

# PS 3998 Chinese Domestic and Foreign Politics

Fall 2025 at Loyola Marymount University

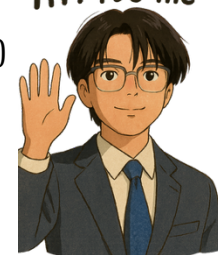
## Basic Information: The Must Knows

Section	13
Time	09:55 AM - 11:35 AM on Tuesdays and Thursdays
Location	St. Robert's Hall   Room 358
Attribute	International Relations UD
Textbook	No Textbook Required

## Instructor: It's Me, Hi, I'm The Problem, It's Me.

Name	Shuyuan Shen, PhD (he/him/his, pronounced as "Shoo-youAnn Shen")
Email	Shuyuan.Shen@lmu.edu
Office	University Hall   Room 4130
Office hours	2:00 PM – 4:00 PM on Tuesdays 9:00 AM – 11:00 AM on Wednesdays or by appointment (just email me!) in person or Zoom ( <a href="https://calendly.com/shuyuan_shen/office">https://calendly.com/shuyuan_shen/office</a> )
About me	Welcome! I am Professor Shuyuan Shen, and I am excited to be your instructor for this course on Chinese domestic and foreign politics. As a political scientist specializing in Chinese politics, comparative political communication, and political economy, I am extremely passionate about this field. Let's embark on this intellectual journey together!

Hi! It's me



## Course Description: Long Story Short...

This course provides an in-depth introduction to the domestic and foreign politics of the People's Republic of China (PRC). As the world's second-largest economy and a major military power with a permanent seat on the United Nations Security Council, China's role in shaping the global political and economic landscape is undeniable. Its influence is a critical area of study for understanding the trajectory of 21st-century world affairs.

At the heart of China's global significance lies a profound puzzle: its unique authoritarian political system, which stands in striking contrast to liberal democracies. To understand how Chinese politics works, we will investigate its core institutions, the processes behind policymaking, and the complex ways in which ordinary citizens and civil society navigate,

support, or challenge the system. We will also analyze its expanding influence on global development, technology, and geopolitics.

By the end of the semester, you will be equipped with the foundational knowledge and analytical tools necessary to move beyond the news headlines and contribute to nuanced, evidence-based discussions on the domestic and foreign politics of China.

## **Course Goal: To Be Chinese Politics Experts!**

Upon successful completion of this course, students will be able to:

- **Analyze** the primary institutions and key actors in the Chinese political system and foreign policy making, demonstrating a substantive knowledge of its structure and operation.
- **Evaluate** the strategies used by political elites, civil society organizations, and ordinary citizens to navigate and influence the authoritarian system.
- **Formulate** evidence-based arguments about the strengths and weaknesses of the Chinese political model and foreign policies, preparing you for scholarly and public debates.
- **Apply** foundational research skills to independently investigate and explain a contemporary issue in Chinese domestic and foreign politics.

## **Class Format: How We Learn Together**

This class thrives on active participation, structured around both lectures and collaborative discussions. Students are encouraged to attend each session having read the assigned articles and prepared to discuss them. Each session will start with me outlining the week's core theme and unpacking essential concepts and findings from the readings. From there, the floor is open! I encourage you to freely share your perspectives and questions on the material. We'll frequently transition into small-group discussions, providing dedicated space to deliberate on the most pressing questions of the week, generated either by me or by the thought-provoking insights of your peers. The instructor will, at irregular intervals, provide non-spoken means of participation for students who are less comfortable speaking actively in class.

## **Course Communication: No Such Thing As A Stupid Question**

All important course updates will be posted in the "Announcements" section of our Brightspace page. To make sure you don't miss anything, I strongly encourage you to set up email notifications. You can do this by clicking the drop-down menu in the Announcements widget, selecting "Notifications," and checking the boxes for "Announcements - new announcement available" and "Announcements - announcement updated." That way, any updates will go straight to your inbox, and you'll always be in the loop.

