

**GEO 315/PSC349/INT/388/INT490**  
**THE STATE AND ECONOMIC GROWTH IN EAST ASIA**

**Lecture room: Arts and Letters hall, Room 412**

**Course meets: MW 1:00-2:30 PM**

**Instructor: Dr. M. Sioh**

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**Office hours: MW 11:20-12:50 pm**

**Course Description**

In this course, we study the role of the state in economic growth through the framework of political economy. The course considers the interaction of international and domestic politics in the construction of economic growth policies through the model of the 'developmental state, which, although adopted to various degrees around the world, is still largely associated with the East Asian nation-states. The course opens with an examination of the landmark report by The Commission on Growth and Development to set the stage for the challenges and prescriptions for countries in globalization. The first half of the course covers the historical background, theory and criticism of the role of the state in economic growth, including the developmental state, while the second half examines (mostly) paired case studies from different East Asian countries in the key moments of the incorporation of those states and their societies into the globalized economy compared to more recent assessments of their situations. The format mixes personal reflections from political leaders on the challenges and motivations in crafting policy juxtaposed against policy documents that they oversaw, with the theoretical literature that underpins those policies or is contradicted by them, all ultimately evaluated from the political and economic consequences. My hope is that the format of the course will allow us to reconstruct how economic policy is designed and crafted.

Although the regional case studies are drawn from East Asia, a region that has become an economic locus on par with North America and Europe, students' individual research is not restricted by geographical region. And while as a whole, East Asian nation-states are part of the most dynamic regional economy in the world today, their political economies range from the mature market democracy of Japan to the newly-industrialized economies of South Korea, Taiwan and Singapore, the industrializing countries of the original ASEAN (minus Singapore) and the transitional economies of the former communist countries of mainland southeast Asia, and finally, China, the second largest economy in the world (by some counts, the largest as of 31 January 2015). We will examine state policies as they pertain to agriculture, industry, and finance.

**Note: Students can write their research papers on any region, not just East Asia.**

**Readings will be put on D2L (see titles in Course Plan). There is no textbook for the course. Useful websites (English language): <http://www.theguardian.com/us>, <http://www.project-syndicate.org>, <http://www.iht.com>, <http://www.bloomberg.com>**

## Evaluation

Quiz	5%
Proposal	2%
Test	20 %
Class participation	15%
Leading discussion + one media article	10%
Draft report	3%
Final paper	20%
Final exam	25%

**Quiz and Test** Concepts and their application

**Final Exam** Synthesis and critique of course material

### **Class participation**

Class time will be set aside to discuss the readings and videos vis-à-vis the lectures and textbook material. Aim to spend at least two hours working on course material per hour of class time. On average, students should expect to spend about nine hours a week on this course. This is especially important if you do not have a strong background in world affairs and economics.

The aim of the in-class discussion is to show a clear and critical understanding of the material.

**Participation is required, not optional, so come prepared. Not being able to respond when called upon in class twice will lead to loss of half a letter grade.** The participation grade will be based upon a qualitative evaluation consisting of the student's ability to demonstrate competence in critically engaging with the readings: 1) Determine the major points of the reading 2) Identify the approach the author takes in posing the problem, and comparing his/her approach to the other readings 3) Examine the material for underlying assumptions and describing how these influence the way the problem is posed and the solutions suggested 4) State what you consider the key contribution of the author as well as criticisms that you may have 5) Prepare one question or discussion point for the class based on current affairs. Students will take turns leading the class discussions with the aid of a media article to illustrate the concepts under discussion.

### **Attendance Policy**

Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. Missing two classes without explanation will result in an automatic penalty of 10%; missing four classes will result in an automatic **F** regardless of performance in other aspects of the course. Students must sit for the quiz, test and exam and turn in all required written work. No make-up quiz, test, exam or written work without a doctor's certificate. This must be presented at the next class the student attends after the absence. No late written work will be accepted. No extra credit. Absence on compassionate grounds will only be allowed when supported by relevant documentation. Notification Process through the Dean of Students Office (Student Center #307 & DePaul Center #11001) in order to have their absence excused.

## Code of Conduct

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues. If you bring a cell phone to class, it must be off or set to a silent mode.

