



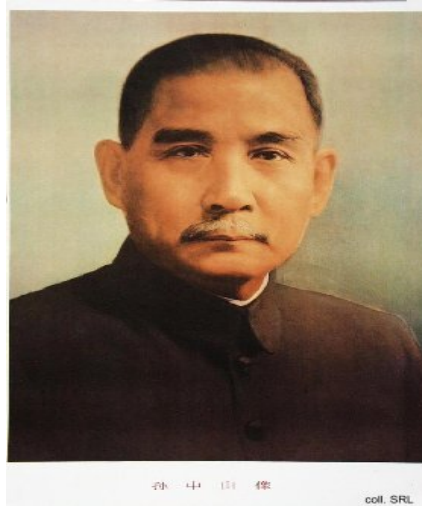
YANGTZE
INTERNATIONAL
STUDY ABROAD
扬子国际交流项目

POL 428
SYLLABUS

**Problems in Contemporary Political Theory:
Chinese Political Theory from Confucius to the Present**
从孔子至当代的中国政治理论



Confucius (Kǒngzǐ – 孔子)



Sun Yatsen (Sūn Zhōngshān - 孙中山)



Máo Zédōng
毛泽东



Dèng Xiǎopíng
邓小平



Jiāng Zémín
江泽民



Hú Jīntāo
胡锦涛

Professor Andrés D. Oñate
欧老师 (Ōu Lǎoshī)
Email: aonate@yisa-china.org
andresonate@yahoo.com
Office Hours: TBD
By Appointment

Course Description

China's long history has produced a great number of political thinkers. Imperial China (221 BC-1911 AD) produced important thinkers such as Confucius, Han Fei, Kang Youwei and Liang Qichao, to name the few whom we shall look at more closely in this course. Imperial China bears their stamp in the form in which politics, society, and economics were shaped over a 2,000 year span.

Republican China (1911-1949) produced such thinkers as Sun Yatsen, one of China's acknowledged leaders of the Chinese revolution of 1911, and its main thinker during the revolutionary and anarchic early years of the Chinese republic.

During these early years (1912-1935), impressionable young revolutionaries such as Qu Qiubai, Ai Siqi, Li Da and Mao Zedong were discovering Marxism. In 1945, the Communist Party of China (CPC) anointed "Mao Zedong Thought," as the guiding light of the CPC, although most of Mao's seminal Marxist thinking occurred during the Yanan period of the Chinese Civil War (1935-1945).

The short history of the People's Republic of China (1949-) has thus been dominated by "The Thought of Mao Zedong." Since the death of Mao Zedong in 1976, Mao's successors have attempted to make their mark, and thereby ensure their legacies in the pantheon of Marxist thinkers, by acknowledging their debts to Marx and Mao, and then attempting to put their unique stamp on contemporary Chinese political theory. Thus, since 1976, we have seen the rise of "Deng Xiaoping Theory," "Jiang Zemin's Important Thought ('The Three Represents')," and today, Chinese President Hu Jintao's, "Harmonious Socialist Society," which has yet to be labeled as a theory or as a thought. We may well find out the status of his thinking when the CPC meets for its 17th Party Plenum in October 2007.

Reader and Textbooks Available from Prof. Onate

There is no required textbook for this course. Students will be provided, however, with a reader based on important primary and secondary sources for each topic discussed during this course, some written by me, others by scholars in the field of Chinese studies.

Wm Theodore de Bary, et. al., Sources of Chinese Tradition, 1960

Wing-tsit Chan, A Source Book in Chinese Philosophy, 1963

Laurence Thompson, Chinese Religion: An Introduction, 1969

F.W. Mote, Imperial China, 900-1800, 2000

John King Fairbank and Merle Goldman, China: A New History. Enlarged Edition, 1999

Jonathan Spence, Mao ZeDong (Lipper, Viking Book, 1999)

Li Jui, The Early Revolutionary Activities of Comrade Mao Tse-tung [Mao Zedong], 1977

Jerome Chen, Mao and the Chinese Revolution, 1967

Stuart Schram, The Thought of Mao Tse-tung, 1990

Arif Dirlik, et al., Critical Perspectives on Mao Zedong's Thought, 1997

Nick Night, Marxist Philosophy in China: From Qu Qiubai to Mao Zedong, 1923-1945, 2005

