

City University of Hong Kong
Course Syllabus

offered by Department of Asian and International Studies
with effect from Semester A 2017/18

Part I Course Overview

Course Title:	The State and Economy in East Asia
Course Code:	AIS5024
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

East Asia (Northeast and Southeast Asia) has long been the fastest growing region in the world economically. Despite intermittent financial crises and the current economic slowdown, nowhere else have so many countries developed so quickly over the last generation. A 2011 UN report calls the region the “growth driver” and “anchor of stability” of the global economy. Debates about how to explain this rapid growth have become less impassioned recently. Even strong advocates of the free market approach (e.g., the World Bank) acknowledge the role of “developmental states” in driving economic expansion. The authoritarian character of the “developmental states” has also received increasing attention recently most periods of high growth occurred under a form of non-democratic “developmentalist” rule. A third issue addressed is the impact of rapid development on political change. Does modernization lead to greater liberalization and eventually stable democracy as optimistic modernization theorists suggest? Or has an “authoritarian route to the modern world” (Barrington Moore) emerged in East Asia, particularly in China?

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	To understand the relationship between the state and economic development in East Asia;		✓	✓	✓
2.	To analyse the relationship between economic development and political change in particular countries in the region;		✓	✓	✓
3.	To apply this theoretical understanding to a country case study.		✓	✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	Lectures, readings, class discussions, position paper	✓	✓	✓				
2	Simulation exercises involving different models of state-led development in East Asia	✓	✓	✓				
3	Panel debates and class discussions	✓	✓	✓				
4	Presentation and position paper	✓	✓	✓				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: <u>100</u> %								
Class participation, including the book report of a theory reading	✓	✓	✓				25%.	
Presentations	✓	✓	✓				25%.	
final research paper	✓	✓	✓				50%	
Examination: Nil % (duration: N/A, if applicable)							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Class participation, including the book report of a theory reading	To demonstrate the activeness of classroom participation and theory applications	Excellent understanding of theories of comparative political economy and late industrialization, as well as ability to apply concepts and to deploy comparative methods introduced in the course. Analysis provided in all assessment activities is of consistently high quality, including discussion.	Good to very good understanding of theories of comparative political economy and late industrialization, as well as ability to apply concepts and to deploy comparative methods introduced in the course. Analysis provided in all assessment activities is of consistently good quality, including discussion.	Partial understanding of theories of comparative political, as well as ability to apply concepts and to use comparative methods. All assessment items are completed, but their quality is weak.	Flawed understanding of theories of comparative political economy. Little ability to apply concepts or to use comparative methods. Attendance is irregular; assessment activities are very low quality.	Failure to demonstrate any understanding of theories of regime change and continuity, or any ability to apply concepts and to use comparative methods. Attendance is irregular; assessment activities are not completed.
Presentations	To assess individual presentation	Excellent understanding of theories of comparative political economy and late industrialization, as	Good to very good understanding of theories of comparative political economy and late industrialization, as	Partial understanding of theories of comparative political, as well as ability to apply concepts and to use	Flawed understanding of theories of comparative political economy. Little ability to apply concepts or	Failure to demonstrate any understanding of theories of regime change and continuity, or any ability to apply concepts and to use comparative methods. Attendance is

		well as ability to apply concepts and to deploy comparative methods introduced in the course. Analysis provided in all assessment activities is of consistently high quality, including discussion.	well as ability to apply concepts and to deploy comparative methods introduced in the course. Analysis provided in all assessment activities is of consistently good quality, including discussion.	comparative methods. All assessment items are completed, but their quality is weak.	to use comparative methods. Attendance is irregular; assessment activities are very low quality.	irregular; assessment activities are not completed.
final research paper	To assess the ability to write a 3,000 words minimum, 5,000 words maximum, citing the required readings and including several additional sources	Excellent understanding of theories of comparative political economy and late industrialization, as well as ability to apply concepts and to deploy comparative methods introduced in the course. Analysis provided in all assessment activities is of consistently high quality, including discussion.	Good to very good understanding of theories of comparative political economy and late industrialization, as well as ability to apply concepts and to deploy comparative methods introduced in the course. Analysis provided in all assessment activities is of consistently good quality, including discussion.	Partial understanding of theories of comparative political, as well as ability to apply concepts and to use comparative methods. All assessment items are completed, but their quality is weak.	Flawed understanding of theories of comparative political economy. Little ability to apply concepts or to use comparative methods. Attendance is irregular; assessment activities are very low quality.	Failure to demonstrate any understanding of theories of regime change and continuity, or any ability to apply concepts and to use comparative methods. Attendance is irregular; assessment activities are not completed.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

economic growth; development; late-industrialization; infant industries; import substitution industrialization; developmental state; industrial policy; business-government relations; authoritarianism; patrimonialist state; liberalization; strategic retreat; economic shocks.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Morley, James W., ed. 1999. *Driven by Growth: Political Change in the Asia-Pacific Region* (Armonk New York: M.E. Sharpe, 2nd edition).

Woo-Cumings, Meredith, ed., *The Developmental State* (Ithaca: Cornell University Press).

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Beeson, Mark. 2007. *Regionalism and Globalization in East Asia: Politics, Security, and Economic Development* (Houndmills: Palgrave Macmillan).

Boyd, Ruichard and Tak-Wing Ngo. 2005. *Asian States: Beyond the Developmental Perspective* (Abingdon Oxon: RoutledgeCurzon).

Dent, Christopher M. 2008. *East Asian Regionalism* (Abingdon Oxon: Routledge).

Deyo, Frederic C., ed. 1987. *The Political Economy of the New Asian Industrialization* (Ithaca: Cornell University Press).

Enright, Michael J., Edith E. Scott, Ka-mun Chang. 2005. *Regional Powerhouse: The Greater Pearl River Delta and the Rise of China* (Singapore: John Wiley and Sons).

Hewison, Kevin and Richard Robison, eds. 2006. *East Asia and the Trials of Neo-Liberalism* (London: Routledge).

Johnson, Chalmers. 1983. *MITI and the Japanese Miracle: Industrial Policy, 1925-1975* (Palo Alto: Stanford University Press).

Kohli, Atul, 2004. *State-Directed Development: Political Power and Industrialization in the Global Periphery* (Cambridge: Cambridge University Press).

Stubbs, Richard. 2009. "Whatever Happened to the Developmental State? The Unfolding Debate," *The Pacific Review*, 22 (No. 1 March) 2009, 1-22.

Suehiro, Akira. 2008. *Catch-Up Industrialization: The Trajectory and Prospects of East Asian Economics* (Honolulu: University of Hawaii Press).

Thompson, Mark R, 2010: "Japan's 'German Path' and Pacific Asia's 'Flying Geese'", *Asian Journal of Social Science*, 38 (2010): 693-711.

Online Resources:

Asia Foundation, <http://asiafoundation.org/>.

Asian Development Bank, <http://www.adb.org/>

Asian Human Rights Commission, <http://www.ahrchk.net/index.php>.

Asia-Pacific Economic Cooperation,
http://www.apec.org/apec/publications/all_publications/human_resources_development.html

International Center for the Study of East Asian Development,
http://www.icsead.or.jp/7pubilcatoin/wp2006_e.html.

International Centre for the Study of East Asian Development,
http://www.icsead.or.jp/7publication/wp2006_e.html

United Nations Economic and Social Commission for Asia and the Pacific, <http://www.unescap.org/>

World Bank, <http://www.worldbank.org/>