

East Asian Political Economy  
POLS 3500-01 & POLS 3500-01H  
TBD  
MWF 12-12:50pm  
Fall 2018

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*“What caused East Asia’s success? In large measure the HPAEs achieved high growth by getting the basics right.” -- World Bank Report 1993 (The East Asian Miracle)*

*“Among the few countries that have overcome underdevelopment, eight East Asian economies - Japan, the Republic of Korea, Taiwan, Hong Kong, Singapore, Thailand, Malaysia, and Indonesia - stand out because of their unusually rapid growth. Their dramatic success is frequently attributed to the adoption of appropriate economic policies. But their policies would not have worked unless each country’s populace believed that the policies would be sustained and by implication that some of the benefits would be available to all.” -- Jose Edgardo Campos and Hilton Root (The Key to the Asian Miracle: Making Shared Growth Credible)*

*“Popular enthusiasm about Asia’s boom deserves to have some cold water thrown on it.” -- Paul Krugman (The Myth of Asia’s Miracle)*

*“A wealthy China would not be a status quo power but an aggressive state determined to achieve regional hegemony” --John Mearsheimer (The Tragedy of Great Power Politics)*

*“One of the most important tasks of American statecraft over the next decade [will be] to lock in a substantially increased investment - diplomatic, economic, strategic, and otherwise - in the Asia-Pacific region.” -- Hillary Clinton (America’s Pacific Century)*

## **COURSE DESCRIPTION**

This course is an advanced examination of the political economy of East Asia, with a particular focus on the economic trajectories of Japan, China, and the East Asian Tigers -- South Korea, Taiwan, Singapore, and the Hong Kong SAR (Special Administrative Region). Over the past several decades, the economies of East Asia have achieved phenomenal economic growth (dubbed by the World Bank as the “East Asian Miracle”) and substantially outpaced economies elsewhere in the world. This rapid rise of East Asia as an economic juggernaut has created a shift in power dynamics in the international system; political and military might is largely concentrated in the West (US, Europe) while economic might has gradually shifted toward East Asia. These changing power dynamics will undoubtedly affect international developments well into the 21<sup>st</sup> Century and fuel future debates on the nature of power and wealth in the international system. Will economic might translate into military and political might? Will economic development usher in democratic reforms and greater human rights protections? Will China’s rise lead to a militaristic Japan or a military confrontation with the United States? In short, what will the future hold for the “Pacific Century”?

The rapid economic growth of East Asia is unique due to the external environments confronting these countries (e.g., imperialism, partition, US regional hegemony) and the role of state-led growth. The main focus, then, is to explore the factors, variables, and conditions that account for the successful economic development of these countries as well as the challenges confronting these economies today. We will examine the role of the state in the making and implementation of export-oriented development strategies, the link between these countries and the international economy in today's era of globalization, financial crises that have transformed the nature of accumulation strategies, and contemporary problems arising from their development. Of interest to us is how these dynamic economies have responded to the constraints and opportunities presented to them in the global economy.

## **COURSE OBJECTIVES**

There are several interrelated objectives to accomplish over the course of the semester:

1. Provide students with the knowledge necessary to understand major concepts and theories in explaining the political economy of East Asia;
2. Introduce students to scholarly debates concerning development strategies and East Asia's place in these debates;
3. Introduce students to the importance of the state and sub-state actors in the East Asian context;
4. Enable students to understand the strengths and limits of the East Asian development model;
5. Enable students to compare the economic trajectories of East Asian countries to other geographic regions, notably Latin America and Sub-Saharan Africa; and
6. Allow students to identify key political, economic, and social issues impacting peoples and governments in the region.

## **SOCIAL SCIENCE CORE REQUIREMENT**

This course fulfills the Social Science Core Requirement. Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

## **CORE GLOBAL CITIZENSHIP REQUIREMENT**

This class fulfills the core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of "otherness" impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.

5. Understand how their values are related to those of other people in the world.

## REQUIRED TEXT

Haggard, Stephan. (1990). *Pathways from the Periphery: The Politics of Growth in Newly Industrializing Countries*. Ithaca, NY: Cornell University Press.

\*\*\*Recommended texts for International Political Economy (if you need a refresher or a more general text):

Cohn, Theodore. (2016). *Global Political Economy*, 7<sup>th</sup> Edition. Boston: Longman

or Ravenhill, John. (2011). *Global Political Economy*, 3<sup>rd</sup> Edition. Oxford: Oxford University Press.