If you have questions about the course and beyond, I am here to assist you! Please never hesitate to ask for clarification on any aspect of the course. I will do my best to respond to all questions within two business days (Monday-Friday).

- **For General Questions:** If you have a question about our assignments, lectures, or readings, please post it in the “Course Related Questions” forum in our Brightspace Discussions section. This way, all of your classmates can see the answer, and we can all help each other learn.
- **For Individual Questions:** If you have a personal question about your grade or specific circumstances, please email me directly using your LMU email address.

### **Assessment: A Path to Deeper Understanding**

Instead of exams, our class uses a series of assignments designed to help you build your skills and engage deeply with the material. Think of these as opportunities to become a more effective critical thinker, researcher, and communicator. The rubrics for all assignments can be found at the end of the syllabus. Unless specified differently, all writing assignments use a “Normal” margin, 1.5 spacing, and font size 12.

- **Class Attendance (5%).** Showing up for class is one of the most important things you can do to succeed. Not only does regular attendance improve your own performance, but your presence and participation also make the learning experience better for everyone. We'll use a sign-in sheet each session to keep track of class attendance. However, I understand that life happens. To account for this, you can miss up to three classes without any penalty. A 4th absence can be made up for by meeting with me during my office hours to discuss the missed lecture content within one week of your absence. For every unexcused absence after the 4th, your attendance grade will be reduced by 0.5%.
- **Critical Reading Summaries (10%).** You will choose two readings from two different weeks and write a 1-2 page critical summary for each reading. This is more than just a summary; it's an opportunity to practice scholarly critique. You'll summarize the key arguments, then evaluate them, connect them to other readings, and propose directions for future research. This is a great way to hone your analytical writing skills. Deadline: 11:59 pm on Sunday before class.
- **Reading Presentations (20%).** This assignment helps you develop your public speaking and critical analysis skills. You will sign up to give two short, six-minute presentations, each on a reading from a different week. Your presentation should effectively summarize the core of the reading and propose three discussion questions to get our class conversation started. This is a chance to be a leader in our weekly discussions and help your peers engage with the material. Slides Deadline: 11:59 pm on Sunday before class.

- **“Comparing Political Systems” Paper & Presentation (30%).** This two-part assignment (20% for the paper, 10% for the presentation) invites you to explore the world outside of our course. You will choose a country you are interested in and write a 4-5 page paper comparing its political system to China’s. The fun part is that you get to justify which system you prefer. You’ll then present your findings and argument to the class in a short, eight-minute presentation. Deadline: 11:59 pm on Friday of Week 7.
- **Research Design Paper (30%).** This is your chance to be a political scientist! This final project will have you design your own research project on a question related to Chinese politics. Your 7-8 page paper (25% of the grade) will outline the research question, its significance, a literature review, your theoretical argument, and your research design. This is a challenging but rewarding capstone that will showcase everything you've learned. To help you get the best possible start, you should submit a 1-page outline and discuss your idea with me during office hours two weeks before the paper is due (5% of the grade). This is an excellent way to refine your ideas and ensure you're on the right track. Deadline: Five days after the last class.
- **Meme Challenge (5%).** Let's use our creativity to bring the course material to life! If you find a concept from the readings, lectures, or discussions particularly funny, insightful, or relatable, you can create a meme to express it. You should create and submit two memes (2.5% each), and you can choose any week to submit. If your submission is chosen to be shared with the class, you'll earn 3% bonus points! Deadline: 11:59 pm on Sunday before Week 15.
- **Bonus Points (5%).** Yes! There are 5% bonus credits. You will get 2% bonus credits when you complete the syllabus quiz by Wednesday of Week 2, 2% bonus credits when you join my office hours, and 1% bonus credit if your meme is chosen to be shared with the class.

### **Course Grade: Important, But the Learning Is the Point**

The course will not be graded on a curve, and your grade is based solely on your own performance. A final grade of 70% (C) or higher is required to pass the course. A grade below 70% will not earn you unit credit. If you have any questions about your standing in the course at any time or want to discuss strategies for success, please don't hesitate to reach out. I'm here to help you achieve your academic goals.