Edgar Snow, Red Star Over China, 1938, 2005

Mark Selden, The Yen-an [Yanan] Way in Revolutionary China, 1972

Maurice Meissner, Li Tachao and the Origins of Chinese Marxism, 1967 (1982)

Karl Marx, Communist Manifesto, 1987

David McLellan, The Thought of Karl Marx, 1971

A Writing Tutorial

According to the University of Arizona, this is a writing emphasis course. As such, a “Writing Tutorial” will be offered in the first week of classes so that students are prepared to write their essays in full knowledge of the teacher’s expectations and grading standards. Writing assignments must be submitted on their due dates. Documents are to be typed, spelling and grammar-checked, double-spaced, have correct margins, have a cover page, and follow an accepted writing formatting and style guide (MLA, APA, Turabian’s abridged version of the Chicago Manual of Style). ***The format is worth 10 points; grammar and spelling is worth 10 points.***

Planning Page

Step 1: Your Subject _____

Step 2: Your Main Idea _____

Step 3: Your Thoughts on the Main Idea _____

1. _____
2. _____
3. _____

Step 4: Your Thesis Statement _____

Step 5: Your Question _____

Step 6: Your Three Answers _____

1. _____
2. _____
3. _____

Visual Concept – Essay Format

Title

Introduction

HOOK (an idea or statement that grabs the reader’s attention)

One or two sentences that connect the HOOK to the ESSAY.

Brief explanation of the subject of the essay.

THESIS STATEMENT (main idea of the entire essay)

Body Paragraph #1

(transition)¹, a topic sentence that refers directly back to the thesis statement. Use three or four sentences that support the topic sentence.

Body Paragraph #2

(transition), a topic sentence that refers directly back to the thesis statement. Use three or four sentences that support the topic sentence.

Body Paragraph #3

(transition), a topic sentence that refers directly back to the thesis statement.

Conclusion

(transition), restate the thesis statement in different words.

Restate three topic sentences in different words.

Refer back to the HOOK for unity.

¹ Some useful transition words: “in addition to this,” “also,” “as a result of this,” and “therefore.”

Work Page

Title of Essay

Introduction

Main Idea #1

Main Idea #2

Main Idea #3

Conclusion

Critical Thinking

When writing an essay, students are encouraged to weigh both sides of an argument, keep an open mind, raise their own hypotheses, and arrive at their own conclusions on a given topic, even if those conclusions go against government policies, conventional wisdom, or their professor's position once the classroom discussion commences. Students are encouraged to think critically, independently, and, in today's jargon, "think outside the box." *The content and development of your essay is worth 60 points. The organization (introduction, main points, and conclusions) is worth 20 points.*

Class Standards

The University of Arizona and Yangtze International Study Abroad (YISA) trust students to maintain the highest standards of honesty and ethical behavior. Assignments submitted in fulfillment of course requirements must be the student's own original work. Plagiarism, defined as "intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise," is a violation of the UA's or YISA's code of conduct. An assignment that is plagiarized in whole or part is unacceptable for credit and will receive zero points. Students who plagiarize are also subject to disciplinary action.

Class Attendance and Behavior

Class attendance is mandatory. Students will be permitted three unexcused absences, but each unexcused absence will deduct points off the final tally for determining class grades.

First unexcused absence:	deduct 1 point
Second:	deduct 2 points
Third:	deduct 3 points
Fourth:	conference with teacher to determine whether or not to continue in the class. If the decision is to continue, deduct 4 points
Fifth:	automatic withdrawal from class

Tests missed because of unexcused absences will not be made up, and the points will be deducted from the overall point tally that determines the class grade.

Falling asleep in class will be treated as an unexcused absence. The class attendance system described above applies to sleeping in class.

Cell phones and iPods must be turned off before entering class. If a cell phone rings while class is in progress, the student will be asked to leave the class, and the class will be considered an unexcused absence. There are no exceptions to this rule.

Class Participation

Class participation is highly encouraged, and will be rewarded positively. Entries on class participation are made at the conclusion of each class denoted by a "+" sign if the student has participated actively (class attendance in itself is not considered a positive sign of participation). Class participation may influence the outcome of the course grade where applicable. For example, class participation may increase a student's grade who has a borderline score between a "B+" and "A-."

