

PIA3032: STATE AND ECONOMY IN ASIA

Effective Term

Semester A 2023/24

Part I Course Overview

Course Title

State and Economy in Asia

Subject Code

PIA - Public and International Affairs

Course Number

3032

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

AIS3032 State and Economy in Asia

Exclusive Courses

Nil

Part II Course Details

Abstract

This is a challenging survey course of the comparative political economy of East Asia (Northeast and Southeast Asia) which will provide diligent students with comprehensive knowledge of the region and major theories employed to explain

economic development and political change. Attention is focused on relations between the state, society and the economy in national settings rather than on cross-national forces around the world that are studied in courses on globalisation. The East Asian region as a whole and the influence of one state's development on another are considered. It thus places economic development and political trajectories in a larger regional and historical context. Statist interventions in national economies have produced some of the world's fastest rates of economic growth under authoritarian developmentalist regimes. But the regimes in the region have faced a dilemma, as rapid modernization, economic crises and/or corruption have often threatened their hold on power. They have thus balanced efforts to upgrade economically with the maintenance of political control.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain common patterns and differences in statist intervention in East Asia to promote rapid development and industrial upgrading	25	x	x	x
2	Explore the role of authoritarian developmentalism in the process of industrialisation and development in the region	25	x	x	x
3	Understand the reasons for the success of some countries in the region in achieving high levels of modernisation and the failure of others to achieve this goal	25	x	x	x
4	Assess the political implications of economic development, in particular related to possibilities of democratisation or further autocratisation	25	x	x	x

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 real-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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Participation in class discussion	Attendance and participation in general class discussion	1, 2, 3, 4
2	Discussion group	Participation in assigned discussion group of additional readings	1, 2, 3, 4
3	Short quiz	60 minute quiz in week 5 covering initial lectures, class discussions and required readings	1, 2, 3, 4

4	Final quiz	120 minute quiz in week 13 covering all lectures, class discussions, and required readings	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Class participation	1, 2, 3, 4	10	Each week's lecture and required reading will be discussed, with students graded on the quality of their participation.
2	Discussion group	1, 2, 3, 4	15	Each student will be assigned a discussion group with additional readings and will contribute to the group report.
3	Short quiz	1, 2, 3, 4	25	Week 5 quiz (60 minutes in-class) covers lectures, required readings, and class discussion of weeks 1-4
4	Final quiz	1, 2, 3, 4	50	Week 13 final quiz (120 minutes in-class) covers lectures, required readings, and class discussion of weeks 1-12

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Class participation

Criterion

Regular attendance and informed participation in class/class etiquette

Excellent (A+, A, A-)

Regular attendance and excellent participation

Good (B+, B, B-)

Regular attendance and good participation

Fair (C+, C, C-)

Regular to frequent attendance and fair participation

Marginal (D)

Irregular attendance and marginal participation

Failure (F)

Limited attendance and no significant participation

Assessment Task

Discussion group

Criterion

Assessment will be based on capacity to persuade, demonstrate critical thinking, and show detailed knowledge of additional readings assigned to the discussion group through contributions to the group report.

Excellent (A+, A, A-)

Demonstrates strong knowledge of the additional readings as well as a high level of conceptual thinking and originality in contributions to the discussion group report.

Good (B+, B, B-)

Demonstrates reasonably strong knowledge of the additional readings as well as a good level of conceptual thinking and originality in contributions to the discussion group report.

Fair (C+, C, C-)

Demonstrates fair knowledge of the additional readings as well as a fair level of conceptual thinking and originality in contributions to the discussion group report.

Marginal (D)

Demonstrates marginal knowledge of the additional readings as well as little indication of conceptual thinking and originality in contributions to the group report.

Failure (F)

Does not take active part in the group discussion, shows little to no knowledge of the additional readings as well as no indication of conceptual thinking and originality in contributions to the group report.

Assessment Task

Short quiz

Criterion

Assessment will be based on capacity to master all of the topics covered in the first four weeks of class, including the lectures and required reading as well as evidence of critical thinking and extensive knowledge base.

