

**China's Rise to Global Power:  
A New Model of Economic and Political Development?  
BLHS 415-101 (Online course)**

Will the 21st century be China's century? Are we headed for a Chinese-led global order? Conflicting opinions abound on what the future holds for China, but key elements of the present picture are not in doubt: one, China is the leading economy in Asia, the world's most dynamic region, accounting for about 60% of global growth; two, China is following a clear strategy to promote innovative technologies at home and extend its business, trade, and investment interests abroad both regionally and globally; and, three, understanding China with its unique development path, rapid transformation, and expanding presence worldwide is essential for all Americans, particularly next-generation job seekers in a range of fields from cybersecurity to law, business, IT services and emerging technologies such as AI and robotics. "China's Rise" helps explain China beyond the headlines: how its economy grew so big so fast, what is distinctive about its policies, practices, and institutions today, and whether China can sustain economic momentum in the face of increased pressure from the United States in the years ahead.

**Instructor**

Paula Harrell, Ph.D.

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Individual student meetings: arranged via Zoom

**Course organization**

Unit 1: Introduction: Briefings on China's geography, economy, political system

Unit 2: China's command economy, 1949-1979: prioritizing industry, collectivizing agriculture

Unit 3: Rising China: transitioning from command to market economics, 1979-2019

Unit 4: What's Next? Xi Jinping's new era, new model

**Course learning objectives**

Mastery of all course materials will enable the student to :

- describe in detail China's geographic setting, economic trends and political system;
- discuss in broad historical terms China's economic trajectory after 1949;
- provide for the non-China watcher an overview of the most critical economic and political issues facing the current leadership;
- discuss in depth Chinese perspectives on such issues as Internet sovereignty, the role of market forces in the economy, the Belt and Road Initiative (BRI), and doing business through foreign joint ventures;
- read with a discriminating eye U.S. economic forecasting on China;

- demonstrate familiarity with academic sources and websites that provide reliable economic/business analysis; and
- write short essays that develop a logical argument backed by evidence from course material.

### Format

“China’s Rise to Global Power” will be conducted entirely online with all recorded lectures, assigned readings/videos, and student essays/discussions posted on Canvas. You will need a computer and internet connection, and to familiarize yourself with navigating Canvas, including retrieving materials from the e-reserve service at Lauinger Library. You may want to invest in Arthur Kroeber’s excellent *China’s Economy: What Everyone Needs to Know* (Oxford, 2016, modestly-priced in Kindle version), although readings from this, as well as from Barry Naughton’s superb volume, *The Chinese Economy: Adaptation and Growth* (MIT Press, 2018), will also be available through Lauinger.

### Course requirements

- Short essays: Each week, starting with Week 2 of the course, students will post on Canvas (under the discussion section) a 500-word (or more) commentary on **all** of the assignments for that week, including my lectures and PowerPoints as well as the readings and videos listed for that week. I will guide you on what to cover in your essays in the “questions to consider” note accompanying each assignment. Please make your essays available to all and, in true discussion fashion, feel free to comment--compliment, agree, disagree--on what your fellow students have posted.
- China Now: Each week--again starting with Week 2--students will post on Canvas a link to an article on a current China-related topic, adding a short paragraph describing its content.
- Quizzes: Five quizzes will be given during the course, starting with Week 2. These will be taken online and dates will be clearly marked on the course website.
- Policy commentary: In lieu of a final exam, students will be asked to write a brief (5-6 page, 1,500-2000 word) position paper on a topic in U.S.-China relations, relying primarily on course materials for evidence and interpretation. I will post the topic(s) to be discussed as we reach the last weeks of the course.

**Note:** In writing the essays and policy note, students are expected to follow standard citation systems, either Turabian’s *Student’s Guide to Writing Papers* or *The Chicago Manual of Style*.

### Assignment due dates and relative weight in final grade

- Please check the Canvas website on Monday of each week to get the final rundown on course readings/videos, topic questions for the short essays, and any quizzes that might be on the docket for that week. You will have until Sunday night at 11:59 pm to complete the week’s work and to be graded on what you submit.
- The final grade will be determined as follows: short essays=40%, quizzes=25%, China Now links=10%, policy commentary=25%.

