

DEPAUL UNIVERSITY
PSC 343 / AAS 342
Asian Political Economy
Former title: International Political Economy of the Pacific Rim
ONLINE VERSION
Summer I 2015

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Course Description

What does the rise of China mean for your future? Why is Japan's multibillion dollar online gaming market the biggest in the world? What makes Singapore and Vietnam investment hot spots?

Political Science 343: Asian Political Economy (formerly International Political Economy of the Pacific Rim) provides a cutting-edge tour of the cultures, politics and business/economics in the Pacific Rim and explores why we are at the cusp of the "Pacific Century."

This online version has been designed through special online course training via [DePaul Online Teaching Series](#) (DOTS) and with the support of [Faculty Instructional Technology Services](#) (FITS) consultants. We look forward to and appreciate your feedback on this online course as we work to provide you with an interactive, fun and informative learning environment, supporting your career and life goals. Please take a moment to complete the pre-course survey in this regard.

Starting with a review of the geopolitics, culture and history behind the "East Asian (economic development) Miracle" students have the opportunity to enhance their cultural, political and economic expertise in the region that has become the world's engine of business and investment growth and innovation.

As an advanced (300 level) undergraduate course, it is assumed that students have basic background knowledge about Asian countries and political and economic systems. For in-depth exposure to the colonial, political and economic histories of a number of Asian countries, PSC 253 Asian Politics, is an excellent companion course (offered in Autumn 2015).

We will review the core theories, actors and current and historical events in the study of the international political economy of the Pacific Rim. Readings provide a variety of perspectives on issues involving development, competition in high technology industries, finance, and Asian regionalism – in global context.

The readings complement course discussions and supplemental materials including Power Point

Presentations (PPTs). Students will be encouraged to incorporate what they learn in class readings into discussion/debate sessions based on actual events and current news about the Pacific Rim.

Learning Outcomes

Upon successful completion of this course, students will:

- Obtain content expertise at an advanced undergraduate level on the relationship between business, politics, culture and international relations in the Pacific Rim, with a particular focus on East and Southeast Asian countries.
- Understand the historical origins (e.g. colonial past) and theoretical explanations (e.g. developmental state, techno-nationalism) of competition and cooperation in Asia in global context.
- Learn about key trends in high technology industry in the context of key innovation economies in Asia, including China, India, Japan and Singapore.
- Develop skills in analytical thinking (identifying, critiquing and designing causal models), writing and presentation.
- Acquire practice in using online research and presentation resources and technologies.

Readings

Since this is an online course (not on campus), students should purchase the two required books directly from the publishers, or via online discount services of their choosing.

Students should order their books immediately, to avoid falling behind schedule and missing deadlines.

- ✓ Other required readings (book excerpts and reports) are available online via the [University Library Course Reserves](#) (the Reserve password is “psc349”) and/or downloadable via D2L.

Required:

Books

Anthony P. D’Costa, ed. *Globalization and economic nationalism in Asia*. Oxford University Press, 2012. (all chapters) Note: order this book online via a trusted online bookseller as soon as possible so that it will arrive in time for you to use it for the course. Here is a [Google Book preview of excerpts](#) from the book.

Zhiquin Zhu, Understanding East Asia's economic miracles, Key issues of Asian Studies, No. 3, AAS resources for teaching about Asia, booklet available for purchase from www.asian-studies.org. (all chapters)

Excerpts of Books (one or more chapters)

Kevin Cai, *The political economy of East Asia: regional and national dimensions*. Palgrave Macmillan, 2008. (chapter 1)

Kathryn Iбата-Arens, *Innovation and Entrepreneurship in Japan: Politics, Organizations and High Technology Firms*, Cambridge University Press, Hardcover (2005), Softcover and e-copy (2010) (chapter 1).

Richard R. Nelson and Nathan Rosenberg, eds. *National innovation systems: a comparative analysis*, Oxford University Press, 1993. (chapter 1 Technical innovation and national systems)

Vera Simone, *The Asian Pacific*, Allyn & Bacon/Longman 2000. (chapter 1)

Chalmers Johnson, *MITI and the Japanese Miracle*, Stanford University Press, 1983. (chapter 1)

Articles and reports

William Krist, Negotiations for a Trans-Pacific Partnership Agreement, edited with and introduction by Kent Hughes, Wilson Center. PDF copy available from www.wilsoncenter.org.