Excellent (A+, A, A-)

Excellent knowledge of the topics covered in lectures; strong ability to integrate required reading materials into responses; strong evidence of critical thinking and extensive knowledge base

Good (B+, B, B-)

Good knowledge of the topics covered in lecture; good ability to integrate required reading materials into responses; reasonably strong evidence of critical thinking and knowledge base

Fair (C+, C, C-)

Fair knowledge of the topics covered in lecture; some ability to integrate required reading materials into responses; some evidence of critical thinking and extensive knowledge base

Marginal (D)

Very limited knowledge of the topics covered in lecture; limited ability to integrate required reading materials into responses; limited evidence of critical thinking and extensive knowledge base.

Failure (F)

Little to no knowledge of topics covered in the lecture; limited ability to integrated required readings materials into responses; limited evidence of critical thinking and extensive knowledge base.

Assessment Task

Final quiz

Criterion

Assessment will be based on capacity to master all of the the topics covered in class, including the lectures and required reading as well a evidence of critical thinking and extensive knowledge base.

Excellent (A+, A, A-)

Excellent knowledge of the topics covered in lecture; ability to integrate required reading materials into responses; strong evidence of critical thinking and extensive knowledge base

Good (B+, B, B-)

Good knowledge of the topics covered in the lectures and required readings, some evidence of critical thinking and good knowledge base

Fair (C+, C, C-)

Adequate knowledge of the topics covered in the lectures and required readings, some evidence of critical thinking and knowledge base

Marginal (D)

Limited knowledge of the topics covered in the lectures and required readings. Little or no evidence of critical thinking and marginal knowledge base

Failure (F)

Little or no knowledge of the topics covered in the lectures and required readings. No evidence of critical thinking and poor knowledge base

Part III Other Information**Keyword Syllabus**

Economic development; developmental state; authoritarian ‘developmentalism’ , state-led capitalism; industrial policy; pilot agency; patrimonialism; financial crisis; modernisation; democratisation; autocracy

Reading List**Compulsory Readings**

	Title
1	Zhiqun Zhu, ed. (2009) Understanding East Asia's economic ‘miracles’ , Ann Arbor, Mich.: Association for Asian Studies.
2	Morley, James W., 1999, Driven by Growth: Political Change in the Asia-Pacific Region (2nd Ed), Armonk New York: M.E. Sharpe.
3	Suehiro, Akira. 2008. Catch-Up Industrialization: The Trajectory and Prospects of East Asian Economics (Honolulu: University of Hawaii Press),.