The Haggard text is available through the University bookstore (for a modest price). In addition to the text, supplemental readings are assigned and posted on Blackboard under the Course Materials tab for each learning module. These additional readings are marked (Bb) in the Course Schedule. Since we will frequently discuss current events, please keep up with local, national, and world news. Here are some news sources you can use:

[www.nytimes.com](http://www.nytimes.com)

[www.washingtonpost.com](http://www.washingtonpost.com)

[www.npr.org](http://www.npr.org)

[www.csmonitor.com](http://www.csmonitor.com)

[www.cfr.org](http://www.cfr.org)

[www.realclearpolitics.com](http://www.realclearpolitics.com)

[www.theatlantic.com](http://www.theatlantic.com)

[www.foreignaffairs.com](http://www.foreignaffairs.com)

[www.economist.com](http://www.economist.com)

[www.ft.com](http://www.ft.com)

## COURSE REQUIREMENTS

Key assessments in the course include the following: Labs (10) (20%); Exam 1 (20%); Exam 2 (20%); Exam 3 (20%); Research Paper (20%).

### **Labs (100 points):**

There are 10 labs in the course, each worth 10 points. These labs are structured in such a way for you to think critically about key terms, concepts, and topics discussed in lecture in a more personal and informal manner. Some labs are group-oriented and have an in-class presentation or discussion component. Other labs require you to complete them outside of class individually. Further instructions and details will be provided in class near the start-date for each lab. **You cannot make up a lab unless you make alternative arrangements with me in advance.**

### **Examinations (300 points):**

There are three exams for each of the three modules in the Course Schedule. Each exam is worth 100 points and consists of three essays, 10 multiple choice, and 20 true/false questions. The exams cover only the material covered in a specific module. The final exam is not cumulative and you may not take the final exam earlier or later than the date it is scheduled. A study guide and review session are provided before each exam.

Please make sure you arrive on time on exam days. Make-up exams are only allowed if you contact me in advance and present proper documentation excusing your absence (vacations are



Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Research Paper	100 points
Total Points	500 points

Final grades are assigned according to the following grading scale:

465 – 500	=	A (93-100)
450 – 464	=	A- (90-92)
435 – 449	=	B+ (87-89)
415 – 434	=	B (83-86)
400 – 414	=	B- (80-82)
385 – 399	=	C+ (77-79)
365 – 384	=	C (73-76)
350 – 364	=	C- (70-72)
300 – 349	=	D (60-70)
0 – 299	=	F (below 60)

Success in the course requires performing well throughout the course of the semester, not just receiving a passing grade on the exams or receiving a satisfactory grade on your research paper. Students are advised to keep graded assignments and copies of submitted work until they receive their final grades in the course. I will entertain any questions or concerns regarding grades within one week of the return of an assignment -- I do not engage in end-of-semester grade bargaining.

## **COURSE POLICIES & REQUIRED STATEMENTS**

### Honors Program Requirement

Honors students enrolled in the class are required to submit an annotated bibliography for 15 course readings. Please come see me during the first week of class to obtain a list of the readings you are responsible for in the Course Schedule. The average length of an entry should be 250 words. For each entry:

- (1) Identify the main argument of the reading;
- (2) Identify the unit of analysis (the who, what, when does this reading apply); and
- (3) Evaluate the argument. Is it well-supported? What data/evidence is included? What is strong (well-supported) and what is weak (not well-supported)? What’s your overall impression of the reading and how does it relate to topics discussed in class?

Each entry should begin with a full citation (since some entries are book chapters, let me know if you cannot find the necessary information needed to create a full citation). Keep in mind that an annotated bibliography is different from an abstract often included at the beginning of a typical journal article. For additional information on annotated bibliographies, please utilize this resource from the Student Success Center: [www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/pdfs/annotated-bibliograph.pdf](http://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/pdfs/annotated-bibliograph.pdf). This assignment is due at two points in the semester; the first submission date is **Wednesday, October 19** (to allow me to check progress and suggest revisions) and the second submission date is **Monday, December 10**. Grading for the honor’s requirement is based on a pass/fail.

### Attendance Policy

Students are expected to attend class regularly and to participate actively in class discussion. If you do not come to class, you cannot participate, and thus frequent absences will affect your performance on key class assessments. You will not be able to make-up labs or exams if you are not in attendance the day they are administered. If you know that you are unable to make class on a given date, please let me know in advance.

