Politics of China and India
POL 393-01
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Asian Studies

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Office Hours: Tuesday & Friday 11:00-1:00 (or by appointment)

Course Description:
This course is a comparative study of China and India - two rising powers of the 21st century that are undergoing transitions from technologically backwards to modern industrial states. The Dragon (China) and the Elephant (India) are increasingly recognized by the international community as reflecting useful models for modernization and development among less developed countries. We will explore how and why they have achieved their results.

The course includes study of the historical trajectories these countries have followed since their establishment with a specific focus on their different forms of government, their bureaucratic systems, social and economic achievements. What explains the relative successes enjoyed by these two countries? What factors contribute to and/or mitigate future successes?

One component of the course will involve comparisons based on size, political systems, economic growth and human development. However, these comparisons will be supplemented with consideration of additional variables such as “good government” and human rights.

While largely a comparative politics course, the final section of the course will consider the impact on regional and international peace and stability of the changing Sino-Indian relationship. The course also fulfills Asian Studies Social Sciences requirements.

Learning Outcomes: Students who successfully complete this course will be able to:
• Illustrate a familiarity with the history and politics of these two countries
• Draw on relevant methods in comparative politics to analyze their development
• Explain the impacts of political, cultural and economic factors on their rise
• Critically analyze relevant research into these two countries and their relationships
• Evaluate the impact on the international community of their rise
The course is divided into Sections:
- Section 1: General introduction, key theories, concepts and tools
- Section 2: History, political systems and Economic growth in China and India
- Section 3: Evaluate the growing role these two powers play vis-à-vis each other and the international community

Textbook Requirements:


Robyn Meredith, The Elephant and The Dragon (Norton books, 2008) (available via Amazon or other sites).


These are supplemented with blackboard readings

Course Evaluation

Participation (15%): Attendance and active participation in class discussion is worth 10%.
More than TWO unexcused absences will lower your grade (an A will become an A- and so on). The remaining 5% will be based on your Group presentation.

Reaction Paper (5%): Write a reaction paper to: Robyn Meredith, The Elephant and The Dragon (Norton books, 2008) DUE: Sept. 23 by start of class (via turnitin) Details to follow.

Mid-term Exam (25%): Relevant concepts, theories and trends.

Final Exam (30%): comprehensive

Paper (25%): 7-8 page paper. Details to follow. DUE: Nov. 14 by the start of class time (via turnitin)
NOTES: Unless a valid excuse is provided prior to the due date, a late penalty of 4%/day of the paper grade will be enforced. Papers will be submitted via Turnitin.

ANY form of plagiarism will result, at minimum, in a failing grade for the assignment, but may also result in course failure and additional action. Academic Integrity section in the Advising Handbook: www.newpaltz.edu/acadadv

College Recommended ADA Statement:
Students with documented physical, learning, psychological and other disabilities are entitled to receive reasonable accommodations. If you need classroom or testing accommodations, please contact the Disability Resource Center (SUB 205; 257-3020). The DRC will provide forms verifying the need for accommodation. As soon as the instructor receives the form, you will be provided with the appropriate accommodations. Students are encouraged to request accommodations as close to the beginning of the semester as possible.

Schedule of lectures

NOTE on the readings: Friedman & Gilley readings denoted by: F&G; when reading Charlton, you may skip sections specific to Japan.

Section I: Key theories, concepts and tools

Aug. 26: Introduction to the Course: Why study India and China? (handout)
   In class video: Hans Rosling

Aug. 29 & Sept. 2: Who seems to be doing better? Depends how you define “better”!
   An exploration of the concept of “Development”
   F&G, chp. 1 (Preface)
   Charlton, chp. 1, 13

Sept. 5: Introductory Impressions of China and India
   Tan Chung, chp. 2. (Bb)
   “The Tiger in Front.” (Bb)
   In class video: China v. India (BBC)

Sept. 9: Culture and Development: Does culture matter in development?
   Granato, Inglehart and Leblang, “The effect of Cultural Values on Economic

**Sept. 12:** “Are Demographics Destiny?” Population trends and their impacts on India and China
Eberstadt (Bb). In the readings, focus on China and India.

**Project:** Bring to class population data on China and India (useful sources: WRI; World Bank; UN). Data may include but aren’t necessarily limited to: population size; growth rate; mortality rates; etc. Be prepared to discuss trends and ramifications of these data in comparative perspective.