Siow Yue Chia, Trade and Investment Policies and Regional Economic Integration in East Asia (April 5, 2010). ADBI Working Paper No. 210. Available at SSRN: <http://ssrn.com/abstract=1585674> or <http://dx.doi.org/10.2139/ssrn.1585674>.

Online media and other content

Course introduction video ("Welcome to our course" Iбата-Arens)

Maps of Asia

Color-coded maps of exports / industrial sectors: China, Japan, India, Singapore

[CIA World Fact Book reports](#): China, Japan, India

[Research Methods Knowledge Base](#) online textbook (reference for designing and creating causal models)

Fareed Zakaria "Rise of the Rest"

What is my "world view"?

<http://www.politicalcompass.org/index>

Commanding Heights (excerpts on the Asian Financial Crisis)

[Economist Intelligence Unit Big Mac Index](#)

Various Power Point Presentations (PPTs)

Additional content provided by students (e.g. current news items for discussion and debate)

Recommended

Jeffrey William Henderson, *East Asian transformation: on the political economy of dynamism, governance and crisis*. Taylor & Francis, 2011.

Clyde Prestowitz, *Three billion new capitalists: the great shift of wealth and power to the east*, Basic Books, 2005.

Requirements

Students will be evaluated based on quizzes, online discussion contributions, short essays and research-based formal presentation. Grading is as follows:

Quizzes	15%
Participation	30%
Short essays	30%
Formal Presentation and Paper	25%

Participation includes but is not limited to quizzes, participation in online debate/discussions, research assignments and projects.

A large part of the Participation grade is determined by the level of professionalism in feedback to other students' work and in email communications with professor. "Professionalism" refers to how we create an environment of mutual respect in our (virtual) classroom (additional details outlined below under "professionalism in email correspondence").

Research projects will culminate individual and all participant based presentations in the 9th and 10th Modules.

Note: Due to the time-based, interactive online structure, there will be no make-ups for quizzes and activities.

Writing Skills (in short essays, discussion posting and research projects)

A core component of political science courses is analytical writing (identifying and creating persuasive, evidence-based causal arguments). Several writing rubrics are included on D2L for your reference in this regard.

Students are encouraged to utilize (included in the cost of your tuition!) the services of the Writing Center for ongoing feedback on their writing.

Time Management

In a typical 10 week (quarter long, one module per week) course, students are expected to spend about 15 hours per week outside of the three hour class meeting time = 18 hours per week on each 4 credit hour class.

This translates into an average of more than 3 hours each day, 6 days a week in order for you to keep up with the schedule of readings, activities and assessments (including analytical writing and discussion submissions), keep pace with your peers and ultimately perform well in this course.

It is your responsibility to manage your time effectively for the requirements of this course. This means sometimes that you must “compartmentalize” your life and not let personal issues interfere with your academic performance. If personal issues (work, family illness, and so forth) become overwhelming, you should seek the advice and counsel of experts in this area. For example, students in this regard are encouraged to contact the University Counseling Service (773-325-7779), which provides a variety of supports and programs for students experiencing difficulties. If you are struggling with aspects of the materials presented in this course, you should of course consult the Professor during virtual or optional in-person office hours.

Requirements are subject to change at any time. It is your responsibility to keep abreast of adjustments to the syllabus and other items.

Submission of work to D2L

Submissions are due at 11:59 p.m. on the date indicated. Questions regarding assignments are welcome and can be accepted up to 24 hours prior to the deadline (e.g. 11:59 p.m. the day before the due date). The professor will make every effort to respond to requests in a timely fashion, as well as provide individualized feedback to each student on their work.

Due to inevitable glitches in communication between your computer’s operating system, loss of WiFi, default browser and other technology issues, students should test their submissions in draft format at least 24 hours prior to the due date/time.