### Course Website & Technology

Students are required to access the course website on Blackboard regularly. Lecture outlines, study guides, grades, web links, and other supplemental materials are only made available through this forum. If you do not have a copy of Microsoft Office, you can download a free version at: [www.slu.edu/its/new-to-slu/free-office-365-for-slu](http://www.slu.edu/its/new-to-slu/free-office-365-for-slu). Please let me know if you are having problems accessing or navigating Blackboard or contact ITS if you cannot download an up-to-date version of Microsoft Office.

### Late Policy

Late assignments are accepted but with a letter grade penalty for each day an assignment is late (e.g., two letter grades (20%) are automatically deducted from an assignment if it is due on Monday but turned in on Wednesday). All assignments must be handed in on time unless you provide a University accepted excuse. If you suspect that you might have a problem submitting an assignment on time, please let me know!

### Lectures

This course utilizes a mixture of lectures, in-class discussions, and in-class labs. Typically, I will lecture on a topic first and then use an in-class lab or discussion to allow you to think about important concepts or topics in a more informal and personal manner. Often the best way to learn about a complex topic is to actually discuss the information with your peers or your professor. Simply memorizing information for an exam does not constitute active learning or promote intrinsic motivation.

I expect you to listen attentively, take notes, and ask questions if you do not understand the course material during lecture. I also expect everyone to contribute to class discussions on a regular basis. Avoid coming to class late or leaving class early. If you must do so, please let me know in advance.

Lecture outlines for each class period are available on the course website. I encourage you to print these outlines out in advance for each class. Doing so will enable you to take notes effectively. There are also review questions on each outline, which should prove to be very helpful when studying for the exams.

### Course Reading Material:

In order for the class to function smoothly, students are expected to be familiar with all assigned readings *before the class meeting* for which they are assigned. With this being said, there is no expectation on my part that you will understand the reading material completely. All I expect is that you try to keep up with the assigned readings since the lectures substantially expand on the course reading material. It is important to note that the lectures and the assigned readings complement each other; they are not substitutes. Further, most lectures do not cover the readings beyond our class discussions, which may not do justice to the main arguments, data, or

results/findings in them. Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom.

#### Rules of Behavior:

1.) In order to foster an open learning environment, please behave in a respectful manner toward others. The lectures, course material, and discussions on current events are intentionally structured to encourage debate and I am sure many of you do not share the same opinions or beliefs. Since it is important that everyone feels comfortable participating in class, please do not insult others or their point of view. I reserve the right to remove students from the class who do not abide by this rule.

2.) Please refrain from using laptops, tablets, and/or smart phone devices for non-educational purposes (e.g., games, web-browsing, Facebook, Twitter, texting, etc.) during class (it's pretty obvious if you're doing so). Also, please turn your cell phone either off or on silent before class starts. **Finally, you may not use your cellphone, laptop, or tablet to take pictures or record lectures without my permission.** Failure to abide by these rules may be grounds for removal from class -- as is failing to laugh at my jokes. If cell phones or laptops become a distraction, I reserve the right to prohibit students from bringing them to class. Please send me an email with the subject heading "I accept your electronic policy" to [eric.royer@slu.edu](mailto:eric.royer@slu.edu) after reading this statement.

#### Academic Integrity:

Academic integrity is honest, truth and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website here: <http://www.slu.edu/provost/policies.php>.

Additionally, each SLU college, school and center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the dean/director of the college, school or center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found here: <http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>.

#### Plagiarism and Academic Dishonesty

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include

copying from another student, copying from a book or class notes during a closed book exam, submitting materials authorized by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an *automatic grade of 0 for that assignment* and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a large sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty:  
<http://www.slu.edu/x12657.xml>.

### Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, Room 36; [akratky@slu.edu](mailto:akratky@slu.edu); 314.977.3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources.php>.

### Student Learning & Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, department resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to [www.slu.edu/success](http://www.slu.edu/success)



## Disability Services Academic Accommodations

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314.977.8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

## Writing Services

Please take advantage of the University Writing Services; getting feedback benefits all writers! Trained writing consultants can help with any assignment, multimedia project, or oral presentation. During one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. These services do fill up, so please make an appointment! Also, bring your assignment description, and a few goals, to the consultation. For more information, or to make an appointment, call 314.977.3484 or visit [www.slu.edu/writingservices.xml](http://www.slu.edu/writingservices.xml).

