

PIA3032: STATE AND ECONOMY IN ASIA

Effective Term

Semester A 2025/26

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	Explain 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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Participation in general class discussions	Attendance and participation in general class discussions	1, 2, 3, 4	
2	Student presentations and group discussion	Student presentations and group discussion of an assigned topic with additional required readings	1, 2, 3, 4	

3	Final quiz	120 minute quiz in final week 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 ("- " for nil entry)	Allow Use of GenAI?
1	Class participation	1, 2, 3, 4	10	Students will be asked to do short required readings every week about which questions may be asked on the quizzes and which will be discussed in class. Students are strongly urged to take part in class discussions to earn participation points.	Yes
2	Student presentations and group discussion	1, 2, 3, 4	40	Every student will be assigned to a discussion group with a country-based topic during the semester with additional required readings about which they will make a short presentation and contribute to the group discussion	No
3	Final quiz	1, 2, 3, 4	50	There will be a final quiz (120 minutes in-class) in the last week of the course which covers lectures, required readings, and class discussions.	No

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

Student presentations and group discussion

Criterion

Assessment will be based on capacity to persuade, demonstrate critical thinking, and show detailed knowledge of the assigned topic with additional required readings through the individual short presentations and contributions to the group discussion.

Excellent (A+, A, A-)

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

Good (B+, B, B-)

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

Fair (C+, C, C-)

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

Marginal (D)

Demonstrates marginal knowledge of the additional readings as well as limited indication of conceptual thinking and originality in the individual presentation and contributions to the group discussion.

Failure (F)

Demonstrates little or no knowledge of the additional readings as well as little or no indication of conceptual thinking and originality in the individual presentation and contributions to the group discussion.

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. Authoritarian Modernism in East Asia, Routledge.
5	Meredith Woo Cumings, ed. 1999. The Developmental State. Ithaca: Cornell University Press, 1999.
6	Stephan Haggard. 2018. Developmental States. Cambridge: Cambridge University Press.
7	Dajin Peng. 2000. ‘The Changing Nature of East Asia as an Economic Region.’ Pacific Affairs, 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. Asia in Japan's Embrace: Building a Regional Production Alliance. Cambridge University Press.
10	Chua Beng Huat, 2017. Liberalism Disavowed: Communitarianism and State Capitalism in Singapore, NUS Press
11	Marco Bünte. (2021). Ruling but not Governing: Tutelary Regimes and the Case of Myanmar. Government and Opposition, 1-17.

12	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.
13	Hu A., Yan Y., Tang X., Liu S., 2021. 2050 China. Understanding Xi Jinping' s Governance. Springer, Singapore.
14	Nahm, Jonas, and Edward S. Steinfeld. "Scale-up Nation: China' s Specialization in Innovative Manufacturing." <i>World Development</i> 54 (2014): 288-300.
15	Baogang Guo (2020): A Partocracy with Chinese Characteristics: Governance System Reform under Xi Jinping, <i>Journal of Contemporary China</i> , 29:126, 809-823.
16	Barry Naughton. 1995. <i>Growing Out of the Plan: Chinese Economic Reform 1978-1993</i> . Cambridge University Press.
17	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-dcVxkiTnf1II3h8NVyhMKfHPj6jDj4jrcaXoRXTkomVJUbh1kg
18	Robert Wade (2018). <i>The Developmental State: Dead or Alive?</i> <i>Development and Change</i> 49(2): 518–546.
19	Carroll, T. and Jarvis, D.S. eds., <i>Asia after the Developmental State: Disembedding Autonomy</i> . Cambridge University Press.
20	Somchai Jitsuchon. 2013, <i>Thailand in a Middle-income Trap</i> , <i>TDRI Quarterly Review</i> , 27(2), 13-20
21	David Shambaugh, 2016, <i>Contemplating China's Future</i> , <i>The Washington Quarterly</i> , 39:3, 121-130.
22	Douglas B. Fuller. 2016. <i>Paper Tigers, Hidden Dragons: Firms and the Political Economy of China's Technological Development</i> . Oxford University Press.
23	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
24	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
25	Pereira, Alexius A. 2008. Whither the Developmental State? Explaining Singapore' s Continued Developmentalism, <i>Third World Quarterly</i> , 29, 6, pp. 1189-1203.
26	Thompson, Mark R. (2020). 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
27	Somboon Siriprachai. 2013. <i>Industrialization with a Weak State: Thailand' s Development in Historical Perspective</i> . Singapore: NUS Press, pp. 1-21
28	Slater, Dan (2013), "Democratic Careening," <i>World Politics</i> , Volume 65 / Issue 04 / October 2013, pp 729 – 763
29	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/
30	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.
31	Bolesta, Andrzej. 2015. <i>China and Post-Socialist Development</i> , Bristol University Press.
32	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
33	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
34	Knight, John B. 2014. "China as a Developmental State," <i>The World Economy</i> , Vol. 37, Issue 10, pp. 1335-1347.
35	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:60CMK9Sn-eDBYNw7wKE0K7tj6ouVzbxAFnkRGJWwSb3AOwslBhn4ixtyq6iWHbkYmWfXUS70U7x3jNIPXguDnSN5SlkIRTyxyXSlsJeeUodyF

36	Daniel Bell (2015) Why China' s Leaders See Corruption as a Mortal ThreatFeb 24
37	London, Jonathan. 2009. Viet Nam and the Making of Market-Leninism, The Pacific Review, 22:3, 375-399: https://www.tandfonline.com/doi/pdf/10.1080/09512740903068404?casa_token=UTuZXqBpdg8AAAAA:yzSA5k9wj3JAApfz3VomC1dfNRi1-kvfinRtBlZ_QZbSGCZfrCRq-wfXk43N36vZQxH40GU9yk9aBw
38	Vasavakul, T. 2019. Vietnam: A Pathway from State Socialism (Elements in Politics and Society in Southeast Asia). Cambridge: Cambridge University Press
39	Daniel C. Lynch. 2019. Is China' s rise now stalling?, The Pacific Review, 32:3, 446-474: https://www.tandfonline.com/doi/pdf/10.1080/09512748.2018.1491884?casa_token=npv4K3knqJQAAAAA:mLs-eZBwrKifUbGP17wKK1uIPCKR4IStclMSm7vAK177i0UQoKPJNR5prCKwbxSYffvIRUNmS1gxPg
40	Ortmann, S. and Thompson, M. 2020. China's 'Singapore Model' and Authoritarian Learning. London: Routledge, introduction and chp. 1
41	Thompson, Mark. 2019. "How Deng and his Heirs Misunderstood Singapore," New Mandala (Feb. 1): https://www.newmandala.org/how-deng-and-his-heirs-misunderstood-singapore/
42	Ortmann, S. and Thompson, M. 2020. China's 'Singapore Model' and Authoritarian Learning. London: Routledge, chp. 2 and conclusion.
43	Li, Yin. 2023. China' s Drive for the Technology Frontier Indigenous Innovation in the High-Tech Industry. London: Routledge

Additional Readings

Title	
1	Nil