Any technology questions or problems are handled by the [Help Desk](#), accessible via telephone or through your [Campus Connection](#). Help Desk contact information: **312-362-8765** or extension **28765** tsc@depaul.edu. The professor is unable to respond (literally, I am embarrassed to admit!) to technology related questions.

Due to the aforementioned class schedule, extensions on submission deadlines due to technology or other reasons are prohibited.

Note on use of mobile devices: D2L is not designed for use on mobile devices. Students should avoid using D2L on their mobiles due to potential loss of data.

Posting contributions and feedback to Discussions on D2L

We have a “1 plus 2” minimum rule. This means that for each discussion (each of which are graded) each student must post at least one contribution per discussion prompt, usually about 150 words, and also comment on at least 2 other student’s contributions. For some activities and assessments, students will comment on all other students’ contributions.

Participation in discussions is a key component of maintaining a dynamic, informative conversation about the issues in this course. Consequently, it is worth 30% of your grade.

Communications with classmates and professor

Emails are the most effective way to communicate with classmates and the professor. Other options include Google chat or other online collaborative spaces.

Every effort will be made by the professor to respond to student emails. However, business travel and family commitments often interfere in the evenings and weekends. If you have not had a response in 48 hours (72 over the weekends) this means the email wasn't received. Please try re-sending via the D2L email function (which is behind DePaul's SPAM and other email filters/firewalls).

Professionalism in Email Correspondence

Emails - in addition to online discussions - are a key way to correspond with your professor. Here are some "rules of the road" to assure mutually respectful correspondence - in addition to being excellent practice for when you are in the "real world" of communicating with co-workers and professional colleagues.

1. Your course professor should be addressed as Dr. Ibata-Arens or Professor Ibata-Arens.
2. Emails must have clear subject header linked to contents of email (emails missing subject headers will not be opened due to virus concerns).
3. Emails should have salutation (Professor...), just like professional business correspondence.
4. Emails to professors are not like texts to your friends. Use complete sentences, proper spelling, grammar and punctuation.
5. Be polite. Sometimes the technology doesn't work (in which case you should contact the Help Desk) and miscommunications occur: frustration is a normal response. As my grandmother used to say: "you get more with honey than you can with vinegar."
6. Professionalism is an important skill in the working world for which we are trying to prepare you. *Emails will be graded as part of your participation grade.* Quality matters, not quantity. No need to send an email if you don't have a specific query.

Academic Integrity

Any student who is guilty of dishonesty in academic work may be suspended or excluded from the University. It is expected that all materials submitted as part of any class exercise be the actual work of the student whose name appears on the material. It is the responsibility of the faculty to review all cases of academic dishonesty. See the Student Code for guidelines for Student Conduct. A variety of investigative methods will be utilized to identify plagiarism.

Schedule

Students are expected to have completed all readings assigned prior to the Module/day they are listed in the syllabus and be prepared to participate in class discussions on the readings.

Module 1

Course Introduction and geopolitics of the Pacific Rim

Welcome!

Reading:

CIA World Fact Book country data on China, India, Japan, Singapore
(basic data on Asian countries: economic composition, political systems)

Vera Simone, *The Asian Pacific*, Allyn & Bacon/Longman 2000. (chapter 1)
Overview of economics and politics of Asian countries in terms of theories of development
(liberalism, developmentalism, dependency)

Activities:

- Respond to pre-course online learning survey
- Watch Introduction video
- View Ibata-Arens “Who I am in 5 Images”
- Create your introduction: “Who I am in 5 images”
 - Images Due (upload link to your Prezi) Thursday 11:59 p.m.
- Practice Geography of Asia self-assessment map
- Review PPT slide presentation on causal models
- Review online resource for [Research Methods Knowledge Base](#) online textbook (reference for designing and creating causal models)
- Review the Discussion, Essay and Paper Guidelines and Grading Rubrics documents prior to submitting any work on D2L
- Test your skills with mapping exercise (tutorials and games to identify geography, topography and other characteristics of Asian countries) (optional)
http://www.sheppardsoftware.com/Asian_Geography_Mac.htm
(if link doesn't go to Asia games, select “Asia” tab from orange bar of regions of the world at top of page)
- Review the Ring of Fire overview (PPT)