## Course Evaluations

Please do your best to complete the course evaluation at the end of the semester. This evaluation is your opportunity to provide feedback regarding the course content, the professor, and your overall impression of how the material was presented. These evaluations are anonymous, yet extremely valuable. Help me know what you think works and does not work for you in the course (and be completely honest)!

## **COURSE SCHEDULE**

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\*\*\*Tentative and subject to change. Key dates, University holidays, lecture topics, discussion topics, readings, and assignments (e.g., labs) are bolded.

### **Module 1: Introduction & Overview**

Topic 1: Roadmap of the Course & Primer on East Asian Political Economy

8/27

Icebreakers & introduction to course, syllabus, course website

8/29 - 8/31

**Theme:** The Essence of the Miracle

**Discussion:** What is unique about East Asia, and why study the political development of East Asia? What was responsible for the East Asian model, and what effect did development have on individual societies? What were the different “waves” in the development of East Asia? Is there consensus on what promoted East Asia’s impressive growth record? What has East Asia’s growth meant for power disparities in the international system?

**Read:**

- Haggard, “Introduction” (pp. 1-9)
- World Bank, “The East Asian Miracle” pp. 1-26 (Bb)
- Lingle, “Imagining the ‘Asian Century’” (Bb)

- Campos and Root, “East Asia’s Road to High Growth” (Bb)
- Park, “The East Asian Model of Economic Development and Developing Countries” pp. 341-346 (Bb)

**Extra-Credit Acronyms Quiz (10 points)**

9/5

**Lab 1:** Hacking journal articles/scholarly readings & conducting academic searches (10 pts.)

**Discussion:** How do you approach articles/readings? How can you optimize your time & output? How can you manage your reading workload?

Bring the Park article to class!

Topic 2: Doing Comparative Analysis

9/7 - 9/10

**Theme:** What is the comparative method? What is the “most similar” approach and how is different from the “most different” approach? What are the limitations of comparative analysis? Is the LOA framework, a commonly used tool in IR, a useful alternative when trying to make inferences?

**Read:**

- Lijphart, “Comparative Politics & Comparative Method” (Bb)
- Krugman, “The Myth of Asia’s Miracle” (Bb)
- Geddes, “How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics” (Bb)
- Waltz, “Man, the State, and War” (Bb)  
--See Allison article as example of LOA application.

**Lab 2:** Country Comparisons (10 points)

Bring a laptop to class for exercise!

Topic 3: East Asian Political Economy in an Historical Perspective: Colonialism, Japanese Imperialism, & the Cold War

9/12 - 9/14

**Theme:** The origins of the modern political economy of East Asia

**Discussion:** What was the impact of colonialism on the political economy of East Asia? What was the impact of vertical regional economic integration (i.e., “flying-geese model”) through Japanese imperialism on the regional political economy of East Asia? How did the external setting of the Cold War and US hegemony impact the political economy of East Asia?

**Read:**

- Kim, “Colonialism and the Developmental State in East Asia” (pp. 390-395) (Bb)
- Cai, “The Historical Origin of the East Asian Political Economy, 1895 - 1945” (Bb)
- Cai, “The External Setting and Internal Dynamics in the Post-1945 Era” (Bb)

#### Topic 4: Theoretical Perspectives on Development

9/17 - 9/21

**Theme:** Neoliberal vs. Dependency Perspectives, Statist & Developmental State Approaches, & New Institutional Economics

**Discussion:** What are neoclassical perspective (i.e., neoliberalism) and how is it different from the dependency perspective? What are developmental state theory and new institutional economics as theoretical frameworks in the study of political economy? What are the core assumptions of these frameworks? How have each been applied toward East Asian political economy? How does East Asia create complications for the neoclassical and dependency perspectives? Do these frameworks have adequate descriptive, explanatory, and predictive powers?

**Read:**

- Haggard, Ch. 1
- Wallerstein, “Capitalist World Economy” (Bb)
- Radice, “The Developmental State under Global Neoliberalism” (Bb)
- North, “Institutions” (Bb)

#### Topic 5: Development Strategies in Comparison

9/24 - 9/28

**Theme:** Import-Substitution Industrialization (ISI) & Export-Led Growth (ELG)

**Discussion:** What is ISI as a development strategy? What’s the logic behind ISI? What’s the track record of ISI? What is ELG was a development strategy? What’s the logic behind ELG? What is the track record of ELG?