93-100%	A+	88-92%	A	85-87%	A-
82-84%	B+	79-81%	B	76-78%	B-
73-75%	C+	70-72%	C		
67-69%	D	<66%	F		

## Reading Guideline: Read Like a Champion!

Readings should be completed prior to the class meeting time for that week. Digital copies of all readings, including book chapters, can be found either through the university library website or links provided by the instructor. Please contact the instructor if you cannot access any of the readings. Additional resources are included for your reference and are not required. Note that the topics and readings below are subject to change by the instructor as needed. There is no required textbook for this course.

Readings for this class come from the most cutting-edge research in this field. It is totally legitimate to feel overwhelmed or confused about the readings assigned. Reading presentations are designed to facilitate the comprehension of the readings. In addition, instead of trying to understand every single word or the technical details of the analyses, students should try to grasp the main components of the readings. More specifically, you can focus on the following questions in your reading process:

1. What is the main question(s) the author tries to answer in this article?
2. Why is this question important to answer?
3. What are some existing answers to the question?
4. What is the author's answer to this question, and how is it different from existing ones?
5. Does the author provide any empirical evidence to support their claim? What data and methods does the author use in the empirical analysis?
6. What are the findings from the empirical analysis?
7. What are the strengths and weaknesses of the theoretical and empirical arguments?
8. What are some future research directions based on this article?

## Course Schedule: The Journey Ahead

Week 1 (Aug 26/28): Introduction: Chinese Politics as a Field

1. Course Syllabus
2. Dale-Huang, Alexis, and Rory Truex. 2025. "The End of Exchange: An Analysis of China Research at U.S. Universities."  
<https://static1.squarespace.com/static/61362c444f878116b514ec49/t/6887db9b1c1b58784428337f/1753734043365/Dale-Huang+%26+Truex+-+The+End+of+Exchange+v+7-25-25.pdf>
3. Greitens, Sheena Chestnut, and Rory Truex. 2020. "Repressive Experiences among China Scholars: New Evidence from Survey Data." *The China Quarterly* 242: 349–75.

Week 2 (Sep 2/4): Chinese Political System I: Party All the Time

1. Context Matters. "China's Political Hierachy Explained". 2025.  
<https://youtu.be/UEbPDZQoNlw?si=wpEyhGqDsSU7O53g>
2. Thornton, Patricia M. 2021. "Party All the Time: The CCP in Comparative and Historical Perspective." *The China Quarterly* 248(S1): 1-15.
3. Ang, Yuen Yuen. 2022. "How Resilient Is the CCP?" *Journal of Democracy* 33(3): 77-91.

### Week 3 (Sep 9/11): Chinese Political System II: Legislature & Judiciary

1. Qiaoan, Runya, and Jessica C. Teets. 2020. "Responsive Authoritarianism in China -- a Review of Responsiveness in Xi and Hu Administrations." *Journal of Chinese Political Science* 25(1): 139-53.
2. Truex, Rory. 2016. *Making Autocracy Work: Representation and Responsiveness in Modern China*. Cambridge University Press. Chapter 1, p. 1-15.
3. Zhang, Yuxia, and John Zhuang Liu. 2025. "The Rise of the Chinese Judiciary and Its Limits: Administrative Litigation in the Reform Period." *The China Quarterly* 262: 330-351.

### Week 4 (Sep 16/18): Political Economy of Development: How China Escaped the Poverty Trap

1. McMillan, John, and Barry Naughton. 1992. "How to Reform a Planned Economy: Lessons from China." *Oxford review of economic policy* 8(1): 130-43.
2. Heilmann, Sebastian. 2008. "Policy Experimentation in China's Economic Rise." *Studies in Comparative International Development* 43(1): 1-26.
3. Ang, Yuen Yuen. 2016. *How China Escaped the Poverty Trap*. Ithaca: Cornell University Press. Introduction Chapter, pp. 1-19.