Assessment:

- ✓ Complete introduction video quiz by **Thursday 6/18**
- ✓ Complete syllabus quiz by **Thursday 6/18**
- ✓ Submit “Who I am in 5 Images” by **Friday 6/19**
- ✓ Complete map (country identification) quiz by **Friday 6/19**
- ✓ Short essay #1: Submit brief causal model (100 words) of your own design/creation to the Drop Box explaining the reasons why the industrial composition of Northeast Asian countries is more advanced/higher value than South and Southeast Asian (hint: reference the Causal model PPT sample models, Simone theories of development and Observatory data). Conclude your essay by

selecting one country as an example, and proposing the single most important thing that country could change about its political or economic system to improve its competitiveness. Remember to cite readings and other course materials. Due **Sunday 6/19**.

- ✓ Comment on two other students' "Who I am" by **Sunday 6/21**

Learning Goals:

- Get to know your classmates through reading the biographical introductions of all students and Iyata-Arens
- Define the "Pacific Rim" and its geo-political and economic characteristics
- Identify the geographic locations, political and economic systems of at least 10 Asian countries (including China, India, Japan, Singapore, South Korea, etc.)
- Define the core concepts in IPE: liberalism, statism, globalism, regionalism, multilateralism
- Define "causal model" and provide a short 3-5 sentence and specific country example
- Identify 3 main sectors of industrial production (by exports) in China, India, Japan and Singapore
- Identify the major trading partners of a number of Asian countries
- Compare and contrast the "comparative" or "competitive" advantages in certain industries for China, India, Japan and Singapore

Module 2

Market opportunities, political issues and the Asian Developmental "Miracle"

Reading:

Kevin Cai, *The political economy of East Asia: regional and national dimensions*. Palgrave Macmillan, 2008. (chapter 1 on history of East Asian political economy)

Zhiqin Zhu, Understanding East Asia's economic miracles, Key issues of Asian Studies, No. 3, AAS resources for teaching about Asia, booklet available for purchase from www.asian-studies.org. (developmentalism and the Asian Miracle in China, Japan, Singapore and South Korea)

Chalmers Johnson, *MITI and the Japanese Miracle*, Stanford University Press, 1983. (chapter 1 outlining the main characteristics of the developmental state in Japan)

Kathryn Ibata-Arens, *Innovation and Entrepreneurship in Japan: Politics, Organizations and High Technology Firms*, Cambridge University Press, Hardcover (2005), Softcover and e-copy (2010). (chapter 1 outlining the collapse of the “pyramid model” and rise of the “Kyoto model” of innovation and entrepreneurship)

Activities:

- Review on the Observatory of Economic Complexity (MIT) the [Atlas of Economic Complexity](#) maps on D2L and url links
- Watch Fareed Zakaria “Rise of the Rest”.
- <http://www.youtube.com/watch?v=0mxJZ6Jhnrk>
- (for comment posting on discussion board)
- Review the innovation and entrepreneurship gap in the context of economic development PPT presentation

Assessment:

- ✓ Complete Economic Complexity map (export industries) quiz by **Friday 6/26**
- ✓ Complete CIA World Factbook quiz **by Friday 6/26**
- ✓ Post discussion / feedback on Rise of the Rest (to discussions) by **Sunday 6/28**;

The Rise of the Rest video was created over a decade ago. Looking back on Zakaria’s predictions about the “rise of the rest”, cite evidence from the readings that confirms or challenges these predictions (100 to 150 words).

Initial post due **Wednesday 6/24**.

Remember the “1 plus 2 rule” and post two discussion responses by Sunday (remember to post once, comment on two others contributions)

- ✓ Define key terms by **Sunday 6/28**. Graded as quiz. Students will have the opportunity to vote for the “best” definitions. Winners receive 3 extra credit points (voting due on **Wednesday 7/1**).
- ✓ Essay # 2 Post to Drop Box: Which authors emphasize the strengths of the Japanese developmental state (known as the first developmental economy and the first techno-national economy in Asia, at least in the 20th century)? What are the strengths? Which authors identify the weaknesses (domestically and internationally) in the Japanese model? In your opinion, which are correct in their explanations and why? (150 words maximum). Remember to cite readings and other course materials. Due **Friday 6/26**.