## Course content and schedule (subject to revision)

### Unit 1: Introduction

#### Week 1 (January 14)

##### Syllabus review

##### China briefings: geopolitical position and economic trends

Arthur Kroeber, *China's Economy: What Everyone Needs to Know*, Chapter I: "Overview: China's Political Economy"

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#### Week 2 (January 21)

##### China briefings: political system, history, and language

Batke/Melton, "Why Do We Keep Writing About Chinese Politics As If We Know More Than We Do?" <http://www.chinafile.com/reporting-opinion/viewpoint/why-do-we-keep-writing-about-chinese-politics-if-we-know-more-we-do>

Stratfor, "Bridging the Gap between China's Central and Local Governments,"

<https://worldview.stratfor.com/article/bridging-gap-between-chinas-central-and-local-governments>

PH lecture/PPT

#### Week 3 (January 28)

##### Where is China headed? Interpreting current data, observing reality on the ground

1) Views of some China analysts:

Yukon Huang – Carnegie Endowment for Peace

<https://www.youtube.com/watch?v=Hep62DFck5c>

Scott Kennedy – Center for International and Strategic Studies

<https://www.youtube.com/watch?v=2b2o0YoUBkw>

2) Evidence from real lives

China's left behind children <https://www.youtube.com/watch?v=PiKXpNQGWEg>

Chinese migrant workers

<https://www.youtube.com/watch?v=8c1TwqoljIU>

China's urban billion

<https://www.youtube.com/watch?v=SExDPEi8ogM>

China's Billionaire Boom

<https://www.youtube.com/watch?v=dHvKUYAN2Ao>

PH lecture

### Unit 2: China's command economy, 1949-1979: prioritizing industry, collectivizing agriculture

#### Week 4 (February 4)

##### Big Push Industrialization and the Role of the People's Communes

Naughton, "The Socialist Era, 1949-1978: Big Push Industrialization and Policy Instability," 55-82, and "Rural Organization" 10.1, *The Chinese Village*, 10.2 *Agricultural Collectives*," 231-240

Dikotter, Frank, *Mao's Great Famine, 1958-1962*, "Preface," "The People's Communes," "Steel Fever," ix-xvi, 47-63

Chinese economic planning under Mao  
<https://www.youtube.com/watch?reload=9&v=Yd2oUdH5SqA>  
PH lecture/PPT

### **Week 5 (February 11)**

#### **The Great Leap Forward and Its Consequences**

Becker, Jaspar, *Hungry Ghosts: Mao's Secret Famine*, "An Overview of the Famine"  
Dikotter, Frank, *Mao's Great Famine*, "Agriculture" (127-144) and "Industry" (145-154 (see e-reserves)

or watch Dikotter's book talk:

<https://video.search.yahoo.com/search/video?fr=mcafee&p=frank+dikotter+mao%27s+great+famine#id=2&vid=bd35e0ad2118845515bc471b9c7b5b00&action=view>

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### **Week 6 (February 18)**

#### **Reversing the Tide of Agrarian Socialism**

Naughton, 3.3.7 to 4.3 (from "Retrenchment: the Cultural Revolution" to "A Two-Phase Framework of Economic Reform," 74-90

Frank Dikotter, *Understanding China's Cultural Revolution*

<https://www.youtube.com/watch?v=N9iVDCzGyIE>

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Chan, Marsden, Unger, *Chen Village under Mao and Deng*, "Prologue," "Chen Village and Its Leaders," and "The Troubled Seventies"

## **Unit 3**

### **Transitioning from command to market economics, 1979-1949**

### **Week 7 (February 25)**

#### **Transforming the Countryside: Private Plots, Rural Enterprise, and Changes in Rural-Urban Labor Flows**

Chan, Marsden, Unger, *Chen Village under Mao and Deng*, "The New Era" and "The Midas Touch," 267-309 (and re-read "Prologue" for explanation of research methodology)

Kroeber, Chapter 2: "Agriculture, Land, and the Rural Economy"

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### **Week 8 (March 11)**

#### **Industrial Transformation and Urban Growth**

Kroeber, Chapters 3 and 5: "Industry and the Rise of the Export Economy" and "The Enterprise System"

