

# Winners and Losers in Chinese Politics

## GO 355/Colby College

Autumn 2019  
T&Th 2:30-3:45 in DIA 344

Professor Walter Hatch

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Office Hours:

W 10-11 am; W 7-9 pm; Th 10-11 am; by appt

Diamond 265

on-line most M evenings (and by appt)

### Course description:

If you only follow Western journalists and pundits, the People's Republic of China seems forever perched on the political precipice. It faces collapse, they often suggest, either because it is a straightjacket society too rigidly controlled by authorities, or because its once booming economy has begun to slow down. But the PRC continues to defy expectations, and is now a global superpower. Our job is to really understand China, not project our wishes and fears upon it. In this course, which requires hard work, but not a lot of previous knowledge, we will study the comparative politics of a complex country that has the world's biggest population, the second largest economy, and one of the few remaining communist regimes. We will begin with a tour of modern Chinese history before taking a dip into Maoist political philosophy. We will spend a short time examining the institutions of the Chinese party-state and a much longer time examining its post-Mao economic reforms. Those reforms have literally transformed China; indeed, they have created winners and losers, thus generating new kinds of political conflict. We will carefully evaluate these changes, and consider how they might help shape China's future. Unfortunately, one important issue – China's foreign policy – will be ignored. We probe that issue in a different course (GO 256). **Note: This is a W2 course, so we also will devote some time to the craft of writing (which is perhaps the best way to think, and certainly an important way to communicate).**

### Class format:

This is an upper-level lecture/discussion course. As such, I expect a high level of preparation and participation from everyone. On most days, I will talk for about 30-45 minutes, covering what I view as important points, and then will use the remaining time to facilitate a discussion of issues raised in lecture and class readings. Please come to class having read and considered the assigned materials for that day. This will not only help raise your class participation grade; it will also make our time together much more productive and interesting.

### Required materials:

These books are available at the Colby Bookstore:

- William A. Joseph, *Politics in China, 3<sup>rd</sup> edition* (Oxford UP, 2019).
- Evan Osnos, *Age of Ambition: Chasing Fortune, rtybem Truth and Faith in the New China* (Farrar, Staus and Giroux, 2014).
- Peter J. Seybolt, *Throwing the Emperor from his Horse* (Westview, 1996).

In addition, you will find required readings through web links on the syllabus or the course moodle. (If they are missing, please contact me or search through the Colby e-library or web. Be resourceful!)

### Course Objectives and Learning Outcomes:

This course explores the political system, political economy, and political sociology of the People's Republic of China. I am chiefly interested in "politics" (which has to do with power – who has it? who doesn't? how do those with power use it? how do those without it survive in the breach?) and not merely in the mechanics of "government" (the institutions and policies of the state). You will acquire basic knowledge about the politics of China (measured by your answers to straightforward questions asked in class and in occasional "pop" quizzes). In addition, I am hoping you will improve the following skills:

1. Analysis (the ability to use theory, logic, and evidence to think and write critically); this will be demonstrated by
  - a. Your understanding of Chinese history and yourself (writing assignment #1)
  - b. Effective application of comparative politics theory to the Osnos book (assignment #2)
  - c. Successful building and testing of hypotheses, allowing you to systematically explore a difficult question in Chinese politics (assignment #3)
  - d. Clear-headed but also creative thinking in classroom discussions.
2. Research (the ability to independently investigate a problem over an extended period); demonstrated by
  - a. Knowing the difference between less reliable (usually popular) and more reliable (often academic) sources in our library workshop
  - b. Understanding the literature, especially the political science lit, surrounding a particular issue in Chinese politics during your work on writing assignment #3
  - c. Acquiring and deploying appropriate empirical evidence to support an argument in writing assignment #3
3. Written exposition (the ability to effectively communicate in writing); demonstrated by
  - a. Appropriate organization of your ideas in the three writing assignments
    - i. Smart introductions and conclusions
    - ii. Effective use of paragraphs to partition ideas
    - iii. Proper use of topic sentences and transitional phrases to guide the reader
  - b. Control of standardized English in the three writing assignments
    - i. Proper use of grammar, syntax, diction or word choice, and punctuation
    - ii. Effective use of tone, vocabulary, and format
    - iii. Appropriate representation of your authorial voice
    - iv. Accurate and consistent citation of sources
  - c. Helpful critique of the use of such conventions in your peer review
4. Verbal exposition (the ability to communicate effectively in speech); demonstrated by
  - a. Speaking clearly and crisply (with eye contact, voice inflection, appropriate pacing) in the oral presentation
  - b. Speaking clearly and crisply in classroom discussions
5. Collegiality (the ability to work together); demonstrated by
  - a. Your sharing thoughtful, helpful comments to peers both in the classroom and in your peer review
  - b. Listening to others as they do the same in class
  - c. Working together to make sense of difficult, often abstract problems.

