

POLITICAL SCIENCE 132
POLITICAL DEVELOPMENT AND MODERN CHINA
WINTER 2020
SECTION ID 992361
DR. GERMAINE A. HOSTON

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The purpose of this course is to enhance our understanding of the premises that inform both scholarly and public discourse concerning *modernization* and contemporary China. First we consider how the coinage of *political development* came into being and how it has affected the way we distinguish East and West both within and outside the borders of the United States of America. We use film as well as assigned texts and literature in order to examine images of China (and other Asian and Asian-American indigenous) peoples in the USA and their influences on government policies towards these peoples domestically and in foreign policy.

This course, then, is not simply just another course on China, of interest and value only to students of Asia—a continent that is home to about thirty percent of the world's population. On the contrary, the course seeks to transcend the traditional boundaries of the area studies, linking the developmental experiences of Europe and North and South America to that of China. We do this by treating political thought and the evolution of the theory of political development in the USA in historical perspective. The course thus combines an introduction to the notion *political development* that remains pivotal in U.S. in scholarly and general public discourse about U.S. relations with China and other Asian societies today. Finally, the course demonstrates the profoundly political character of common assumptions about political development and how U.S.-China relations have been at the vortex of American politics from the very outset.

LEARNING OBJECTIVES: The syllabus is your roadmap for achieving these objectives.

1. Have a good understanding of "political development" and how Western thinking that defined the concept arose out of the Western European historical experience.
2. Be able to discuss how political development and economic change have been intertwined historically, both in the West and in China.
3. Be able to describe how the Chinese trajectory of political and economic development was similar to or different from the European experience the factors that contributed to the similarities and differences.

The instructor has ordered three texts for the course (originally more, but these turned out to be out of print/stock). The following are available for purchase at the University Bookstore and are on reserve in Geisel Library.

- Lucien BIANCO, *Origins of the Chinese Revolution*
- Germaine A. HOSTON, *The State, Identity, and the National Question in China and Japan*
- Robert C. TUCKER, *The Marx-Engels Reader*

All other required readings are included in the reader prepared by Cognella, which is available for purchase online at <https://store.cognella.com/19845>.

SCHEDULE OF LECTURES AND READINGS:

Week 1 (January 7): Political Development and the Encounter between “East” and “West”

Required Reading:

Lucien Bianco, *Origins of the Chinese Revolution* (Chapters 1-2)

Week 2 (January 14): Schemas of Political Development

Required Readings:

Edward Shils, “Democracy in the New States” (R)

Enrique Dussel, “Eurocentrism and Modernity (Introduction to the Frankfurt Lectures),” *boundary 2*, 20:3, The Postmodernism debate in Latin America (Autumn 1993:65-76). Stable URL:

<http://www.jstor.org/stable/303341>

Bianco, *Origins of the Chinese Revolution* (remainder)

Recommended Readings for Graduate Students:

Fukuyama, Frank, “Macro Theory and the Study of Political Development,” *Scandinavian Political Studies* 39.3 (September 2016): 207-225 (note: not available online via UCSD)

Week 3 (January 21): Revolution and the Historical Roots of the Western Paradigm of Political Development

Screening of “The West,” Pt. I: “The People,” and Pt. III: “A Speck of the Future,” produced by Ken Burns

Required Readings:

Benjamin I. Schwartz, “The Limits of ‘Traditions Versus Modernity as Categories of Explanation” (R)

Hoston, *The State, Identity, and the National Question in China and Japan*, chaps 1-2

Wei-ming Tu, “Confucian Traditions in East Asian Modernity: Exploring Moral Authority and Economic Power in Japan and the 4 Mini-Dragons,” *Bulletin of the American Academy of Arts and Sciences* 46.8 (May 1993): 5-19 (e-reserves and link on group site). Stable URL:

<http://links.jstor.org/sici?sici=0002712X%28199305%2946%3A8%3C5%3ACTIEAM%3E2.0.CO%3B2-5>

Recommended for Graduate Students:

G. W. F. Hegel, *Philosophy of History*, selections

Reinhard Bendix, “Tradition and Modernity Reconsidered,” *Comparative Studies in Society and History* 9.3 (April 1967): 292 -346

Week 4 (January 28): Revolution and Reaction in China: Marx, Lenin, and Modern China

Required Readings:

Marx on the History of His Opinions,” “Contribution to the Critique of Hegel’s Philosophy of Right: An Introduction;” “The Communist Manifesto;” “The German Ideology;” and “On British Imperialism in India,” all in Tucker, *Marx-Engels Reader*

Edward W. Said, “Orientalism” (R)

V.I. Lenin, “Imperialism, the Highest Stage of Capitalism,” (R)

Recommended for graduate students:

Otto Hintze, “Economics and Politics in the Age of Modern Capitalism,” in *The Historical Essays of Otto Hintze*, ed. Felix Gilbert (New York: Oxford University Press, 1975), pp. 422-452

Week 5 (February 3): Marxism and the Crisis of Chinese Culture

Required Readings:

Immanuel Wallerstein, “A World-System Perspective on the Social Sciences,” *The British Journal of Sociology*, Vol. 27, No. 3, Special Issue. History and Sociology (Sep. 1976), pp. 343-352. Stable URL:

<http://links.jstor.org/sici?sici=0007-1315%28197609%2927%3A3%3C343%3AAWPOTS%3E2.0.CO%3B2-8>
Hahm Chai-bong, "The Ironies of Confucianism," *Journal of Democracy* 15.3 (July 2004): 93-107 (e-reserves and link on group site). Stable URL:
http://muse.jhu.edu/journals/journal_of_democracy/v015/15.3ham.pdf
Lu Xun, "Diary of a Madman" (Canvas website)

