CCHU9068: Shaping our World: Liberalism, Socialism and Nationalism
Second Semester 2017-18

Instructor: Professor Yue-Chim Richard Wong
K.K. Leung 1021, 2859-1122, rycwong@hku.hk
Website: www.wangyujian.com
Facebook search Yue Chim Richard Wong
Renren search Wang Yujian

Ms. Vera Yuen
verayuen@hku.hk
K.K. Leung 820, 3917-1287

Tutor: Ms. Emily Chong Wing Si
emilycws@hku.hk
K.K. Leung 1026, 2857-8308

COURSE LOGISTICS:

Lecture Schedule: Wednesday, 2:30 – 4:20 pm

Lecture Room: MWT2 (Theatre 2, Meng Wah Complex)

The first lecture will be devoted to an introduction of the course and on Moodle logistics.

In anticipation of cancellation of some classes, make-up classes will be scheduled in the Reading Week. Exact dates for cancelled classes and make-up classes will be announced in due course.

We use a course management system named MOODLE. Please login to your HKU Portal account to access MOODLE. For further details, please refer to the “MOODLE Instruction Guide” that is posted on our MOODLE website. You are urged to ask questions about the course via the MOODLE platform.

Lecture notes will be uploaded as the course progresses.

COURSE DESCRIPTION:

This course introduces students to liberalism, socialism and nationalism as a complex set of very powerful ideas that have influenced the political, economic and cultural development of Europe, and, subsequently, the world. We are now all living
in a period where all of these systems are being questioned and reconfigured.

Liberalism places the individual at the center of things and gave birth to the core concepts of liberty, equality, and individual rights. Socialism gave rise to other concepts like fraternity, a community of workers, and the redistribution of wealth. Nationalism focuses its identity on the nation-state, and, often, on particular groups within the nation as the source of political power. We will explore the intellectual mainsprings of these movements through excerpts from their writings, as Hobbes, Locke, Rousseau, Smith, Montesquieu, Kant, Hegel, Mill, Marx, Lenin, Schmitt, Arendt, Freud, Nietzsche, Simone de Beauvoir, Foucault and Mao. Students will be asked to engage in debates and to articulate how these global movements shape their own lives today in very tangible ways.

All three philosophies have given birth to social movements – sometimes violent and sometimes peaceful – across the world. Together, they have shaped the modern world of nation-states and market economies, emigration and immigration, human rights and terrorism, economic crises and world wars. The apparent triumph of liberalism in the late 20th century is now being reassessed, but its revolutionary vision to sweep away entrenched and protected privileges remains a vital body of ideas.

Each ideology has reacted and responded to an increasingly integrated economic world and to each other over the course of their histories. Their enduring influence and continued relevance make them worthy subjects of study for comprehending the world in which we all live.

AIMS:

The course helps students to:

(1) Critically appreciate the core ideas of liberalism, socialism and nationalism in the past and the present;

(2) Critically appreciate the power and limits of liberalism;

(3) Be knowledgeable about the many obvious and subtle threats to liberalism, especially that of socialism and nationalism; and

(4) Be knowledgeable about challenges and alternatives to liberalism and the adaptability of liberalism.

PRE-REQUISITES:

There is none.

ASSESSMENT TASKS:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Assignment</th>
<th>Weighting</th>
<th>Alignment with CILOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>Five short online quizzes to test understanding of lectures and reading materials, each contributing 10% of the final grade.</td>
<td>50%</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Written paper</td>
<td>Expository essay of 1500 words with option to revise and resubmit.</td>
<td>50%</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>

**Written Paper**

The written paper should examine in depth a specific topic studied in the course. It should be a thoughtful examination of a topic discussed in this course based on the materials assigned in the reading list. There is **NO** need to consult additional reading materials. Students should **NOT** work on a subject from another course. Here are some good approaches:

1. Write a review of one of the books assigned in this course.
2. Compare and contrast the analysis between two books on a common subject.
3. Write on a topic that is discussed in several books or papers.
4. Consult with the tutor for advice in deciding on a topic.

The final written paper is due on **Sunday, 12 May 2018**, which is one week after the revision period and 2 weeks after classes have ended. Late submissions will **NOT** be accepted. A precise word count must be given at the end of the paper. Footnotes and references should be placed at the end of the paper so that they can be excluded from the word count. Appendices are not necessary and not appropriate for papers of such a short length and should not be submitted. It is advisable to seek English language assistance if needed to ensure that your paper is clear.

Nine weeks before the deadline for the final paper, students **must** submit a **half-page proposal** of the paper they intend to write. The deadline for the proposal is before the start of Reading Week on **Sunday, 4 March 2018**. Late submissions will not be allowed. Students should include in the proposal the title of the project and a short summary of the subject they will investigate.