Extra credit: matching (label political systems) due **Sunday 7/5**.

Learning Goals:

- Master the meanings of key concepts in understanding the interaction between economics and politics in Asia.
- Define the “rise of the rest” and what it represents in the context of global competition
- Define: terms of trade, purchasing power parity, PPP (See Economist Intelligence Unit Big Mac Index)
- Identify the “role of the state” in “late” development and provide country-level examples of national policy
- Define necessity and opportunity entrepreneurship and provide example

Module 3

The Ideology of East and West / “Asian Miracle” to “Asian Crisis”

Reading:

No readings this module. Instead, view the 2 hour documentary video below on the relationship between the Asian Financial Crisis and the global economy (*Commanding Heights*)

Activities:

- Exercise: What is my “world view”?
- <http://www.politicalcompass.org/index>
- Watch *Commanding Heights* (Chapters on the Asian Miracle and later Financial Crisis, Chapter 8 The Global Village to Chapter 20 The Bottom End of Globalism)
- For background information see <http://www.pbs.org/wgbh/commandingheights/>
- For a preview, see this excerpt on the “Asian Contagion” <http://www.youtube.com/watch?v=PIQdsAQs37Y>

Key terms: Asian Miracle, Asian Financial Crisis

Assessment:

- ✓ Quiz: chronological order of economic development
Place Asian countries in sequential order by economic development. Due **Friday 7/3**
- ✓ Applying skills within **online discussion**:
Develop and demonstrate expertise in causal modeling through explaining or predicting events in business and politics in Asia.

In 100 to 150 words, explain which theory best explains...

(Select one from the following topics)

- The “Asian developmental Miracle”?
- The evolution of technonationalism in the 21st century compared to the 20th?
- The economic decline of Japan?
- The economic rise of China?
- The economic rise of India?

Posts due **Wednesday 7/1**

(Students should provide feedback on at least 2 other students’ comments due **Sunday 7/5**)

- ✓ Essay # 3
- ✓ Reflect on your responses to the “What is my world view” activity. To what extent do you think the differing “world views” (e.g. individualism in West, collectivism in East) in East and West have determined governments’ approaches to managing competition and supporting domestic firms in Asian countries? Maximum 150 words. Remember to cite readings and other course materials. Due **Friday 7/3**.
- ✓ Vote for the best definitions quiz (an easy 10 points, just vote for the best definition of each term). Note: you cannot vote for yourself as “best”. Votes will be tallied and best definitions compiled for use as study guide for next modules. Winning definitions receive a bonus of 3 points.
"BEST" definition means that above all others (excluding your own brilliant response, of course) this person's definition does the most to explain the concept in clear, plain language (not using the term in the response), adding to your learning and hopefully providing an "aha" moment for you as you read that person's definition.

Learning goals:

- Demonstrate theoretical and context expertise in explaining the developmental trajectories of Asian countries
- Understand the Asian developmental “miracle” and Asian Financial Crisis in global and theoretical context.

Reading:

Richard R. Nelson and Nathan Rosenberg, eds. *National innovation systems: a comparative analysis* (chapter 1 Technical innovation and national systems)

Anthony P. D'Costa, ed. *Globalization and economic nationalism in Asia*. Oxford University Press, 2012. (all chapters, except chapter 2 by Seldon)

Key terms: NIS, technonationalism, technoglobalism, R&D, innovation, openness metrics (trade, exports, imports, finance, science, culture, education, migration, inward and outward investment)

Activity:

- Students select and view current (up to 5 minutes in length) news clips about economic competition in Asia (e.g. technology trends on LinkAsia) Due **Wednesday 7/8**.
- Optional opportunity to comment on another students' theory posts by **Sunday 7/12**

Assessment:

- ✓ Share current news item (article or video) that relates to economic competition in Asia and discuss in terms of techno-nationalism and late development. Demonstrate IPE concept or theory (e.g. developmentalism, statism) understanding through selecting a current news items to share with class (5 minute maximum video) and explaining using a causal model created by student (due **Wednesday 7/8**).