### Graded Tasks

- *Writing Assignment #1* (10%). This assignment will yield an essay ("History and Self-Criticism") of 500-600 words on Thursday September 12<sup>th</sup>.
- *Map quiz* (5%) on Thursday September 19<sup>th</sup>.
- *Writing Assignment #2* (15%). This assignment will yield a brief paper ("Comparative Politics and Osnos Actors") of 800-1,000 words on Tuesday October 8<sup>th</sup>.
- *Writing Assignment #3* (40% overall; see breakdown below). This assignment will result in a "Critical Research Paper" of about 3,000 words (approximately 10 double-spaced pages) that addresses a problem of power – that is, a question of winners and losers in post-Mao China. Your paper will be judged primarily on its analytical content (i.e., its use of compelling logic and solid evidence to persuasively advance and defend a proposition), but also on its prose (i.e., its delivery or style). Here are the steps (and deadlines) you will take in pursuing this project.
  - By October 29<sup>th</sup>, you will submit one paragraph that includes a) background on a topic you hope to explore in a critical research paper; and b) an appropriate research question (one that would yield two or more testable and falsifiable hypotheses). This is worth 5% of your course grade.
  - By November 12<sup>th</sup>, you will submit three things: a) a statement of competing hypotheses responding to your

research question, including your favored hypothesis; b) an annotated bibliography including at least three academic sources outside required class readings and at least three non-academic sources; and c) an outline for your critical research paper. This is worth 10%.

- By November 19<sup>th</sup>, you will turn over a rough draft of your paper for peer (and Hatch) review. (My review will be more cursory than your peer's (or peers') review.) This is worth 10%.
  - By December 14<sup>th</sup> (the day of our scheduled final exam), you will submit a final draft of your paper. This is worth 15%.
- *Peer Review (5%)*: You will have a week (between November 19<sup>th</sup> and November 26<sup>th</sup>) to read your peer's (or peers') rough draft(s) and provide feedback. In your review, you should strive to: a) highlight problems with logic, such as inconsistency or lack of nuance; b) identify errors or holes in the evidence presented; c) critique the organization of the paper(s); and d) note problems with the writing style, including grammar, syntax and diction.
  - *Oral presentation (10%)*: In a brief (10 minute) session with me, you will defend your paper. In general, you should expect to: a) clearly and succinctly state your research question, along with the possible competing answers (hypotheses) it could yield; b) clearly and succinctly state *your* hypothesis; c) highlight the most important logic and evidence supporting your argument; and d) answer my questions about your logic and evidence. These individual presentations will be scheduled the week of December 2-6 (times TBA: I will have a sign-up sheet).
  - *Class participation (15%)*. I expect you to participate actively in this class. Your participation will be judged on: a) attendance (more is better); b) engagement (relevant questions, thoughtful comments, careful listening); and c) performance on unannounced ("pop") quizzes. These occasional quizzes will focus on the readings assigned for that day, and are designed to help me determine if quiet students are not speaking because they are shy or because they are not keeping up with the course work. There will be no make-up quizzes.