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### **Week 9 (March 18)**

#### **Growing the Internet/Controlling its Users**

Yongming Zhou, "China and the Internet: Proactive Development and Control," in *Historicizing Online Politics*

CNNIC (China Internet Network Information Center) Statistical Report on Internet Development in China, January 2017

<https://cnnic.com.cn/IDR/ReportDownloads/201706/P020170608523740585924.pdf>

Lu Wei, "Four Rules for Being a Good 'Chinese Netizen,'  
<http://blogs.cfr.org/cyber/2015/06/10/lu-wei-four-rules-for-being-a-good-chinese-netizen/>  
"How Censorship in China Allows Government Criticism but Silences Collective Expression"  
<http://gking.harvard.edu/publications/how-censorship-china-allows-government-criticism-silences-collective-expression>  
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#### **Week 10 (March 25)**

##### **Building a Uniquely Chinese Internet**

"How China is Changing Your Internet (NYTimes)"  
<http://www.nytimes.com/video/technology/100000004574648/china-internet-wechat.html>  
"Ours, All Ours: A Wealth of Internet Businesses with Chinese Characteristics,"  
<http://www.economist.com/news/special-report/21574638-wealth-internet-businesses-chinese-characteristics-ours-all-ours> (go directly or Google title)  
Fintech: "Mobile Payments Overtake Use of Cash in China,"  
<https://www.youtube.com/watch?v=S8AvpsimQAs>  
Martin Lau, President of Tencent [https://www.youtube.com/watch?v=ZJ\\_X3HdhLhA](https://www.youtube.com/watch?v=ZJ_X3HdhLhA)  
Davos 2015 Jack Ma Interview [www.youtube.com/watch?v=2kzGKVLsIE0](http://www.youtube.com/watch?v=2kzGKVLsIE0)  
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#### **Unit 4**

##### **What's next? Xi Jinping's new era, new model**

#### **Week 11 (April 1)**

##### **Urbanization: Winners and Losers**

Kroeber, Chapter 11, "The Social Compact: Inequality and Corruption"  
Paula Harrell [https://docs.google.com/presentation/d/12z-me\\_P5dDZU7mcrpuZnZWS4talXnJmB38VXrh3rI0/edit#slide=id.p](https://docs.google.com/presentation/d/12z-me_P5dDZU7mcrpuZnZWS4talXnJmB38VXrh3rI0/edit#slide=id.p) (Links to an external site.)  
<http://www.eastasiaforum.org/2015/01/13/chinas-hukou-reform-a-small-step-in-the-right-direction/> (Links to an external site.)  
Helen Gao, "The Price of China's Haphazard Urbanization,"  
<https://www.nytimes.com/2018/01/16/opinion/china-urbanization-migrants.html> (Links to an external site.)  
"Endless Cities," <https://www.theguardian.com/cities/2017/may/05/megaregions-endless-china-urbanisation-sprawl-xiongan-jingjinji> (Links to an external site.)

#### **Week 12 (April 8)**

##### **Innovation Competition: Made in China 2025 and its Challenge to U.S. Business**

Scott Kennedy, Made in China 2025 <https://www.csis.org/analysis/made-china-2025>  
Bradsher/Mozur, NY Times, "China's Plan to Build Its Own High-Tech Industries Worries Western Businesses," <https://www.nytimes.com/2017/03/07/business/china-trade-manufacturing-europe.html>  
South China Morning Post, "China's Booming Internet Economy"  
<http://www.scmp.com/tech/china-tech/article/2113410/chinas-booming-internet-economy-gathers-pace-rising-mobile>  
China Business Review, "Understanding China's 13<sup>th</sup> Five Year Plan"  
<http://www.chinabusinessreview.com/understanding-chinas-13th-five-year-plan/>

Chinese tech groups look for edge in using artificial intelligence  
<https://www.ft.com/content/e8bba054-d02f-11e7-b781-794ce08b24dc>  
PH lecture

### **Week 13 (April 22)**

**Contentious interactions: American tech companies compete for the China market as Chinese counterparts make inroads in the U.S. and the two sides face off over cybersecurity, market access, alleged IP theft, North Korea sanctions, and global rules for Internet governance.**