Week 6 (February 11): The Chinese Revolution from Above and Below

Required Readings:

Takahashi Kōhachirō, "A Contribution to the Discussion" (R)
Hoston, *The State, Identity, and the National Question*, chaps. 3-5
Mao, "On Practice" (group website)

FEBRUARY 18 – MIDTERM PAPER DUE – NO CLASS MEETING

Week 7 (February 18): Midterm Paper due via Turnitin - Thought and Practice in the Chinese Revolution

Required Readings:

Hoston, "Marxism and Japanese Expansionism" (e-reserves and link on group website) Stable URL: <http://links.jstor.org/sici?sici=0095-6848%28198424%2910%3A1%3C1%3AMAJETK%3E2.0.CO%3B2-N>
Mao, "On New Democracy" (group website)
Mao, "Reform Our Study" (group website)
Liu Shaoqi, "How to be a Good Communist" (group website)
Joseph W. Esherick, "Deconstructing the Construction of the Party-State: Gulin County in the Shaan-Gan-Ning Border Region," *The China Quarterly*, No. 140. (Dec. 1994), pp. 1052-1079. Stable URL: <http://links.jstor.org/sici?sici=0305-7410%28199412%290%3A140%3C1052%3ADTCOTP%3E2.0.CO%3B2-9>

Week 8 (February 25): Theory and Practice in the Chinese Revolution

Required Readings:

Mark Selden, Yan'an Communism Reconsidered," *Modern China*, Vol. 21, No. 1, Symposium: Rethinking the Chinese Revolution. Paradigmatic Issues in Chinese Studies, IV. (Jan. 1995), pp. 8-44. Stable URL: <http://links.jstor.org/sici?sici=0097-7004%28199501%2921%3A1%3C8%3AYCR%3E2.0.CO%3B2-X>
Hoston, *State, Identity, and the National Question*, chaps. 7, 9
Shue, "Liberation, Pacification, and Preparation for Village Revolution" (R)
Gray, "The Two Roads" (R)

Week 9 (March 3): China in Revolution in the Post-Mao Era

Required Readings:

Shue, *Peasant China in Transition* (selections) (R)
Schwartz, "The Reign of Virtue: Some Broad Perspectives on Leader and Party in the Cultural Revolution" (R)
Skinner and Winckler, "Compliance Succession in Rural Communist China" (R)

Recommended Readings for Graduate Students:

Chen, Xi, The Power of 'Troublemaking': Protest Tactics and their Efficacy in China", *Comparative Politics* 41 (July 2009): 451-471
Owen, David A., "The Impact of Economic Development on Political Interest Across Social Classes in China: Turning the Chinese Dream into a Chinese Reality?" *Journal of Chinese Political Science* 20 (2015): 185-202

Week 10 (March 10): Transitions and Prospects: A Post-Communist China?

Required Readings:

- Sun, *Chinese Reassessment of Socialism*, selections (R)
- Shu-Yun Ma, "The Chinese Discourse on Civil Society," *The China Quarterly*, No. 137 (March 1994): 180-193 (e-reserves) Stable URL: <http://links.jstor.org/sici?sici=0305-7410%28199403%290%3A137%3C180%3ATCDOCS%3E2.0.CO%3B2-2>
- Mary E. Gallagher, "Reform and Openness': Why China's Economic Reforms Have Delayed Democracy," *World Politics* 54 (April 2002): 338-372 (e-reserves and link on the group website) URL: http://muse.jhu.edu/journals/world_politics/v054/54.3gallagher.pdf
- Edward Friedman, "Does China Have the Cultural Preconditions for Democracy?" *Philosophy East and West* 49.3 (July 1999): 346-359 (e-reserves and link on group site) Stable URL: <http://links.jstor.org/sici?sici=0031-8221%28199907%2949%3A3%3C346%3ADCHTCP%3E2.0.CO%3B2-R>

Recommended Readings for Graduate Students:

- Tsai, Lily L. "Bringing in China: Insights for Building Comparative Political Theory". In *Comparative Political Studies* 2017, Vol. 50(3) 295–328 Available online: <http://journals.sagepub.com/doi/pdf/10.1177/0010414016672236>

REQUIREMENTS AND GRADING:

The course is open to both undergraduate and graduate students. Undergraduates will submit a **midterm paper 5 to 7 pages long via Turnitin on Canvas on Tuesday, February 18 no later than 7:50 p.m.** All students will complete a **final paper due via Turnitin on Canvas on Thursday, March 19, 2020, between 7:00 p.m. to 10:00 p.m.** The final paper will be 10-12 pages (typewritten, double-spaced, with type no smaller than 12 points or 10-pitch) in length, in Microsoft Word format. The paper will respond to questions/topics distributed in advance by the instructor.

Grading

Students are expected to complete *all* assigned required readings. Class attendance and consistent, informed, and productive participation in class discussions is a vital part of an active learning process. This significance is reflected in the grading for the course:

For Undergraduate Students:

Class Participation:	30%
Take-Home Midterm:	30%
Take-Home Final Examination:	40%

For Graduate Students:

Graduate students are responsible for doing additional recommended readings, which can be tailored to correspond to individual student research interests. The limited recommended readings on this list are merely a point of departure. Students should consult the professor for additional readings.

Participation:	30%
Written and Oral Presentations:	70%

The expectation is that you will attend the entirety of all classes. The exception to this is in case of illness. If you are ill, please do not come to class, because this only serves to spread the illness to others. Simply bring a note from your physician to the class following the session that you missed. You are encouraged to take advantage of the additional opportunities for informal exchange on the subject matter afforded by the Canvas class web site.