#### Hatch House Rules:

- You cannot pass this course without completing all written and oral assignments. (This does not include "pop" quizzes.)
- Written work is due at the beginning of class on the assigned date or at the time identified on the syllabus. Any work received after the assigned date will be penalized at the rate of one-half letter grade per day. I will not extend deadlines, or waive the penalty, except in the extraordinary case of a verifiable family emergency or documented medical problem. Plan ahead and build a cushion into your time budget so that you aren't derailed by last-minute surprises (like a broken printer or a computer virus).
- You cannot pass this course without attending class routinely. Please do not ask my permission to miss a class meeting, or spend time explaining your absence. I am very interested in you, intellectually and personally, but not so interested in the particulars of your daily schedule. Anyone who misses three (3) class meetings risks being dropped from the course.
- I will vigorously enforce Colby's policy on academic negligence and dishonesty  
<http://www.colby.edu/academicintegrity>  
 Negligence includes simple but apparently unintended mistakes like quoting sources without using quotation marks around the borrowed words; dishonesty includes cheating on exams (bad idea!) and plagiarizing the work of others. The policy is outlined in your student handbook, in the 2019-20 course catalogue. Plagiarism is discussed here:  
<http://libguides.colby.edu/avoidingplagiarism>
- Please treat other members of this class with respect. I will do my best to maintain the integrity of this community by discouraging any action or speech that denigrates the race, gender, religion, sexual orientation, social class, or political ideology of others.
- Colby College prohibits and will not tolerate sexual misconduct or gender-based discrimination. If you want to report such behavior, please contact Counseling Services (x4490) or the Gender and Sexual Diversity Program (x4093). To learn more, visit [www.colby.edu/sexualviolence](http://www.colby.edu/sexualviolence)
- No audio, video, or photographs of the class may be recorded without my explicit consent.
- Please turn off all electronic communication devices, including your cellphones. (If yours rings during class, I get to answer it.) You may use a laptop computer, but only for note-taking.
- I reserve the right to modify the syllabus.

## Course plan:

Week One: How to Think Comparatively About Politics – in China and Elsewhere

### **September 5 (Th): Three theoretical approaches (Political Culture, Rational Choice, Historical Institutionalism)**

Joseph, chapter one, pp. 3-42

Osnos, Prologue, pp. 3-8

Week Two: Getting to Now

### **September 10 (T): From Imperial through Republican to Revolutionary China**

Seybolt, pp. 19-30; 31-49; 51-64

Joseph (R, Keith Schoppa), chapter two, pp. 45-75

“China in Revolution,” a documentary film (video) on reserve

### **September 12 (Th): Maoism and the Cultural Revolution**

*Note: Writing assignment #1 (History and Self-Criticism) is due*

Joseph (Frederick C. Teiwes), chapter three, pp. 76-123

Seybolt, pp. 65-75

Mao, “Report on an Investigation of the Peasant Movement in Hunan” (first five sections)

[http://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1\\_2.htm](http://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1_2.htm)

Mao, “On Practice”

[http://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1\\_16.htm](http://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1_16.htm)

“The Mao Years, 1949-76,” a documentary film (video) on reserve

Week Three: Post-Mao Reforms, Maps, Writing

### **September 17 (T): From Deng Xiaoping to Xi Jinping Thought and Action**

Joseph, chapter four (Bruce Gilley), pp. 124-153; and chapter five (Joseph), pp. 157-200

Seybolt, pp. 77-88, and pp. 99-130

Recommended:

Deng, Mao Zedong thought must be correctly understood as an integral whole”

<http://english.peopledaily.com.cn/dengxp/vol2/text/b1120.html>

Deng, “Answers to the Italian Journalist”

<http://english.peopledaily.com.cn/dengxp/vol2/text/b1470.html>

### **September 19 (Th): Cartography and Writing**

*Note: Map Quiz*

Writing Workshop (analyzing assignment #1; looking forward to #2)

Week Four: Governance

### **September 24 (T): The Communist Party-State**

Joseph, chapter six (Cheng Li) pp. 201-236; and chapter seven (Jacques DeLisle), pp. 237-273

Jiayang Fan, “At the Communist Party Congress, XiJining Plays the Emperor,” *New Yorker*, October 18, 2017

<https://www.newyorker.com/news/daily-comment/at-the-communist-party-congress-xi-jinping-plays-the-emperor>

For background, see:

“CPC and State Organs of the PRC” on the web at

<http://english.peopledaily.com.cn/data/organs/home.shtml>

“Constitution of the PRC” (1982) on the web at

<http://english.peopledaily.com.cn/constitution/constitution.html>

**September 26 (Th): Political Economy**

Joseph (David Zweig), chapter eight, pp. 274-314

*The Economist*, “A Choice of Models; Theme and Variations; State Capitalism is not all the same,” from a special issue on “The Rise of State Capitalism,” January 21, 2012