Comment on at least two other students' video submissions. Due **Sunday 7/12**.

- ✓ Submit a brief (1/2 page) 100 word research project "idea pitch" to professor for feedback via Drop Box. This is an opportunity to brainstorm about topics of most interest to you and your career goals. The "pitch" must have the following: 1. Identify at least one country to examine 2. Identify a target industry to study 3. Pose a critical question and/or interesting puzzle. *As long as you submit on time, this will count toward a full-credit grade of a quiz.*

The [library resource guide](#) is a good place to start. Due **Friday 7/10**.

Learning goals:

- Demonstrate competence in defining key terms related to economic competition and technonationalism in Asia.
- Define techno-nationalism and techno-globalism and provide historical and contemporary examples in Asia

- Define “networked techno-nationalism” and provide historical and contemporary examples in Asia
- Demonstrating mastery of major theories explaining economic development and competition in Asia.
- Apply skills in causal modeling in social scientific and contemporary Asian context

Module 5

Regionalism v. Globalism (transnationalism)

Reading:

Siouw Yue Chia, Trade and investment policies and regional economic integration in East Asia, Asian Development Bank Institute Working Paper Series, No. 210, April 2010

Deborah K. Elms and C.L. Lim, chapter 2 (in Lim et. al.) An overview and snapshot of the TPP negotiations

William Krist, Negotiations for a Trans-Pacific Partnership Agreement

Mark Selden, chapter 2 (in D’Costa) Economic nationalism and regionalism in contemporary East Asia

Key terms: ASEAN, “noodle bowl problem”, FTA, ROO, NTB, LCR, EAFTA, CEPEA, VA, FDI

Activity:

- Complete mid-term survey. (optional) Closes **Wednesday 7/15**.

Assessment:

- ✓ Essay # 4: In 100 to 150 words, define and explain the “noodle bowl problem” in Asian regional trade and investment relations. Note existing regional agreements and those in negotiation. Which type of regional agreement is best for the people and firms in Asia? Due **Friday 7/17**.
- ✓ Matching quiz on trade and regionalism key terms. Due **Wednesday 7/15**.

Learning goals:

- Gain knowledge about the current international negotiations for the Trans Pacific Partnership (TPP)
- Understand the historical origins of TPP in the context of previous Asian regional trade

agreements, global economy and the national interests of Asian countries

- Learn about the reasons why the U.S. is interested in signing-on to a “Pacific” partnership

Module 6 **Research Design: Causal Models and Methodology**

Reading:

[Research Methods Knowledge Base](#) online textbook (reference for designing quality social scientific research projects and creating causal models)

Activity:

- Propose individual research project ideas to your classmates (You will give feedback to all of your classmates, and the quality of feedback contributes to your participation grade. See the RISE model, link available in Discussion board for guidelines in this regard.). In 100 to 200 words, outline your proposed:
 - a. country case
 - b. industrial sector focus
 - c. policy focus (e.g. innovation, entrepreneurship)
 - d. causal model

Assessment:

- ✓ (Essay # 5) Proposals will be graded as the equivalent of an essay. Be sure to have each of the items a. through e. in your proposals (posted via **online** discussion **Wednesday 7/22**, feedback from other students due **Friday 7/24** and revised version due via drop box for professor review by **Sunday 7/26**). Include a 10 item bibliography of peer reviewed sources (not included in word count). Be sure to have the bibliography in a standard reference format (e.g. Chicago, MLA). (Hint: Google scholar has several standard export formats when you identify a source). The Library Resource guide is also an excellent place to begin. Re-cap:
 - Post your proposals for feedback by **7/22**
 - Provide feedback to each of your classmates by **Friday 7/24**
 - Submit revised proposal (based on feedback received from other students) to professor via Dropbox by **Sunday 7/26**

Learning goals:

- Demonstrate content mastery and analytical writing skills through preliminary research project proposals on issue area of interest to student
- Practice persuasive writing in “pitching” research project ideas to peers and professor

Module 7 **Enduring Nationalism in Asia**

Readings:

Review Cai, D'Costa (especially Seldon) and Zhu

Assessment:

- ✓ Essay 6 (due via Dropbox on **Friday 7/31**)
Compare and contrast explanations of why nationalism in Asia remains so strong today (identify and critique causal arguments). Do you agree or disagree? Explain citing readings and other course materials.
- ✓ Present a “policy brief” to the whole class via the Discussion postings. Choose an Asian country as a case study (students are encouraged to choose different countries across different activities), construct an argument that explains the current strategies of technonationalism in that country. (Suggestion: It might help to divide into sections, such as on high technology policy, innovation policy, entrepreneurship policy, politics, culture, social issues). Remember to include persuasive data visualizations. Once you are ready, submit your Policy Brief to the entire class for discussion and debate.
- ✓
To ensure active participation by everyone, students will have the opportunity to grade each other in terms of quality of contributions at the end of the term via an anonymous survey. These grades will be taken into account in the final participation grade for each student.
- ✓ Posting to entire class due **Wednesday 7/29**.
- ✓ Discussion responses due **Sunday 8/2**.

Learning goals:

- Apply content knowledge in technonationalism in Asia to policy-relevant analytical writing
- Work collaboratively and learn team dynamics

Module 8

Challenges of economic development in a global world

Readings:

Review CIA World Fact Book, Observatory and other data sources in preparation for simulation on economic development in the Asian region

Activity:

- Review the concept of “purchasing power parity”, PPP (See Economist Intelligence Unit Big Mac Index)

Assessment:

- ✓ Simulation on Economic Development (**8/3-8/8**, details available soon)
D2L will randomly distribute each student to a country

(note: This is an asynchronous simulation that will require substantial research, preparation, presentation and interaction with the entire class. Students will have the opportunity to refine their presentation and negotiation skills in this graded activity)

Students will be graded on:

- a. quality of research on their assigned country
- b. demonstration of analytical and strategic thinking in approaching/ presenting to potential trade partners
- c. number of quality trade and investment deals
- d. demonstration that student strategies take into consideration the government, firm and individual demands and impacts in their assigned country (i.e. what do you have to give up, if anything, in obtaining desired trade, aid and/or investment?)

Learning goals:

- Experience the demands on state governments of the regional and global level competition over limited resources, while protecting domestic firms and citizens from foreign exploitation (i.e. mitigating the risks of economic openness).
- Gain an international and comparative perspective on international economic competition and cooperation, using the content expertise gained through the study of international political economy of the Pacific Rim.

Module 9 **Individual research projects**

Activity:

- Review tips and guidelines for preparing stellar presentations from [TED Talks](#)

Assessments:

- ✓ Drafts due for feedback by **Wednesday 8/12**
- ✓ Feedback sessions by **Friday 8/14**
- ✓ Drafts due for professor feedback by **Sunday 8/16**
- ✓ Feedback sessions one-on-one with professor **8/16**
- ✓ Conclude Module 8 Simulation on Economic Development **8/16**

Learning Goals:

- Apply analytical (e.g. causal model) and writing skills in research-oriented project
- Practice analytical writing and prepare for presentation in informative and persuasive format
- Develop presentation skills by reviewing and applying proven skills in TED talks

Module 10 **Pacific Rim International Political Economy in the 21st Century**

Assessments:

- ✓ Presentations **Wednesday 8/19**
- ✓ Feedback to **2** other presentations (randomly assigned), additional feedback optional (by **Friday 8/21**)
- ✓ Final projects due **8/23**

Learning Goals:

- Apply content expertise on the relationship between business, politics, culture and international relations in the Pacific Rim, to an original research project selected by student.
- Apply theoretical explanations (e.g. developmental state, techno-nationalism) of competition and cooperation in Asia to an examination of one or more industrial sectors in at least one Asian economy.
- Learn about key trends in high technology industry in the context of analytical research and writing project.
- Develop skills in analytical thinking (identifying, critiquing and designing causal models), writing and presentation.
- Acquire practice in using online research and presentation resources and technologies.

[Introduction Video](#)

[Link to blooper reel](#)