class is a lecture meeting twice a week [virtual over zoom]. There will be some break out sessions and chat to have some student participation in during lectures. Readings for that class session should be read before class and reviewed afterwards. Sections will go over lectures and readings, discussing difficult ideas as well as conducting debates or engaging in other ways to stimulate communal deep processing of the material.

## Assignments and Grades

Grades in the class are based on performance from seven parts, as shown below.

Reading Check-ins	10%	News Presentation	5%
Participation	20%	Blog Posts	10%
Midterm	25%	Research Paper Project	30%

Reading Check-ins – Short answer questions about that week’s readings, distributed on Canvas to help discussion quickly get through the basics of the material and into deeper issues.

News Presentation – Students present a news item in section and also turn in a single-spaced, one page (~500 words) description of the issue, relevant players, potential biases in the coverage, etc.

Participation – Attendance at lecture is required, as is active participation in discussion section.

Blog Posts – Each student will write 2 responses of ~300 words each during the semester. Responses synthesize the readings of the week.

Midterm Exam – The midterm will cover material from the lectures, readings, and sections that occur prior to the exam. The exam will include identifications, short answers, and essay questions.

Research Project – By the assigned final project date, students are expected to turn in a small-group research project. A handout with more details (group size, expectations, topics) will be circulated early in the semester.

**This is a COVID semester (hopefully our final one!). Grading will be generous assuming completion of assignments.** Grading is based upon (a) accuracy of factual information; (b) ability to synthesize the appropriate evidence, both theoretical and empirical, not just rehashing the texts; (c) judgment in separating the important from the trivial & critically evaluating all assumptions [including your own and mine]; and (d) effective expression.

## Prerequisites

The course has no formal prerequisites. Students will come into the class with diverse backgrounds: some will have grown up in China, while others have studied related subject matters before. Regardless, China’s ongoing transformations are ... ongoing, and students will need to engage the readings and assignments of this class to excel. Students with a background in comparative politics (e.g. GOVT 1313 *Introduction to Comparative Politics*), China (ASIAN 2212

*Introduction to China*), Chinese politics (CAPS 3403 *China Under Revolution and Reform*), China's economic history (ECON 3380 *China's Economy under Mao and Deng*), or related classes will be at a relative advantage.

## **Integrity & Accommodation**

Every student is expected to abide by the University's Code of Academic Integrity. All written assignments will be solely the work of the student. Cheating and plagiarism will be dealt with according to university regulations. In compliance with university policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for a student with disabilities.

## **Readings**

All of the readings are linked or on Canvas. There are no required textbooks, but *China's Economy: What Everyone Needs to Know*, *The Chinese Economy*, and *Governing China*, among others, can help provide background for those without it.

In addition to listed readings, links to relevant news pieces will be sent by Canvas. The material that students read in this class come from a variety of sources and are produced for a variety of audiences. One goal of the course is for students to come away with an improved ability to understand the explicit and implicit arguments that are made in scholarly work, policy documents, political campaigns, government pronouncements, and mass media about China and the Chinese economy.

## **Course Schedule**

### **Introduction – Feb. 9**

### **Censorship and Self-Censorship**

**Feb. 11**

[1] Perry Link. 2002. "The Anaconda in the Chandelier." NY Review of Books.

[2] Gary King, Jennifer Pan, & Margaret Roberts. 2014. "Reverse-Engineering Censorship in China: Randomized Experimentation and Participant Observation." *Science*.

[3] Eric X. Li. 2012. "Why China's Political Model is Superior." *NYT*.

## **China's Growth in Comparison & China 2030**

**Feb. 16, 18**

- [1] Arthur Kroeber. 2016. *China's Economy: What Everyone Needs to Know*. Ch. 1.
- [2] World Bank. 2012. *China 2030: Building a Modern, Harmonious, and Creative High-Income Society*. Overview and Selections.

## **China 3.0 & Beaconism**

**Feb. 23, 25**

- [1] Mark Leonard (ed). 2012. *China 3.0*. Selections.
- [2] Yao Lin. 2021. "Beaconism and the Trumpian Metamorphosis of Chinese Liberal Intellectuals." *Journal of Contemporary China*. pp. 85–101.

## **Government Work Reports and Plans**

**Mar. 2, 4**

- [1] Li Keqiang. 2020. "2020 Government Work Report."
- [2] Scott Kennedy & Christopher Johnson. 2016. "Perfecting China, Inc." CSIS.
- [3] 14<sup>th</sup> Five Year Plan Analysis TBD.