<http://www.economist.com/node/21542924>

Week Five: A Western View of China**October 1 (T): Fortune (part one of “Age of Ambition”)**

Osnos, chapters 1-7

Thomas Piketty, Li Yang, and Gabriel Zucman, “Income inequality is growing fast in China and making it look more like the U.S.,” in *LSE Business Review*, April 1, 2019

<https://blogs.lse.ac.uk/businessreview/2019/04/01/income-inequality-is-growing-fast-in-china-and-making-it-look-more-like-the-us/>

**October 3 (Th): Truth (part two of “Age of Ambition”)**

Osnos, chapters 8-18

Pei, “Rights and Resistance: The Changing Contexts of the Dissident Movement,” in Elizabeth J. Perry and Mark Selden, *Chinese Society: Change, Conflict and Resistance* (Third Edition, Routledge, 2010), pp. 31-56

See “The Gate of Heavenly Peace,” a documentary video on reserve

Recommended: *The Guardian*, “China hits back at US ‘prejudice’ in human rights tit-for-tat row,” March 14, 2019

<https://www.theguardian.com/world/2019/mar/14/china-hits-back-at-us-prejudice-in-human-rights-tit-for-tat-row>

Week Six: Finishing Osnos and Studying State-Society Relations**October 8 (T): Faith (part three of “Age of Ambition”)**

Note: Writing assignment #2 (“Comparative Politics and Osnos Actors”) is due

Osnos, chapters 19-24 and epilogue

Vivienne Shue, “Legitimacy Crisis in China?” in Peter Hays Gries and Stanley Rosen, *Chinese Politics: State, society and the market* (Routledge, 2010), pp. 41-68

**October 10 (Th): Public Participation via Voting and Advocacy**

Kevin J. O’Brien and Rongbin Han, “Path to Democracy? Assessing Village Elections in China” in *Journal of Contemporary China*, Vol. 18 No. 60, June 2009, pp. 359-378

Andrew Mertha, “Society in the state: China’s non-democratic political pluralization,” in Peter Hays Gries and Stanley Rosen, *Chinese Politics: State, society and the market* (Routledge, 2010), pp. 69-84

Week Seven: Public Assembly and Expression; Colby Research**October 15 (T): Challenging and Securing the Mandate of Heaven**

Yongshun Cai, “Disruptive Collective Action in the Reform Era,” in Kevin J. O’Brien, editor, *Popular Protest in China* (Harvard University Press, 2008), pp. 163-178

Johan Lagerkvist, “The Unknown Terrain of Social Protests in China: ‘Exit,’ ‘Voice,’ ‘Loyalty’ and – ‘Shadow,’” *Journal of Civil Society* (11:2), 2015, pp. 137-153

Recommended:

Yanhua Deng and Kevin J. O’Brien, “Relational Repression in China: Using Social Ties to Demobilize Protesters,” in *China Quarterly* (215), September 2013, pp. 533-552

**October 17 (Th): The Environment and Health Care**

Joseph (Katherine Morton and Fengshi Wu), chapter 12 on environment, pp. 383-417

Joseph (Joan Kaufman), chapter 13 on public health, pp. 399-417

Walter Hatch, "Activism with Chinese Characteristics: Navigating the Sloping, Uncertain Terrain of Civil Society in China," in *IUP Journal of International Relations* (8:1), January 2014, pp. 37-60

Recommended:

Ruby Yang, *The Blood of Yingzhou District* (call number: DVD RA643.86.C6 B44 2007), available on reserve at Colby library

*Note: During this week, you also will attend a workshop on "How to Do Social Science Research" (for assignment #3). Colby research librarian Bonnie Paige will lead one session on 10/16 (4-5 pm), and one session on Friday 10/18 (10-11 am). I will distribute a sign-up sheet.*

Week Eight: Fall Break and the Countryside**October 22 (No class)****October 24 (Th): Rural Workers**

Joseph, chapter nine (Kennedy), pp. 317-346

Lianjiang Li and Kevin J. O'Brien, "Protest leadership in rural China," in Peter Hays Gries and Stanley Rosen, *Chinese Politics: State, society and the market* (Routledge, 2010), pp. 85-108

Week Nine: Women and Migrants**October 29 (T): Women/Families**

*Note: deadline for writing assignment #3 research question (and background)*

Joseph (Tyrene White), chapter fourteen, pp. 418-439

Leta Hong Fincher, "China Dropped its One-Child Policy. So Why Aren't Chinese Women Having More Babies?" in *New York Times*, February 20, 2018.