Class participation includes bringing the day's reading materials to class. I note whether or not you bring the day's readings; if not, I make a negative mark after your name.

Essay Exams and Oral Presentations

A mid-term exercise, a final essay, and a multiple choice test as part of the final examination, constitute the main examinations for this course. Both the mid-term exercise and the final essay are worth 100 points. The value of the multiple choice test will be determined when the test is administered.

A = 90% and above of total points

B = 89-80 %

C = 79-70%

D = 69-60%

F = 59% and below

Cell phones, iPods, and any other hand held devices are prohibited in class during examination periods. Leave these items in your room.

Grade Disputes

If a student disagrees with a grade I have given, the dispute will be handled as outlined below. This format should enable us to appropriately give careful attention to the student's needs.

1. After you receive the graded assignment that you would like to appeal, submit an email (aonate@yisa-china.org) describing why you want the grade re-considered. Using quotes from the paper and/or references to the syllabus, my assignment notes and remarks in class, support your claim that the paper, as handed in, satisfies the points raised in my evaluation of your paper, and is better than the grade reflects.
2. Submit your appeal statement, together with a copy of the graded assignment, within one week after you have received the graded assignment. I will not consider any appeal not received within one week after I return the graded assignment to you. Work piles up each week.
3. I will review your appeal and the assignment and give you my written response within one week. I reserve the option to review the entire assignment, including the specific area that may be the subject of your specific concern.
4. Students who contest the score received have one other option: you may ask that your paper be reviewed by one of the Program Directors or another professor on the staff who has some knowledge of the subject matter. The review may change the grade positively or negatively, depending on the reviewer's evaluation.

Late Papers

Late papers will not be accepted unless the student has made arrangement with me beforehand, and then only if you have a reasonable excuse, with reasonableness determined solely by me.

Furthermore, in fairness to the students who did hand in the assignment on time, grades on assignments allowed to be submitted late will be reduced by 10% per each day the paper is late.

Introduction

- Review Syllabus,
- Writing Tutorial
- Class Standards

Part One Political Theory in Imperial China

Unit One: Confucius (551-479BCE) and The Benevolent Government

Unit Two: Han Fei (475-221BCE) and the Legal Basis for Government

- The Han Synthesis (206BCE)
- Mao Zedong (1893-1976) on Legalism

Unit Three: Kang Youwei (1857-1927) and the “One Hundred Days Reform” of 1898

Unit Four: Liang Qichao (1873-1929) and the Case for a Parliamentary Form of Government

Part Two Political Theory in Republican China

Unit Five: Sun Yatsen (1866-1925) and the “Three Principles of the People”

Mid Term Examination

Part Three Marxism in China

Unit Six: Karl Marx (1818-1883) and Friedrich Engels (1820-1895): “The Communist Manifesto”

Unit Seven: Lenin (1870-1924) and “Imperialism: The Highest Stage of Capitalism”

Unit Eight: The New Philosophy of the Communist International

- The Universal Truths of Marxism-Leninism

Unit Nine: The May Fourth, 1919, Movement and the Introduction of Marxism to China

- Chen Duxiu (1879-1942) and Li Dazhao (1888-1927)
- Mao Zedong (1893-1976)

Unit Ten: Qu Qiubai (1899-1935) and Early Marxism in China

Unit Eleven: Li Da's (1890-1966) Contributions to the Understanding of Marxism in China

Unit Twelve: Ai Siqu's (1910-1966) Contribution to the Understanding of Marxism in China

Unit Thirteen: Mao Zedong and the Evolution of "Mao Zedong Thought" (1935-1945)

- The Sinification of Marxism-Leninism
- "On Practice"
- "On Contradictions"

Part Four
Political Theory in the People's Republic of China, 1949-

Unit Fourteen: "Mao Zedong Thought" in Contemporary China

Unit Fifteen: "Deng Xiaoping (1904-1997) Theory"

Unit Sixteen: Jiang Zemin's (1926-) "Important Thought of The Three Represents"

Unit Seventeen: Hu Jintao's (1942-) "Harmonious Socialist Society"

Final Exam