### Week 5 (Sep 23/25): Selection of Chinese Officials: Meritocracy vs. Democracy

1. Li, Hongbin, and Li-An Zhou. 2005. "Political Turnover and Economic Performance: The Incentive Role of Personnel Control in China." *Journal of Public Economics* 89(9-10): 1743-62.
2. Bell, Daniel A. 2017. "Can Democracies Learn from China's Meritocratic System?" *Current History* 116(793): 315-19.
3. Sep 25: We'll watch *The Chinese Mayor* (2015) in class.  
[https://lmu.primo.exlibrisgroup.com/permalink/01LMU\\_INST/mq4q04/alma991022491004008066](https://lmu.primo.exlibrisgroup.com/permalink/01LMU_INST/mq4q04/alma991022491004008066)

### Week 6 (Sep 30 / Oct 2): Repression and Control

1. Tang, Beibei. 2020. "Grid Governance in China's Urban Middle-Class Neighbourhoods." *The China Quarterly* 241: 43-61.

2. Dirks, Emile, and Diana Fu. 2021. "Xi Jinping-Style Control and Civil Society Responses." *China Leadership Monitor*. <https://www.prcleader.org/post/xi-jinping-style-control-and-civil-society-responses>
3. Xu, Xu, Genia Kostka, and Xun Cao. 2022. "Information Control and Public Support for Social Credit Systems in China." *The Journal of Politics*. 84(4): 2230-2245.

#### Week 7 (Oct 7/9): Media and Public Opinion in China

1. Pan, Jennifer, Zijie Shao, and Yiqing Xu. 2022. "How Government-Controlled Media Shifts Policy Attitudes through Framing." *Political Science Research and Methods* 10(2): 317-32.
2. Fang, Kecheng. 2022. "Praise from the International Community: How China Uses Foreign Experts to Legitimize Authoritarian Rule." *The China Journal* 87(1): 72-91.
3. King, Gary, Jennifer Pan, and Margaret E. Roberts. 2013. "How Censorship in China Allows Government Criticism but Silences Collective Expression." *American Political Science Review* 107(2): 326-43.

#### Week 8 (Oct 14/16): Presentations of "Comparing Political Systems" Paper

1. Oct 14: NO CLASS. Please submit your presentation slides/notes by 11:35 AM for attendance.
2. Oct 16: Class Resumes with Student Presentations.

#### Week 9 (Oct 21/23): Chinese Nationalism

1. Zhao, Suisheng. 1998. "A State-Led Nationalism: The Patriotic Education Campaign in Post-Tiananmen China." *Communist and Post-Communist Studies* 31(3): 287-302.
2. Pan, Jennifer, and Yiqing Xu. 2018. "China's Ideological Spectrum." *The Journal of Politics* 80(1): 254-73.
3. Ni, Jiaqian, Mengqiao Wang, and Kai Quek. 2024. "The Sources of National Pride: Evidence from China and the United States." *Nations and Nationalism* 30(4): 547-564.

#### Week 10 (Oct 28/30): Chinese Diplomacy: Non-Interference and Soft Power

1. Zheng, Chen. 2016. "China Debates the Non-Interference Principle." *The Chinese Journal of International Politics* 9(3): 349-74.
2. Nye, Joseph S. 1990. "Soft Power." *Foreign Policy* (80): 153-71.
3. Mattingly, Daniel, Trevor Incerti, Changwook Ju, Colin Moreshead, Seiki Tanaka, and Hikaru Yamagishi. 2024. "Chinese State Media Persuades a Global Audience That the 'China Model' Is Superior: Evidence from a 19-Country Experiment." *American Journal of Political Science*.

### Week 11 (Nov 4/6): China Going Global: Foreign Aid and International Organization

1. Lam, Shing-hon, and Courtney J. Fung. 2024. "Mapping China's Influence at the United Nations." *The Review of International Organizations*.
2. Zhao, Suisheng. 2020. "China's Belt-Road Initiative as the signature of President Xi Jinping diplomacy: Easier said than done," *Journal of Contemporary China*, Vol. 29, No. 123, pp. 319-335.
3. Gong, Do Young, Sanghoon Kim-Leffingwell, Shuyuan Shen, and Yujeong Yang. 2024. "Money Backfires: How Chinese Investment Fuels Anti-China Protests Abroad." *World Development* 178: 106566.