<https://www.nytimes.com/2018/02/20/opinion/china-women-birthrate-rights.html>

Arianne Gaetano, "'Leftover Women': Postponing Marriage and Renegotiating Womanhood in Urban China," in *Journal of Research in Gender Studies*, Vol. 4 No. 2, 2014, pp. 124-149

Recommended:

Judy Y. Sun and Jessica Li, "Women in Leadership in China: Past, Present and Future," a chapter in Cho Y, Ghosh R., Sun J., McLean G (eds), *Current Perspectives on Asian Women in Leadership* (Palgrave, 2017)

[https://link.springer.com/chapter/10.1007/978-3-319-54996-5\\_2](https://link.springer.com/chapter/10.1007/978-3-319-54996-5_2)

Edward Wong, "One-Child Rule is Gone in China, but Trauma Lingers for Many," in *New York Times*, October 30, 2015

<http://www.nytimes.com/2015/10/31/world/asia/one-child-rule-china.html>

**October 31 (Th): Migrant Workers**

Joseph (William Hurst and Christian Sorace), chapter 10, pp. 347-370

Fei-ling Wang, "Conflict, resistance and *hukou* transformation," in Elizabeth J. Perry and Mark Selden, *Chinese Society: Change, Conflict and Resistance* (Third Edition, Routledge, 2010), pp. 80-100

Bingqin Li, "China's *hukou* reform a small step in the right direction," *East Asia Forum*, January 13, 2015

<http://www.eastasiaforum.org/2015/01/13/chinas-hukou-reform-a-small-step-in-the-right-direction/>

Week Ten: Class Struggle in the City**November 5 (T): Factory Workers and the Urban Precariat**

Ching Kwan Lee, "Precarization or Empowerment? Reflections on Recent Labor Unrest in China," in *Journal of Asian Studies*, Vol. 75 No. 2, May 2016, pp. 317-333

Dorothy Solinger and Hu Yiyang, "Welfare, Wealth and Poverty in Urban China: The Dibao and its Differential Disbursement," in *China Quarterly*, Vol. 211 (September 2012), pp. 741-764

**November 7 (Th): Capitalists**

Bruce Dickson, "Integrating Wealth and Power in China: The Communist Party's Embrace of the Private Sector," in *China Quarterly*, Vol. 192, 2007, pp. 827-854

Yuhua Wang, "Beyond Local Protectionism: China's State-Business Relations in the Last Two Decades," in *China Quarterly*, Vo. 226, June 2016, pp. 319-341

Week Eleven: Urban Youth and the Media**November 12 (T): Urban Youth**

*Note: deadline for paper hypotheses, annotated bibliography, and outline*

Stanley Rosen, "Chinese youth and state-society relations" in Peter Hays Gries and Stanley Rosen, *Chinese Politics: State, society and the market* (Routledge, 2010), pp. 160-178

Hao Huang, "Yaogun Yinyue – rethinking mainland Chinese rock n' roll," in *Popular Music*, Vol. 20 No. 1, 2001, pp. 1-11

Celia Chen, "Inside China's battle to keep internet addiction in check," *South China Morning Post*, June 27, 2019

<https://www.scmp.com/tech/policy/article/3016183/inside-chinas-battle-keep-internet-addiction-under-check>

Recommended: Jeroen de Kloet, "Popular music and youth in urban china: the dakou generation," in *China Quarterly*, 183 (2005), pp. 609-626 [e-library]

Recommended: Christopher S. Stewart, "Obsessed with the Internet: A Tale from China," in *Wired*, January 13, 2010

[http://www.wired.com/magazine/2010/01/ff\\_internetaddiction/](http://www.wired.com/magazine/2010/01/ff_internetaddiction/)

**November 14 (Th): Information Producers and Consumers**

Joseph (Guobin Yang), chapter 15, pp. 410-454

Thornton, "Censorship and surveillance in Chinese cyberspace: beyond the Great Firewall," in Peter Hays Gries and Stanley Rosen, *Chinese Politics: State, society and the market* (Routledge, 2010), pp. 179-198