**Read:**

- Haggard, Ch. 2 & Ch. 7
- ODI, “Industrialization in Sub-Saharan Africa”
- Silva, “The Import-Substitution Model: Chile in Comparative Perspective” (Bb)

**Lab 3:** ISI & ELG Country Comparisons (10 points)

Bring a laptop to class!

**Research Paper Prospectus Due (10 points)**

Exam 1 Review

10/1

10/3

**Exam 1 (100 points)**

### Module 2: The East Asian Model: Country Cases, Comparisons, Lessons, & Complications

#### Topic 1: Japan, Inc. Model

10/5 - 10/10

**Theme:** The Japanese Development State

**Discussion:** How did Japan obtain/promote successful economic growth in the post-World War II years? What external and internal factors played into this development model? What were/are the successes and limitations associated with the Japanese model? What caused “Japan, Inc.” to slow down? What are the implications of Japan’s ascendance as an economic

great power? What problems plague the Japanese economy and Japanese society today?

**Read:**

- Johnson, “MITI and the Japanese Miracle: The Growth of International Policy” (Bb)
- Lindsey and Lukas, “Revisiting the “Revisionists”: The Rise and Fall of the Japanese Economic Model” (Bb)
- Pempel, “Revisiting the Japanese Economic Model” (Bb)
- Soble, “Japan’s Economy is Growing, but Don’t Call It a Hot Streak” (Bb link)

**Lab 4:** Japan Worksheet & Concept Map (Group Lab) (10 points)

Topic 2: From Import-Substitution to the Developmental State - South Korea & Taiwan  
10/12 - 10/17

**Theme:** Diffusion of Export-Led Growth (Part 1)

**Discussion:** How did South Korea and Taiwan try to replicate the Japan model? How did the degree and mechanism of state intervention vary due to different national conditions? How did each promote a bank-based financial system and use international trade as the primary means for development? Does the ELG model adequately explain growth as commonly suggested? What were/are the successes and limitations of their respective models? What are current issues associated with their economies and individual societies?

**Read:**

- Haggard, Ch. 3 & Ch. 4
- Choo, “The Tragedy of Partition and the Response” (Bb)
- Rodrik, “Getting Interventions Right: How South Korea and Taiwan Grew Rich” (Bb)

**Lab 5:** South Korea & Taiwan Worksheets & Concept Maps (Group Lab) (10 points)

Topic 3: Transition from Commercial Enrepôts: Singapore & Hong-Kong  
10/19 - 10/24

**Theme:** Diffusion of Export-Led Growth (Part 2)

**Discussion:** What internal/external factors contributed to the growth of Hong Kong and Singapore? Were each endowed with special advantages as a consequence of both being already well positioned for entry into the global marketplace? Were both well-placed by virtue of their colonial experience, which instilled increasing levels of self-governance with respect to rule of law? How were both similar to South Korea and Taiwan? How were they different? What are current issues associated with their economies and individual societies?

**Read:**

- Haggard, Ch. 5
- Lam, “Government Intervention in the Economy: A Comparative Analysis of Singapore and Hong Kong”

**Lab 6:** Singapore & Hong-Kong Worksheets & Concept Maps (Group Lab) (10 points)

Topic 4: China Model(s): Market Socialism

10/26 - 10/31

**Theme:** Passing the Baton to China & One-Party Development State

**Discussion:** What approaches has China adopted to generate economic power and wealth? What are the implications of China's ascendance as an economic power? What problems plague the Chinese economy and Chinese society today? Is the Chinese experience similar to that of the Japanese experience?

**Read:**

- Naughton, "From Transition to Development" (Bb)
- Qian et al., "Federalism, Chinese Style: The Political Basis for Economic Success in China" (Bb)
- Ho, "The Rise of the Bureaucratic Bourgeoisie and Fractional Politics of China" (Bb)
- Bruce-Lockhart, "China's \$900 billion New Silk Road: What You Need to Know" (Bb)

**Win in China (Documentary)**

**Lab 7:** China Worksheet & Concept Map (Group Lab) (10 points)

Topic 5: The East Asian Model: Blueprint for Success?

11/2

**Theme:** The Lessons of the East Asian Model

**Discussion:** Is the East Asian model a blueprint for development? What are the arguments in favor of this position? What are the arguments opposed to this view?