### Week 12 (Nov 11/13): China, Hong Kong and Taiwan

1. Mastro, Oriana Skylar. 2021. "The Taiwan Temptation." *Foreign Affairs* 100(4).  
<https://www.foreignaffairs.com/articles/china/2021-06-03/china-taiwan-war-temptation>
2. Glaser, Bonnie S., Jessica Chen Weiss, and Thomas J. Christensen. 2023. "Taiwan and the True Sources of Deterrence." *Foreign Affairs* 103(1).  
<https://www.foreignaffairs.com/taiwan/taiwan-china-true-sources-deterrence>
3. Fong, Clara, and Lindsay Maizland. 2025. "Hong Kong's Freedoms: What China Promised and How It's Cracking Down." *Council on Foreign Relations*.  
<https://www.cfr.org/background/hong-kong-freedoms-democracy-protests-china-crackdown>.

### Week 13 (Nov 18/20): China and Its Neighbors

1. Wang, Zheng. 2015. "Chinese Discourse on the 'Nine-Dashed Line.'" *Asian Survey* 55(3): 502-24.
2. Hwang, Jaeho. 2021. "The Continuous but Rocky Developments of Sino-South Korean Relations: Examined by the Four Factor Model." *Journal of Contemporary East Asia Studies* 10(2): 218-29.
3. Chiang, Min-Hua. 2019. "Contemporary China-Japan Relations: The Politically Driven Economic Linkage." *East Asia* 36(4): 271-90.

### Week 14 (Nov 25): The Great Power Competition: China vs. US

1. Mearsheimer, John J. 2021. "The Inevitable Rivalry: America, China, and the Tragedy of Great-Power Politics." *Foreign Affairs* 100(6): 48+.
2. Ikenberry, G. John, Andrew J. Nathan, Susan Thornton, Sun Zhe, and John J. Mearsheimer. 2022. "A Rival of America's Making? The Debate Over Washington's China Strategy/Mearsheimer Replies." *Foreign Affairs* 101(2): 172-176,178-180,182-188.
3. *Is the United States Getting China Policy Dangerously Wrong? | Foreign Affairs Interview Podcast*. 2023. <https://www.youtube.com/watch?v=WIM-aknIYtc>

## Week 15 (Dec 2/4): The Future of the Chinese Political Model

1. Eric X. Li: *A Tale of Two Political Systems*. 2013.  
<https://www.youtube.com/watch?v=s0YjL9rZyR0>
2. Schuman, Michael. 2023. "The China Model Is Dead." The Atlantic.  
<https://www.theatlantic.com/international/archive/2023/09/china-economy-slowdown-xi-jinping/675236/>
3. Nye, Joseph S. Jr. (2023). "Peak China?" Project Syndicate. Available at <https://www.project-syndicate.org/commentary/peak-china-debate-calls-for-careful-assessment-by-joseph-s-nye-2023-01>

### **Additional Policies: The Fine Print You Actually Have to Read :)**

**Workload Expectation:** This is a 4-credit course, which means you should anticipate dedicating approximately 12 hours per week to class-related work, including time spent in class. On average, this breaks down to about 3.5 hours in class and 8.5 hours of independent work outside of class, such as completing readings and assignments. Please plan your schedule accordingly to give yourself the time and space needed to do your best work.

**Use of Electronic Devices in Class:** Electronic devices are allowed but not encouraged in our classroom as tools for taking notes, accessing readings, and engaging with course materials. Their use should be limited to class-related activities to avoid distracting both yourself and your classmates. Please be mindful that using devices for non-course tasks can significantly impact your and your classmates' learning experience and the quality of our class discussions.