4	Mark R. Thompson. 2019. <i>Authoritarian Modernism in East Asia</i> , Routledge.
5	Meredith Woo Cumings, ed. 1999. <i>The Developmental State</i> . Ithaca: Cornell University Press, 1999.
6	Stephan Haggard. 2018. <i>Developmental States</i> . Cambridge: Cambridge University Press.
7	Dajin Peng. 2000. 'The Changing Nature of East Asia as an Economic Region.' <i>Pacific Affairs</i> , 73, no. 2, 171–191.
8	Mireya Solis 2020. 'China, Japan, and the Art of Economic Statecraft' . Brookings, (February), 1-14.
9	Walter Hatch & Kozo Yamamura. 1996. <i>Asia in Japan's Embrace: Building a Regional Production Alliance</i> . Cambridge University Press.
10	Chua Beng Huat, 2017. <i>Liberalism Disavowed: Communitarianism and State Capitalism in Singapore</i> , NUS Press
11	Morgenbesser, Lee. 2019. Cambodia's Transition to Hegemonic Authoritarianism, <i>Journal of Democracy</i> , Volume 30, Number 1, January 2019, pp. 158-171.
12	Marco Bünte. (2021). Ruling but not Governing: Tutelary Regimes and the Case of Myanmar. <i>Government and Opposition</i> , 1-17.
13	Byman, Daniel, and Jennifer Lind. "Pyongyang's survival strategy: tools of authoritarian control in North Korea." <i>International Security</i> 35, no. 1 (2010): 44-74.
14	Cho S., 2020, 'Why North Korea Could Not Implement the Chinese Style Reform and Opening? The Internal Contradiction Between Economic Reform and Political Stability.' <i>Journal of Asian Security and International Affairs</i> . 7(3): 305-324.
15	Hu A., Yan Y., Tang X., Liu S., 2021. <i>2050 China. Understanding Xi Jinping's Governance</i> . Springer, Singapore.
16	Nahm, Jonas, and Edward S. Steinfeld. "Scale-up Nation: China's Specialization in Innovative Manufacturing." <i>World Development</i> 54 (2014): 288-300.
17	Baogang Guo (2020): A Partocracy with Chinese Characteristics: Governance System Reform under Xi Jinping, <i>Journal of Contemporary China</i> , 29:126, 809-823.
18	Barry Naughton. 1995. <i>Growing Out of the Plan: Chinese Economic Reform 1978-1993</i> . Cambridge University Press.
19	Richard Stubbs (2009) What ever happened to the East Asian Developmental State? The unfolding debate, <i>The Pacific Review</i> , 22:1, 1-22: https://www.tandfonline.com/doi/pdf/10.1080/09512740802650971?casa_token=mKdNet3uABYAAAAA:aeFUy7Iz9rt2suqb32aTnSUhW23-dcVkxiTnf1II3h8NVyhMKfHPj6jDj4jrcaXoRXTkomVJUbh1kg
20	Robert Wade (2018). <i>The Developmental State: Dead or Alive?</i> <i>Development and Change</i> 49(2): 518–546.
21	Carroll, T. and Jarvis, D.S. eds., <i>Asia after the Developmental State: Disembedding Autonomy</i> . Cambridge University Press.
22	Somchai Jitsuchon. 2013, <i>Thailand in a Middle-income Trap</i> , <i>TDRI Quarterly Review</i> , 27(2), 13-20
23	Ferrara, Federico, 2015, <i>The Political Development of Modern Thailand</i> , Cambridge University Press, chp. 7, 220-265.
24	David Shambaugh, 2016, <i>Contemplating China's Future</i> , <i>The Washington Quarterly</i> , 39:3, 121-130.
25	Douglas B. Fuller. 2016. <i>Paper Tigers, Hidden Dragons: Firms and the Political Economy of China's Technological Development</i> . Oxford University Press.
26	Thompson, Mark R. 1996. Late industrialisers, late democratisers: Developmental states in the Asia-Pacific, <i>Third World Quarterly</i> , 17:4, 625-648, https://doi.org/10.1080/01436599615290
27	Hellmann, Olli, 2017. "High capacity, low resilience: The 'developmental' state and military-bureaucratic authoritarianism in South Korea," <i>International Political Science Review</i> Vol. 39(1) 67–82: https://journals.sagepub.com/doi/pdf/10.1177/0192512117692643
28	Huff, Gregg. 1995. The developmental state, government, and Singapore's economic development since 1960, <i>World Development</i> , 23, no 8 (August): 1421-1438.
29	Pereira, Alexius A. 2008. Whither the Developmental State? Explaining Singapore's Continued Developmentalism, <i>Third World Quarterly</i> , 29, 6, pp. 1189-1203.