Anna Mitchell and Larry Diamond, "China's Surveillance State Should Scare Everyone," *The Atlantic*, February 2, 2018

<https://www.theatlantic.com/international/archive/2018/02/china-surveillance/552203/>

Raymond Zhong and Paul Mozur, "Tech Giants Feel the Squeeze as Xi Jinping Tightens His Grip," *New York Times*, May 2, 2018

<https://www.nytimes.com/2018/05/02/technology/china-xi-jinping-technology-innovation.html>

Recommended: Ying Zhu and Chris Berry, *TV China* (Indiana University Press, 2009); see especially chapter two by William Zou on CCTV

Week Twelve: Healers and Minorities**November 19 (T): Believers**

*Note: deadline to submit rough draft to peer reviewer(s) and me*

Thornton, "The new cybersects: resistance and repression in the reform era," in Elizabeth J. Perry and Mark Selden, *Chinese Society: Change, Conflict and Resistance* (Third Edition, Routledge, 2010), pp. 215-238

For additional background on Falun Dafa, see:

<https://en.falundafa.org/>

[http://english.peopledaily.com.cn/zhuanti/Zhuanti\\_288.shtml](http://english.peopledaily.com.cn/zhuanti/Zhuanti_288.shtml)

Madsen, "Chinese Christianity: indigenization and conflict," Elizabeth J. Perry and Mark Selden, *Chinese Society: Change, Conflict and Resistance* (Third Edition, Routledge, 2010), pp. 239-260

**November 21 (Th): Ethnic Minorities**

Joseph (Robert Barnett), chapter 16 on Tibet, pp. 457-486

Joseph (Gardner Bovington), chapter 17 on Xinjiang, pp. 487-516

Colin Mackerras, "Tibetans, Uyghurs, and multinational "China": Han-minority relations and state legitimation," in Peter Hays Gries and Stanley Rosen, *Chinese Politics: State, society and the market* (Routledge, 2010), pp. 222-242

Recommended:

BBC, "China Muslims: Xinjiang schools used to separate children from families," July 4, 2019

<https://www.bbc.com/news/world-asia-china-48825090>

Justin V. Hastings, "Perceiving a Single Chinese State: Escalation and Violence in Uighur Protests," *Problems of Post-Communism*, Vol. 52 No. 1, January/February 2005, pp. 28-38

Haiting Zhang, "The Laws on the Ethnic Minority Autonomous Regions in China: Legal Norms and Practices," in *Loyola University Chicago International Law Review* (9:2), spring/summer 2012, pp. 249-264

<http://lawcommons.luc.edu/cgi/viewcontent.cgi?article=1002&context=lucilr>

Week Thirteen: Thanksgiving Break

**November 26 (T): No class**

*Note: deadline for peer reviews*

**November 28 (Th): No class**

Week Fourteen: Nationalism and the Future (and meetings with me)

**December 3 (T): Loving the Country, Challenging the State**

Zheng Wang, "National Humiliation, History Education, and the Politics of Historical Memory: Patriotic Education Campaign in China," *International Studies Quarterly* (52), 2008, pp. 783-806

Jessica Chen Weiss, "Authoritarian Signaling, Mass Audiences and Nationalist Protest in China," in *International Organization* (67:1), January 2013, pp. 1-35

Recommended:

Matthew Forney, "China's Loyal Youth," an op-ed piece, *New York Times*, April 13, 2008

Zhou Minxi, "China's Gen Z: Patriotic and no longer looking up to West," CGTN

<https://news.cgtn.com/news/3d3d674d3349444e34457a6333566d54/index.html>

**December 5 (Th): The Future**

Elizabeth Perry, "The Populist Dream of Chinese Democracy," in *Journal of Asian Studies* (74:4), November 2015, pp. 903-915

Andrew J. Nathan, "The Puzzle of the Chinese Middle Class," in *Journal of Democracy*, Vol. 27 No. 2, April 2016, pp. 5-19

Recommended: Andrew Higgins, "Hong Kong was Once Passionate about China; Now It's Indifferent or Contemptuous," *New York Times*, Sept. 3, 2019

<https://www.nytimes.com/2019/09/03/world/asia/hong-kong-protests-china-disengagement.html>

Finals Week

**December 14 (Saturday 6:00): Final Draft of Critical Research Paper is due (please email to me)**