**AI Policy:** In this course, your assignments are designed to help you develop your own critical thinking and writing skills. While AI tools can be a helpful resource for brainstorming ideas, organizing thoughts, or improving grammar, they must not be used to generate the core content of your work, especially for assignments intended to assess your own understanding. All submitted assignments must be an authentic representation of your own effort and understanding. If you do use an AI tool for an approved purpose, you must cite it just as you would any other source. Using AI to complete work you have not done yourself is a form of academic dishonesty and will be treated accordingly. When in doubt, it is always best to ask for clarification on the expectations for a specific assignment.

**Academic Honesty:** As LMU Lions, we are part of a community that values honest, high-quality work. Academic honesty is a commitment we all share to respect our own ideas and the intellectual work of others. Academic honesty requires that all members of the LMU community act with integrity, respect their own intellectual and creative work as well as that of others, acknowledge sources consistently and completely, act honestly during exams and on

assignments, and report results accurately. This is about more than just following rules; it's about joining a scholarly conversation with honesty and integrity. Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion. Details of the "Academic Honesty Policy" found at: <https://academics.lmu.edu/media/lmuacademics/academichonesty/documents/Academic-Honesty-Policy-2021.pdf>

**Use of Turnitin:** All written assignments will be submitted through Turnitin, a plagiarism-prevention tool. Turnitin checks your work against a large database of sources (books, articles, websites, and student papers) to identify overlap. The purpose of using Turnitin in this class is not just to detect plagiarism; it's to help you strengthen your writing and citation skills. You may see a "similarity report" after submission, which shows what parts of your paper match existing sources. A certain amount of matching text is normal (for example, quotations and properly cited material). What matters most is that you put ideas into your own words and cite sources correctly. If you're ever unsure about how to paraphrase or cite, please ask. I'm here to help!

**LMU Support Resources:** College life can bring a variety of challenges, academic, personal, emotional, or otherwise, that may sometimes feel overwhelming. Please know that you are not alone, and LMU offers a wide range of resources to support your academic goals, career development, mental and physical well-being, sense of purpose, and campus connections. A comprehensive list of services is available at <https://studentaffairs.lmu.edu/lionwellness/>. If you're navigating a difficult time or unsure where to turn, you are always welcome to talk with me. I'm happy to help connect you with resources and support you however I can within my role.

**Confidentiality:** I'm here to support you, and you're always welcome to talk with me. In most cases, what you share will remain private. If you'd like me to share something on your behalf, we'll discuss it together and make a plan. That said, there are some situations where I'm required to break confidentiality. If you tell me about an experience involving sexual or interpersonal violence, or if I have reason to believe you or someone else may be in danger, I'm obligated to report that information to ensure everyone's safety. I'll do my best to be transparent with you about that process if it becomes necessary.

**Special Accommodations:** The DSS Office offers resources to enable students with physical, learning, ADD/ADHD, psychiatric disabilities and those on the autism spectrum to achieve maximum independence while pursuing their educational goals. Staff specialists interact with all areas of the University to eliminate physical and attitudinal barriers. Students must provide documentation for their disability from an appropriate licensed professional. Services are offered to students who have established disabilities under state and federal laws. We also advise students, faculty and staff regarding disability issues. Students who need reasonable modifications, special assistance, academic accommodations or housing accommodations

should direct their request to the DSS Office as soon as possible. All discussions will remain confidential. The DSS Office is located on the 2nd floor of Daum Hall and may be reached by email at [dsslmu@lmu.edu](mailto:dsslmu@lmu.edu) or phone at (310) 338-4216. Please visit <http://www.lmu.edu/dss> for additional information.

**Tentative Nature of the Syllabus:** This syllabus and its contents are subject to revision; students are responsible for any changes or modifications announced or distributed in class or posted on LMU's course management system. Students should be notified of any syllabus revisions in the same manner(s) that the original syllabus was distributed (for example, distributed in class and/or posted on the course management system) and via all typical class communication channels.