30	Thompson, Mark R. (2020 forthcoming). Duterte’ s Violent Populism: Mass Murder, Political Legitimacy and the ‘Death of Development’ in the Philippines,” <i>Journal of Contemporary Asia</i> : https://www.academia.edu/43306547/Dutertes_Violent_Populism_Mass_Murder_Political_Legitimacy_and_the_Death_of_Development_in_the_Philippines
31	Somboon Siriprachai. 2013. <i>Industrialization with a Weak State: Thailand’ s Development in Historical Perspective</i> . Singapore: NUS Press, pp. 1-21
32	Slater, Dan (2013), “Democratic Careening,” <i>World Politics</i> , Volume 65 / Issue 04 / October 2013, pp 729 – 763
33	Doner, Rick. 2014. “Political economy of Thai political pathologies,” <i>New Mandala</i> , 6 July: https://www.newmandala.org/political-economy-of-thai-political-pathologies/
34	Phil Deans, (2004), “Chapter 8, ‘The People’ s Republic of China: The Post-Socialist Developmental States’ , pp. 117-132 in Linda Low, ed., <i>Developmental States: Relevancy, Redundancy or Reconfiguration</i> New York: Nova.
35	Bolesta, Andrzej. 2015. <i>China and Post-Socialist Development</i> , Bristol University Press.
36	Heilmann, Sebastian. 2008. “From Local Experiments to National Policy: The Origins of China's Distinctive Policy Process,” <i>The China Journal</i> , No. 59 (Jan. 2008): 1-30: https://www.jstor.org/stable/20066378?seq=1#metadata_info_tab_contents
37	Heilmann, Sebastian and Elizabeth Perry. 2011. <i>Embracing uncertainty: Guerrilla policy style and adaptive governance in China</i> : https://pdfs.semanticscholar.org/7be0/b691e0c7db2733f6eaa01ace9b1d6166063e.pdf?_ga=2.209171794.1970823734.1595563463-1643131917.1587390000
38	Knight, John B. 2014. “China as a Developmental State,” <i>The World Economy</i> , Vol. 37, Issue 10, pp. 1335-1347.
39	Breslin, Shaun G. 1996. “China: Developmental State or Dysfunctional Development?” <i>Third World Quarterly</i> , Vol. 17, No. 4, pp. 689-706: https://www.jstor.org/stable/pdf/3993280.pdf?casa_token=OGg5jd-DzUIAAAAA:60CMK9SneDBYNw7wKE0K7tj6ouVzbxAFnkRGJWwSb3AOwslBhn4ixtyq6iWHbkYmWfXUS70U7x3jNIPsXguDnSN5SlkIRTyxyXSlsJeeUodyF
40	Zengke He. 2000. <i>Corruption and anti-corruption reform in China</i> , <i>Communist and Post Communist Studies</i> , 33: http://www.cuhk.edu.hk/gpa/wang_files/Corruption.pdf
41	Daniel Bell (2015) <i>Why China’ s Leaders See Corruption as a Mortal Threat</i> Feb 24
42	London, Jonathan. 2009. <i>Viet Nam and the Making of Market-Leninism</i> , <i>The Pacific Review</i> , 22:3, 375-399: https://www.tandfonline.com/doi/pdf/10.1080/09512740903068404?casa_token=UTuZXqBpdg8AAAAA:yzSA5k9wj3JAApfz3VomC1dfNRi1-kvfinRtBlZ_QZbSGCZfrCRq-wfXk43N36vZQxH40GU9yk9aBw
43	Vasavakul, T. 2019. <i>Vietnam: A Pathway from State Socialism (Elements in Politics and Society in Southeast Asia)</i> . Cambridge: Cambridge University Press
44	Daniel C. Lynch. 2019. <i>Is China’ s rise now stalling?</i> , <i>The Pacific Review</i> , 32:3, 446-474: https://www.tandfonline.com/doi/pdf/10.1080/09512748.2018.1491884?casa_token=npv4K3knqJQAAAAA:mLs-eZBwrKifUbGP17wKK1uIPCKR4IStclMSm7vAK177i0UQoKPJNR5prCKwbxSYffvIRUNmS1gxPg
45	Ortmann, S. and Thompson, M. 2020. <i>China's ‘Singapore Model’ and Authoritarian Learning</i> . London: Routledge, introduction and chp. 1
46	Thompson, Mark. 2019. “How Deng and his Heirs Misunderstood Singapore,” <i>New Mandala</i> (Feb. 1): https://www.newmandala.org/how-deng-and-his-heirs-misunderstood-singapore/
47	Ortmann, S. and Thompson, M. 2020. <i>China's ‘Singapore Model’ and Authoritarian Learning</i> . London: Routledge, chp. 2 and conclusion.

Additional Readings

Title	
1	Nil