Students are also encouraged to submit a first draft of the final paper for the instructor to provide feedback, but this is optional, not mandatory. If students choose to submit a first draft, they must do so at least 3 weeks before the deadline for the final paper on **Sunday, 22 April 2018**. Your grade on the paper will depend only on your final paper, and not your draft.

Therefore, **deadlines** to be observed:

- Proposal submission — **Sunday, 4 March 2018**
- First draft (optional) submission — **Sunday, 22 April 2018**
- Final paper submission — **Sunday, 12 May 2018**

The proposal and paper(s) **must** be submitted electronically via MOODLE.

**Class Attendance**
Class attendance for lectures is mandatory. Random roll calls of 20 students during lecture classes will be conducted 6-8 times during the semester. Frequency of calls will be higher in the latter part of the semester. Students who miss class each time without a prior medical certificate will receive 1% penalty point in the final grade. Students who missed a class once will be called again in future roll calls.

**COURSE SYLLABUS:**

Week 1: Crisis of authority in early modern Europe and the appearance of the first modern theory of society as a social contract among men that are equals without privilege and informed by rational self-interest. Hobbes and Locke’s concepts of natural law, private property, limited government and toleration are the precursor of classical liberal thought.

Week 2: Rousseau’s conception of egalitarian and communitarian republicanism, where radical direct democracy and cultural conformity was first justified, is the precursor of modern socialist thought. He was the Enlightenment views’ greatest dissenter and argued that morality or happiness has not progressed with civilization.

Week 3: Smith’s ideas of sympathy as moral sentiment and the beneficence of the invisible hand provided a revolutionary justification for an economic order based of freedom of market exchange. He viewed the wealth of nations as promoting the liberty and welfare of the people and not the interests of the sovereign state provided economic liberalism and global economic integration with a universal justification.

Week 4: Montesquieu’s ideas on the separation of powers and that the liberty of citizens requires a government with internal political limits whose parts are in competition to provide check and balance. Madison warned against the danger of faction in a democracy. Tocqueville’s fears of the tyranny of the majority in a highly equal society, where the powers of the state may fail to protect individuality and leave its citizens isolated, led him to emphasize the importance of a pluralistic civil society based on the free association of individuals as an ultimate defense.

Week 5: The French Revolution produced a politically polarizing influence. On the right were conservative defenders of tradition; on the left were anarchists and socialists. It also produced two novel phenomena: the nation-state (and the populist charismatic leader) and the modern way of warfare. The Napoleonic wars spread a message of national liberation across Europe. A brief survey of the history of this period and how it prepared the ground for the emergence of liberalism, socialism and nationalism, which became the central ideas that defined the modern world.

Week 6: In Germany, the French and English Enlightenment were admired yet feared for their threat of skepticism about religion. It also provoked nationalistic worries about Germany’s ‘still-feudal backwardness’. German Idealism that emerged from the ideas of Kant, Herder, Fichte, Schelling and Hegel sought to make the deterministic science of the Enlightenment compatible with free will, ethics and religion. It embraced a view of liberty as the collective exercise of sovereignty similar to Rousseau’s civic republicanism.

Week 7: Liberal republicanism according to Constant held a different view of liberty as the freedom from constraints. Mill’s utilitarianism and ideas of liberty extended it
to embrace commitments to both classical liberalism and socialism. The ‘no harm’
principle, rejection of paternalism, love of individuality, and fear of conformity are
central features of classical liberalism. Mill considered the market economy had
solved the problem of production, but not the problem of distribution, and saw
government action was necessary for redistribution. Mill’s socialist inclinations have
parallels with John Rawls theory on justice in the 20th century.

Week 8: The social wrenching growth of industrial capitalism provoked many critics.
Anarchists condemned private property. Some early socialists tried to justify and
establish small, decentralized worker controlled business towns. Laissez-faire
capitalism also began to erode as a result of monopolization, populist pressure,
nationalism, and later the Great War and the Great Depression. The American
progressive movement and the social democratic movement on the Continent
produced a new liberalism with state intervention in the economy and redistribution.

Week 9: State socialism was proposed by Karl Marx, who as a Left Hegelian
developed a ‘scientific critique’ of capitalism and predicted the inevitable collapse of
capitalism due to internal contradictions paving the way for socialism and
communism as a universal doctrine. Lenin’s Bolshevisim transformed Marxist class
movement into a tight disciplined revolutionary organization for capturing power. The
Great War precipitated the Russian Bolshevik Revolution, Lenin and Stalin
subsequently and implemented extreme socialism in the name of the proletariat by
nationalizing industry and collectivizing agriculture, and ‘totally’ reorganized society
at huge human costs. The spread of communism internationally became a threat to
the free capitalist world.