AmCham China: 2017 China Business Climate Survey Report

[http://www.bain.com/Images/China\\_Business\\_Climate\\_Survey\\_Report\\_2017.pdf](http://www.bain.com/Images/China_Business_Climate_Survey_Report_2017.pdf)

“China Doubles Down on Internet Control after Tough New Law”

[http://www.nytimes.com/aponline/2016/11/17/world/asia/ap-as-china-cybersecurity.html?\\_r=0](http://www.nytimes.com/aponline/2016/11/17/world/asia/ap-as-china-cybersecurity.html?_r=0)

Apple to build data center in China to comply with stricter cybersecurity law

<http://www.caixinglobal.com/2017-07-13/101115323.html>

“U.S. panel urges ban on China state firms buying U.S. companies”

<http://www.reuters.com/article/us-usa-china-idUSKBN13B1WO>

Greg Austin, “China’s Diplomacy for the Information Age”

[https://www.youtube.com/watch?v=JNhDig\\_nclw](https://www.youtube.com/watch?v=JNhDig_nclw)

“Getting to Yes with China in Cyberspace” (Rand Corporation) 2016

[http://www.rand.org/content/dam/rand/pubs/research\\_reports/RR1300/RR1335/RAND\\_RR1335.pdf](http://www.rand.org/content/dam/rand/pubs/research_reports/RR1300/RR1335/RAND_RR1335.pdf)

PH lecture

### **Week 14: (April 29)**

**Pacific Rivals?: Belt and Road Initiative (BRI) and China’s Push for Outbound Investment**

China Daily, “Belt and Road to Offer New Momentum for Globalization,”

<https://www.bcg.com/zh-cn/d/news/26mar2017-belt-and-road-156534>

“American Perspectives on the Belt and Road Initiative” ICAS report <http://chinaus-icas.org/wp-content/uploads/2016/10/BRI-Report-1.pdf>

Simon Denyer, [https://www.washingtonpost.com/world/chinese-companies-face-culture-shock-in-countries-that-arent-like-china/2015/08/14/a048eb64-3bbd-11e5-88d3-e62130acc975\\_story.html](https://www.washingtonpost.com/world/chinese-companies-face-culture-shock-in-countries-that-arent-like-china/2015/08/14/a048eb64-3bbd-11e5-88d3-e62130acc975_story.html)

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### **Week 15 (May 6)**

**Policy paper due**

**Georgetown/BALS standard policies**

## **BALS Program Goals**

The course-specific objectives outlined on pages 1-2 are part and parcel of the BALS Program's overall aim of equipping students with new knowledge and perspectives across time and cultures, the ability to explain and compare different points of view, and the skill to present evidence-based arguments clearly and concisely. See the BALS program guide for detailed statement.

## **Georgetown's Grading system**

93-100%=A, 90-92%=A-  
87-89%=B+, 83-86%=B, 80-82%=B-  
77-79%=C+, 73-76%=C, 70-72%=C-  
67-69%=D+, 60-66%=D, Below 60%=F

## **Late assignments/incompletes**

Late assignments will not be accepted except in the case of medical/family emergencies. Incompletes must be requested before the end of the course.

## **Disabilities**

If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or [arc@georgetown.edu](mailto:arc@georgetown.edu).

## **Turnitin.com**

Students acknowledge that by taking this course all required papers can be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

## **Extreme weather, Emergencies, and Instructional Continuity**

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Blackboard will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

## **Georgetown Honor System**

All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking.

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

*In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

## **Plagiarism**

In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail.

If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student may receive a grade of F for the course.

## **Policy Accommodating Students' Religious Observances**

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

## **Title IX at Georgetown**

<https://titleix.georgetown.edu/>

## **Sexual Misconduct**

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:



**Jen Schweer, MA, LPC**

Associate Director of Health Education Services for  
Sexual Assault Response and Prevention  
(202) 687-0323  
jls242@georgetown.edu

**Erica Shirley**

Trauma Specialist  
Counseling and Psychiatric  
Services (CAPS)  
(202) 687-6985  
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:  
<https://sexualassault.georgetown.edu/get-help>.

***Pregnancy Adjustments and Accommodations***

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.