**Section II: History, political systems and economic growth in China and India**

**Sept. 16:** Background on Modern India
Charlton chp. 2 & 3
Nehru “Tryst With Destiny” (Bb).

**Sept. 19:** Background on Modern China
Charlton chp. 4 & 5.
Mao’s Declaration of PRC establishment: [http://www.marx2mao.net/Mao/CPS49.html](http://www.marx2mao.net/Mao/CPS49.html)
Yang Jisheng (Bb). (Optional)
**Optional (at home) Video:** *China in Revolution 1911-1949* (available on youtube)

Rosh Hashana – No class

**Reaction Paper due, Sept. 23 via Turnitin, by class time**

**Sept. 23 & 30:** Political Systems in China and India in comparative perspective. A first take on “Good Governance”.
Charlton chp. 9 and 10
F&G chp. 2
Collier chp. 5 (Bb).

Students may wish to supplement the required readings with updated readings and documentaries on both countries. See Bb (course documents) for links.

**Oct. 3 & 7:** Economic Reform and Liberalization in China and India – what are the approaches to economic reform? Does one seem more effective than the other?
Beijing Consensus (Bb)
India Model (Bb)
F&G chp. 3, 4 (to page 64), 5.
Sachs, The End of Poverty, chps. 8 & 9 (Bb)
IndiaEconomistBrightFuture (Bb) (Optional)

October 10: Mid-term exam

Oct. 17: review and catch-up

Oct. 21 & 24: Political Representation and accountability in China
Shirk, chp. 3 (Bb)
Andrew Nathan, “China’s Political Trajectory: What are the Chinese saying?” in Cheng
Chp. 2. (Bb).
Liu Xianbin (Bb).
Chinese General Backs American Dream (Bb).
Minxin Pei, China’s Trapped Transition (Harvard U. Press, 2006) chp. 1 & 5. (Optional)
David Shambaugh, China’s Communist Party (2008) chp. 8. (Optional)
In class video: China – Freedom and Justice

Oct. 28 & 31: Political Representation and accountability in India
Sen chp. 9 (Bb)
Hardgrave & Kochanek, chp. 5. Read pp. 192-216, 229-232, 241-255. (Bb)
Mehta, chp. 3. (Bb)
F&G chp. 10
Faust (Bb) (Optional)

Final Day to Withdraw from the course: Oct. 31

Nov. 4: Human Development in China and India: Where should the emphasis be? How
does changing the emphasis change your evaluation of these two countries?
F&G, chp. 12
Project: Collect and bring to class comparative data on Human Development. These
may include HDI (Human Development Index), HPI (Human Poverty Index), other
indices and a range of data that reflect, in your mind, measures of Human Development.

Nov. 7: Human Rights in China and India: what kinds of human rights are supported in
these two countries? How do they compare on protecting human rights?
Charlton, chp. 8 – review the Chinese and Indian Constitutions.
http://www.state.gov/g/drl/rls/hrrpt/2009/index.htm (Read reports for China and India
specifically to identify examples to bring to class)
**Project:** In groups - compare what each country SAYS and actually DOES. Where are Human Rights better protected?

Section III: India and China in the Global Arena

**Nov. 11:** What defines a Superpower? Do India and/or China fit that description?
- Shirk, chp. 1 (Bb)
- Goldstein, chp. 9 (Bb).
- Lant (Bb)
- Hardgrave & Kochanek, chp. 10 (Read pp. 474-477; 480-484; 518-end). (Bb)
- India-other country relations case studies (optional).
- The Culture Mandala (Bb) (optional).
You may wish to supplement these readings with recent articles that would lend support or undermine the arguments made re. China & India as superpowers.

**Research Paper Due by Nov. 14 before class time (via turnitin)**

**Nov. 14 & 18:** Sino-India relations and their role in the International Community
- New great game (Bb)
- F&G chp. 11.
- Drezner (Bb)
- C&I in IREconomist (Bb)
- China’s New Asia Policy (Bb)
- **Watch at home:** David Malone on India–China relations (29 minutes)
  https://www.youtube.com/watch?v=fbu1KUcAtZ4

**Nov. 21, 25 & Dec. 2:** group presentations comparing the two countries: where would you choose to live and why? Based on your research papers, you will develop an argument in favor of one of the two development models. In framing your presentation and research, you should consider the following questions (the list is NOT exhaustive, nor are you required to address each of the questions – rather they are meant to be instructive): How define development?; What are the goals of development?; What sacrifices can reasonably be made in order to achieve your definition of development?; Which of the two countries seems to be most successful in achieving this development?; Etc.

**Dec. 5:** Conclusions and final exam preparation

**Final Exam: 10:15-12:15**