## Assignment Rubrics: The Grading Constitution

### 1. Critical Reading Summaries

Component	Points	Evaluation Criteria
I. Summary of Key Arguments	30	A clear, accurate, and concise summary of the reading. Your summary effectively identifies the author's research question, main arguments, data and methods, and key findings. The summary should demonstrate that you fully comprehend the reading's core contribution.
II. Scholarly Critique and Evaluation	30	Your critique goes beyond simple summary. You thoughtfully evaluate the author's arguments and findings, providing insightful questions, identifying potential limitations, or raising well-reasoned criticisms. This section shows your ability to think like a scholar, not just a reader.
III. Connecting to Other Readings	20	You effectively synthesize the week's readings. You draw clear and specific connections between the readings, highlighting common themes, contrasting ideas, or identifying contradictions. This demonstrates your ability to see the bigger picture of the course material.
V. Clarity and Writing Quality	20	Your summary is well-organized, easy to read, and free of grammatical errors. The writing is clear, concise, and professional. The summary adheres to the length and formatting requirements.

### 1. Reading Presentations

Component	Points	Evaluation Criteria
I. Summary of Key Arguments	40	Your presentation clearly and accurately summarizes the reading's core contribution. You effectively identify the author's main argument, key findings, and significance. The summary is concise, well-organized, and demonstrates a strong grasp of the material.
II. Discussion Questions	30	You propose three thoughtful and engaging discussion questions that go beyond simple comprehension. Your questions are designed to stimulate class debate, encourage critical thinking, and help your peers connect the reading to broader themes or other course materials.
III. Presentation & Delivery	30	Your presentation is delivered clearly and confidently. You speak at a good pace, make eye contact, and effectively use any visual aids. Your presentation stays within the six-minute time limit and is well-structured from start to finish.

## 2. “Comparing Political Systems” Paper

Component	Points	Evaluation Criteria
I. Comparison of Political Systems	40	You accurately and clearly describe the political institutions of China and your chosen country. The paper provides a thoughtful and effective comparison, highlighting key similarities and differences in their systems.
II. Justification of Preference	30	You construct a compelling and well-reasoned argument for which political system you prefer. Your justification is supported by evidence and demonstrates critical thinking about the strengths and weaknesses of each system.
III. Connecting to Class Materials	20	You make clear and specific references to readings, lectures, discussions of the course to support your arguments. This demonstrates your understanding of and engagement with the course material.
IV. Clarity and Writing Quality	10	Your summary is well-organized, easy to read, and free of grammatical errors. The writing is clear, concise, and professional. The summary adheres to the length and formatting requirements.

## 3. “Comparing Political Systems” Presentation

Component	Points	Evaluation Criteria
I. Content & Argument	50	Your presentation effectively summarizes the main findings and core argument of your paper. You clearly articulate the comparison of political systems and the justification for your preference.
II. Clarity & Delivery	30	Your presentation is delivered clearly and professionally. You speak at a good pace, make eye contact, and engage the audience. Any visual aids (e.g., slides) are well-designed and enhance your presentation.
III. Timing	20	Your presentation adheres to the six-minute time limit. You are able to present your key points concisely and efficiently.

## 4. Research Design Paper

Component	Points	Evaluation Criteria
I. Research Question & Significance	20	The research question is clear, focused, and scholarly. You provide a compelling justification for the question's significance, explaining why it is important for the field of Chinese politics.
II. Literature Review	20	You effectively synthesize existing scholarship on your topic. The literature review is well-organized and clearly identifies the theoretical or empirical gap your proposed research would fill.
III. Theoretical Argument	20	You present a plausible and coherent theoretical argument. The argument logically addresses your research question and is grounded in relevant course concepts.
IV. Research Design	20	You outline a clear and feasible plan for carrying out your research. This section details the data you would collect, the methods you would use to analyze it, and how these choices would allow you to answer your research question.
V. Writing & Organization	20	The paper is well-structured, easy to follow, and adheres to the 7-8 page length requirement. Your writing is clear, concise, and free of grammatical errors.