

Spring 2024: PPHA 35588 Political Economy of China in the Global Era
TENTATIVE: SUBJECT TO CHANGE

Information about this course

Background and Goals

China's rapid rise to the center of the global stage has generated much global attention. This course is designed to survey the basics of Chinese institutions, their role in the rise of China, and their interaction with the world. The course begins with a basic introduction of the political and economic institutions of China and its major features. Next, we examine how these institutions have shaped China's rise as a global power. Finally, we examine how the Chinese institutions interact with the world in the modern era of globalization, and how does China navigate the challenges that arises with its increasing global status. This course will introduce basic theories of non-democratic politics and international politics, both qualitative and quantitative, when necessary. However, the focus of the course is not the theories themselves. We will use these theories to facilitate the discussions of various topics around China.

Prerequisites

Students are expected to complete the Harris School MPP core courses.

How this class will work

We will meet on Mondays and Wednesdays from 3:00pm to 4:20pm in Keller 0021. Our expectation is that you attend class in-person, barring short term absences. If you need to be temporarily absent from class due to an illness or other emergency, you should contact me directly about temporary arrangements.

Topics, readings, and schedule

The topic for each lecture is listed below. This course does not have a textbook. Suggested readings for each topic will be provided soon.

- Week 1: Introduction
- Week 2: China's political institutions
- Week 3: China's international status and identity
- Week 4: China's changing world views
- Week 5: China's foreign relations
- Week 6: China's soft power
- Week 7: China's security challenges
- Week 8: China under Globalization
- Week 9: The road forward

Student assignments

The evaluation of the course contains 3 elements. First, we will have 2 to 3 short problem sets, that takes up 25% of the total grade. Second, we will have an in-class midterm exam (time TBD) that takes up 35% of the total grade. Third, we will have a take-home final exam (time TBD) that takes up 40% of the total grade.

Instructor Office Hours

Tue 2:00-3:00, Keller 3099 or Zoom, by appointment .

Teaching assistant(s) and/or graders

TBD

Harris School and University of Chicago Policies

- Academic integrity

The Harris School has a formal policy on academic integrity that you are expected to adhere to. Examples of academic dishonesty include (but are not limited to) turning in someone else's work as your own, copying solutions to previous years' assignments, and receiving any unapproved assistance on exams. We have a zero-tolerance policy for academic dishonesty in this course. All students suspected of academic dishonesty will be reported to the Harris Dean of Students for investigation and adjudication. The disciplinary process can result in sanctions up to and including suspension or expulsion from the University. In addition to disciplinary sanctions, students who commit academic dishonesty will may also be penalized in their course grades at the discretion of the instructors.

- Disability accommodations

The University of Chicago is committed to ensuring equitable access to our academic programs and services. Students with disabilities who have been approved for the use of academic accommodations by Student Disability Services (SDS) and need a reasonable accommodation(s) to participate fully in this course should follow the [procedures established by the Harris School of Public Policy](#).

Timely notifications are required to ensure that your accommodations can be implemented. Currently registered students are asked to notify the Harris Student Disability Liaison, [Marley Mandelaro](#), of their access requests by the end of the first week of the quarter. The Harris Student Disability Liaison will work with the student and instructor to coordinate the implementation of student accommodations. Harris students are not required to submit their accommodations letter to the instructor.

Students who are facing extenuating circumstances at any point during the quarter should reach out to their Academic Advisor in the Dean of Students Office for support. If you feel you need accommodations on an ongoing basis, contact [Student Disability Services](#).

- Diversity and inclusion

The Harris School of Public Policy welcomes and respects students, faculty, and staff from a wide range of backgrounds, experiences, and perspectives as part of our commitment to building an inclusive community. Fostering an environment that encourages rigorous inquiry and effective public policy problem-solving requires the involvement and understanding of diverse viewpoints, experiences, and traditions. As a leading public policy school, Harris holds diversity as a core value. That includes not only diversity of opinion, but diversity along a broad spectrum of factors, including race, ethnicity, national origin, gender identity, sexual orientation, ability status, religion, socio-economic background, and social or political belief. Recognizing the value of diversity and inclusion is essential to combating discrimination, addressing disparities, and cultivating ethical and clear-eyed policy leadership.

- Use of AI

We do not expect AI to be beneficial in this course. Nevertheless, any student using AI takes full responsibility for the accuracy of AI-generated content. The student should review and edit any generated content to avoid inaccuracies, biased outputs, or misinterpretations. Excessive reliance on AI content, without proper attribution, may lead to unintentional plagiarism, as LLM models have been accused of plagiarism. It may also limit the students' accumulation of skills and understanding of the material.