## **Labor**

**[Mar. 9 No class] Mar. 11**

- [1] Mary Gallagher. 2014. "China's Workers Movement & the End of the Rapid-Growth Era." *Daedalus*. 143(2): 81-95.
- [2] Gerry Shih. 2019. "If I disappear." *Washington Post*.
- [3] Renwu. 2020. "Delivery Workers, Trapped in the System." Translated by Chuancn.org. <http://chuangcn.org/2020/11/delivery-renwu-translation/>

## **Chinese Capitalisms**

**Mar. 16, 18**

- [1] Eli Friedman. 2020. "Why China is Capitalist." *Spectre Journal*.  
<https://spectrejournal.com/why-china-is-capitalist/>
- [2] Margaret Pearson, Meg Rithmire, and Kellee S Tsai. 2020. "Party-State Capitalism in China." *Harvard Business School Working Papers*.
- [3] Jude Blanchette. 2020. "CCP, Inc." *China Leadership Monitor*.

## **Urbanization**

**Mar. 23, 25**

- [1] Kristen Looney & Meg Rithmire. 2016. "Urbanization with Chinese Characteristics? China's Gamble for Modernization."
- [2] Max Woodworth & Jeremy Wallace. 2017. "Seeing Ghosts: Parsing China's 'Ghost City' Controversy."
- [3] Shiqi Ma and Jeremy Wallace. 2020. "Shifting Sands: The 2017 Beijing Demolitions in Context."

## **Debt**

**Mar. 30**

- [1] McKinsey Global Institute. 2015. *Debt and (not much) Deleveraging*.
- [2] Arthur Kroeber. 2016. *China's Economy: What Everyone Needs to Know*. Ch. 12.
- [3] Houze Song 2021. "Macro Outlook: Return of De-Risking Focus Will Hurt Near-Term Growth." *MacroPolo*.

## **Midterm**

**Apr. 1**

### **Environment I**

**Apr. 6, 8**

- [1] Rachel Stern. 2011. "From Dispute to Decision: Suing Polluters in China." *The China Quarterly*. 206: 294–312.
- [2] Wang Jin. 2010. "China's Green Laws are Useless." *China Dialogue*.
- [3] Ye Qi et al. 2016. "China's Post-Coal Growth." *Nature Geoscience*. 564-566.
- [4] Tianjie Ma. 2019. "How Green Is China?" *New Internationalist*.
- [5] Matthew Walsh. 2019. "Red, Dead, Renewed." *The Sixth Tone*.

### **Environment II**

**Apr. 13, 15**

- [1] Barbara Finamore. 2018. *Will China Save the Planet?* Polity Press. Selections.
- [2] Yifei Li & Judith Shapiro. 2020. *China Goes Green*. Polity Press. Selections.
- [3] Adam Tooze. 2020. "[Did Xi Just Save the World?](#)" *Foreign Policy*.

## **Anti-Corruption & the New Normal**

**Apr. 20, 22**

- [1] Diana Fu and Greg Distelhorst. 2018. "Grassroots Participation and Repression under Hu Jintao & Xi Jinping." *The China Journal*. 79:100-122.
- [2] Alice Miller. 2018. "Only Socialism Can Save China; Only Xi Jinping Can Save Socialism." *China Leadership Monitor*.
- [3] Ling Li. 2019. "Politics of Anticorruption in China: Paradigm Change of the Party's Disciplinary Regime, 2012–2017." *Journal of Contemporary China* 115: 47–63.
- [4] Jeremy Wallace. 2020. "The New Normal: A Neopolitical Turn in China's Reform Era." In *Citizens and the State in Authoritarian Regimes: Comparing China and Russia*.

## **Crackdowns**

**Apr. 27, 29**

- [1] Adrian Zenz. 2018. "'Thoroughly Reforming them Toward a Healthy Heart Attitude' - China's Political Re-Education Campaign in Xinjiang"
- [2] Diana Fu. 2017. "Why is Beijing Afraid of Chinese Feminists?" *Wash Post*.
- [3] Hong Kong. TBD.

## **China and the World**

**May 4, 6**

- [1] Trade War. TBD.
- [2] Belt and Road. TBD.
- [3] Sarah Cook. 2020. "Beijing's Global Megaphone: The Expansion of Chinese Communist Party Media Influence since 2017." *Freedom House Report*.

## **Conclusions**

**May 11, 13**

- [1] TBD

**Final Project Due: May 19, 2020**