Week 10: The roots of fascism also lie in the Great War. Many in Germany and Italy
became convinced liberal capitalism and parliamentary democracy were unjust and
inadequate, and turned to a nationalist version of socialism. In contrast to the
liberals, Schmitt did not see politics as a servant of economics or its essence as law.
For him the sovereign is ‘he who decides the exception’, whatever it is cannot be the
product of a rational argument. The constitutional legal state must ultimately be
based in something pre-constitutional, pre-legal, and pre-rational, and, therefore,
non-rational.

Week 11: World War II, fascism, and communism created totalitarianism – Arendt
describes it as the total organization and mobilization of society in service of the
state. Economics, religion, culture, and society all became political. The state
embodies and rules all. For conservatives like Oakeshott and neoliberals like Hayek
and Nozick such were the horrors of granting overwhelming power to the modern
state, partly through the abandonment of individual liberty in favor of a paternalistic
government to organize society and economy, and partly through the commitment to
immense military power. Conservatives and neoliberals differ in their attitudes toward
social change.

Week 12: Freud and Nietzsche explained the discontents brought by change as
reflecting the limit of reason. The belief in unlimited progress, in the rational
perfectibility of man, is an illusion, that in our hearts or unconscious, we are still
 primitives. Against a background of an increasingly integrated world, the New Left
and postmodernists, for different reasons, were identifying a new modified enemy –
government institutions were now in league with capitalism against liberty, racial,
gender and cultural diversity. Identity politics today is reconstituting liberalism,
socialism and nationalism in novel ways.
Week 13: The collapse of the Soviet Union created a short-term euphoria that the ‘end of history’ had arrived – liberalism has triumphed and socialism bankrupted. Still others worried that this may be the dawning of the ‘clash of civilizations’. Are the universal visions of mankind implied by liberalism and socialism, where the state is either a neutral referee or withering away, in mortal conflict with the tribal identities that have found expression in the nation state? Moreover, in an increasingly integrated world where individuals from different ‘tribes’ are increasingly living amongst each other, why then have some ‘acculturated natives’ chosen to rebel?

**Required Readings (selections from):**


**Study Load:**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>24</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>60</td>
</tr>
<tr>
<td>Tutorials</td>
<td>12</td>
</tr>
<tr>
<td>Assessment: Written paper</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>132</strong></td>
</tr>
</tbody>
</table>

**Course Learning Outcomes (CLOs) and Alignment with Common Core Programme Learning Outcomes (CC PLOs):**

<table>
<thead>
<tr>
<th>CLOs – On completing the course, students will be able to:</th>
<th>Alignment with CC PLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critically appreciate the core ideas of liberalism, socialism and nationalism in the past and the present.</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>2. Critically appreciate the power and limits of liberalism.</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>
3. Be knowledgeable about the many obvious and subtle threats to liberalism, especially that of socialism and nationalism.
4. Be knowledgeable about challenges and alternatives to liberalism and the adaptability of liberalism.

Standards of Assessment:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria and Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Level Grade Descriptors</td>
<td></td>
</tr>
<tr>
<td>A+, A, A-</td>
<td>Show superior grasp of all aspects of the course and demonstrate strong evidence of original thinking and evidence of extensive knowledge base in the subject area.</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Show reasonable grasp of the key aspects of the course and demonstrate good evidence of original thinking and evidence of reasonable knowledge base in the subject area.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Show acceptable coverage of most aspects of the course, and demonstrate some evidence of original thinking and evidence of acceptable knowledge base in the subject area.</td>
</tr>
<tr>
<td>D+, D</td>
<td>Show marginal coverage of some aspects of the course, and demonstrate marginal evidence of original thinking and evidence of marginal knowledge base in the subject area.</td>
</tr>
<tr>
<td>F</td>
<td>Failure to identify and address any main theme and issue. No critical engagement with any issue, little mentioning and application of relevant concepts and theories, and with inaccuracies when doing so. Demonstrates a lack of understanding of existing arguments relevant to the topic.</td>
</tr>
</tbody>
</table>

ACADEMIC CONDUCT:

1. The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: http://www.hku.hk/plagiarism/

2. Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following type of case:
   a. Plagiarism - The representation of someone else’s ideas as if they are one’s own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one’s own work. Paraphrasing of someone else’s ideas is still using
someone else’s ideas, and must be acknowledged.

b. Unauthorized Collaboration on Out-of-Class Projects - The representation of work as solely one’s own when in fact it is the result of a joint effort. Where a candidate for a degree or other award uses the work of another person or persons without due acknowledgement:

- The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence;
- The relevant Board of Examiners may report the candidate to the Senate, where there is prima facie evidence of an intention to deceive and where sanctions beyond those in (1) might be invoked.

c. Double Submission of Assignments - The submission of assignments as fulfilment of work in this course using materials that were or are being submitted for another course is also plagiarism. It is self-plagiarism and is the same as plagiarism, i.e., representation of someone else’s ideas as our own. That some else is oneself. It is an attempt to get credit for work that will earn credit elsewhere.

--- End ---