**Read:**

- Leipziger, "Lessons from East Asia" (Bb)
- Agénor et al., "Avoiding Middle-Income Growth Traps" (Bb)
- Fourie, "Africa Looks to Learn from East Asia" (Bb)
- Carly, "Africa's Singapore Dream" (Bb)
- Kulish, "Rwanda Reaches for New Economic Model" (Bb)

11/5

**Exam 2 (100 points)**

**Module 3: Contemporary Issues in East Asian Political Economy**

Topic 1: Regionalism & Economic Integration: An East Asian Union?

11/7 - 11/9

**Theme:** Regionalism and economic integration

**Discussion:** Is economic integration, say something like the European Union, possible in East Asia? Is this even desirable in the East Asian experience? What are the factors that might contribute to further regionalization and integration? What factors are suspect in working against these processes?

**Read:**

- Wang, "Comparative Regionalization: EU Model and East Asia's Practice for Regional Integration" (Bb)
- Pan, "Dilemmas of Regionalism in East Asia" (Bb)
- Acharya, "Asia Is Not One" (Bb)

## Topic 2: East Asia & Globalization

11/12 - 11/14

**Theme:** The debate about globalization & winners, losers, and social/environmental sustainability of globalization in East Asia

**Discussion:** What is globalization, and what role has East Asia played in this process? Who are the winners, and who are the losers in this process both between and within states? What does the future of globalization hold for East Asia?

**Read:**

- Stiglitz, “Globalization & Its Discontents” (Bb)
- Bhagwati, “Anti-Globalization: Why?” (Bb)

**Lab 8:** The People’s Republic of Capitalism (10 points)

## Topic 3: 1997 East Asia Financial Crisis & 2008 Global Financial Crisis in Comparison: Revival of the Neoliberal versus Statist Debate

11/16 - 11/19

**Theme:** East Asian Miracle & financial crisis: A failed model to a blueprint again?

**Discussion:** What was the East Asian financial crisis in the 1990s? What precipitated this event, and how did this event lead some to discredit the “East Asian” model? What was the 2008-09 global financial downturn, and what caused it? How did this most recent economic downturn affect views toward the East Asian model?

**Read:**

- Park, “The East Asian Model of Economic Development and Developing Countries” pp. 330-335 (Bb)
- Krugman, “What Happened to Asia?” (Bb)
- Emmerson, “Americanizing Asia?” (Bb)
- Economist, “The Rise of State Capitalism” (Bb)

**Lab 9:** Asian Financial Crisis (10 points)

**11/19: Research Paper Due (100 points)**

## Wednesday, November 21 & Friday, November 23 – No Class – Thanksgiving Break

## Topic 4: US Pacific Pivot, Trump Retreat, & US-China Competition

11/26 - 11/28

**Theme:** Economic & security competition between the US and China.

**Discussion:** What does the future hold for US-China bilateral relations on economic, political, and security issues? Does a growing China - economically, politically, and militarily - pose a threat to US interests? Should the US constructively engage China or should it counter China in sensitive policy areas? What was the “Pacific Pivot” under the Obama administration? What approach has the Trump administration pursued?

**Read:**

- Gilpin, “War and Change in International Politics” (Bb)
- Clinton, “America’s Pacific Century” (Bb)
- CRR, “The Future of the Asia Pivot Under Trump?” (Bb)

Topic 5: Territorial Disputes & Military Rivalry

11/30 - 12/3

**Theme:** Economic Power & Military Power/Security:  
Considerations in East Asia

**Discussion:** What is the nexus of economics and security in East Asia? What are the major security issues confronting East Asia today? Are security concerns affecting economic cooperation? Will enhanced economic cooperation usher in the relaxation of security competition?

**Read:**

- Cohen, "Finance and Security in East Asia" (Bb)
- Kuok, "Progress in the South China Sea? A Year After the Hague Ruling" (Bb)
- Watkins, "What China Has Been Building in the South China Sea" (Bb)

**A World in Disarray (Documentary)**

Topic 6: Economic Development, Democracy, and Human Rights in East Asia

12/5 - 12/7

**Theme:** Relationship between economic growth/development and democracy and human rights.

**Discussion:** Will economic development usher in democratic reforms and democratic processes? What does the future hold for economic development and human rights? Are both rooted in the Western experience and, thus, inapplicable in the East Asian experience?

**Read:**

- Haggard, Ch. 10

**Lab 10:** Tankman (10 points)

12/10

Course Synthesis & Exam 3 Review

**Read:** Behling, "Helping Students See the Connections"

12/12

**Exam 3 (100 points)**

12pm-1:50pm