## Leading discussions

Students are required to work in groups of no more than four (depending on final class size) to make a presentation on the required readings and accompanying media article for the week. The presentation should be about 20 minutes in length. You will then lead the discussion after the presentation. The presentation should **NOT** be a descriptive synopsis of the entire text. You will be expected to accomplish the following:

- 1) Engage critically with its main argument and its underlying assumptions.
- 2) Compare and contrast the discussion with other required readings. Also, see points in 'Participation' above to help you with this exercise, i.e., you need to take a stance regarding the literature in the form of an argument, draw relevant connections with other required readings.
- 3) Prepare at least two discussion questions.
- 4) Provide brief definitions for 2 of the main technical or theoretical terms/concepts in the reading (your choice) by drawing on existing scholarly literature. Cite your sources for both definitions.
- 5) Provide an article from a newspaper or periodical (*New York Times*, *Washington Post*, *Guardian*, *Economist*, *The Nation*, *Le Monde Diplomatique*) relevant to the theme we are discussing that week. You will email the article to the class **at least two days before the class** so that everyone will have an opportunity to read the article.

## Proposal (NOT ANNOTATED BIBLIOGRAPHY)

The research proposal should be about **four double-spaced** pages long (1 inch margins on all sides, 12 pt. font). This report will provide an outline of what you are researching for your final report and how you plan to go about it. It will contain:

- title of the paper
- a brief statement of the topic of the paper and of the principal questions/hypotheses to be addressed.
- *six* readings/sources to be used, briefly explaining why they are important for your proposed report in terms of the debates surrounding the topic.

## Draft report

You will exchange a draft of your report with a classmate and comment on his/her draft in class (I will provide guidelines for comments). I will also offer comments on the draft. You must turn in a draft to qualify for the 3%.

### **Final paper**

The final report will build on the proposal. This report will take the form of recommending to the political leaders (federal, state/provincial or regional government in a specific country) policy with respect to creating a new institution or reforming an existing one. Students must submit a **12-15 (max. 15) double space page** report on their findings. The report should include a problem statement, literature review, study objectives, methodology, data analysis, presentation of results to support your impending policy and a bibliography. More details will be given in class.

### **Academic Honesty and Plagiarism:**

Academic honesty and integrity are expected at all times. Academic dishonesty, such as cheating or copying during exams, will be punished severely. Plagiarism – using someone else’s work without acknowledgment and, therefore, presenting their ideas or quotations as your own work – is strictly forbidden. DePaul University officials will be informed of any instance of academic dishonesty and notification will be placed in your file. Please read the DePaul Academic Integrity Resources page (<http://academicintegrity.depaul.edu/Resources/index.html>) for definitions and explanations of plagiarism and the University’s Academic Integrity expectations for students. Cutting and pasting text taken directly from a web-site without appropriate referencing and quotation marks is plagiarism and is forbidden. Submitting work that has any part cut and pasted directly from the internet is grounds for an automatic F grade for the course.

### **Accommodations:**

Any student who requires assistance is asked to contact the University’s Office of Students with Disabilities at <http://www.depaul.edu/university-catalog/academic-handbooks/graduate/university-resources/Pages/center-for-students-with-disabilities.aspx>. They will be able to assist both student and faculty. If you have a condition that requires accommodation from the Productive Learning Strategies program (PLuS Program) please contact them at <http://www.depaul.edu/university-catalog/academic-handbooks/graduate/university-resources/Pages/plus-program.aspx>

### **University Center for Writing-Based Learning:**

Collaborates with writers from all disciplines, backgrounds, levels of expertise, and roles within the University community. Their goal is to help develop better writers along with better writing and reflection through continual revision. If you need assistance with writing assignments, they can be contacted at <http://www.depaul.edu/university-catalog/academic-handbooks/graduate/university-resources/Pages/university-center-for-writing-based-learning.aspx>

### **DEPARTMENT OF GEOGRAPHY LEARNING GOALS**

Courses in the Department of Geography teach students:

1. Understand spatial patterns and processes of modification of the Earth’s physical and cultural landscapes

- (a) As social constructions.
  - (b) As systems that link the Earth with human society in interdependent, dialectical relationships, and
  - (c) Through mapping and visualization.
2. Understand the concept of scale as a spatial phenomenon that ties the local, the regional, the national, the transnational, and the global in a system of interaction.
  3. Understand the phenomenology of the discipline of Geography—most importantly, “space”, “place”, “landscape,” “region,” and “location”.
  4. Distinguish that spaces, places, and so on, may have both objective and subjective/symbolic dimensions.
  5. Develop research and writing competences that would allow you to:
    - (a) Formulate a cogent research question about the spatial character of a physical, socio-cultural, or environment-societal phenomenon,
    - (b) Write about it in ways that reflect analytical and critical thinking, and
    - (c) Ethical concern over social and environmental justice, consistent with the University’s social mission.
  6. Engage competently in qualitative and quantitative spatial analysis, and with exercises that are concerned with explaining spatial regularities (for example, the spatial calculus behind the location of retail commerce in Chicago, or transnational flows of capital).
  7. Learn the basic utility and use competently one or more of the information technologies that are now redefining the logistical limits of spatial analysis: geographic information systems (GIS) and remote sensing.
  8. Achieve greater general knowledge of the world, its regions, its physical systems, its cultures, and political-territorial divisions.

### **Harvard Referencing Style**

#### **Reference Lists:**

Reference lists must be in alphabetical order by author’s last name. Items by the same author must be in chronological order. Indent all but the first line of the citation. Please use the following style:

*When referencing a direct quotation:*

Knox and Pinch (2000: p.172) argue that “social polarization has been taking place.”

*When referencing an idea:*

According to Knox and Pinch (2000), there has been social polarization.

**Books:**

Knox, Paul and Steven Pinch. 2000. *Urban Social Geography: An Introduction*. 4<sup>th</sup> ed. Englewood Cliffs, NJ: Prentice Hall.

Book chapters in an edited collection:

Beauregard, Robert A. 1986. The Chaos and Complexity of Gentrification. In Smith, Neil and Peter Williams, eds. *Gentrification in the City*. Boston: Allen and Unwin: 35-45.

Journal articles:

Borchert, John R. 1967. American Metropolitan Evolution. *The Geographical Review* 57(3): 301-332.

Internet articles:

Gray, Geoffrey. 2003. Bad for Business: Budget Cuts Threaten Small Manufacturers. *City Limits Weekly* #411. [www.citylimits.org](http://www.citylimits.org). Accessed May 5, 2008.

## **COURSE PLAN**

### **PART I: BACKGROUND AND MODELS**

Mar. 30

Introduction

Apr. 1 and 6

Setting the Stage: Challenges and Prescriptions

Commission on Growth and Development, 2008. *The Growth Report*

*Strategies for Sustained Growth and Inclusive Development*. Washington: The World Bank, 1-32; 33-68.

**Apr. 8**

**Quiz**

Chang, H. 2014. *Economics: The User's Guide*. New York: Bloomsbury Press, 273-291.

April 13

Harvey, David. 2005. *A Brief History of Neoliberalism*. Oxford: Oxford University Press, 64-86.

April 15

Sassen, Saskia. 2008. *Territory, Authority, Rights: From Medieval to Global Assemblages*. Princeton: Princeton University Press, 222-271.

**April 20**

**Proposal due**

Lin, J and Chang, H. 2009. Should Industrial Policy in Developing Countries Conform to Comparative Advantage or Defy it? A Debate Between Justin Lin and Ha-Joon Chang. *Development Policy Review* 27 (5): 483-502.

April 22

No class; AAG Conference

## HISTORY AND PRACTICE

April 27

Beeson, M. 2009. Developmental States in East Asia: A Comparison of the Japanese and Chinese Experiences. *Asian Perspective* 33(2): 5-39. ONLY READ PP. 1-14.

Johnson, Chalmers. 1982. *MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925-1975*. Stanford: Stanford University Press, 3-34.

**April 29**

**Test**

May 4

Hugh, P. 2013. Abenomics: Japan's New Economic Policy Package. Occasional Paper Series No. 62. New York: Columbia University.

May 6

Lee K. Y. 2000. *From Third World to First: The Singapore Story - 1965-2000*. New York: Harper Collins, selections.

Ghesquire, Henri. 2007. *Singapore's Success*. Singapore: Thompson Learning, 11-33; 48-97.

May 11

Bhaskaran, Manu; Ho, Seng Chee; Low, Donald; Tan, Kim Song; Vadaketh, Sudhir and Yeoh, Lam Keong. 2012. Background Paper: Inequality and the Need for a New Social Compact. Singapore: Institute for Public Policy Studies.

May 13

D'haeze, D., Deckers, J., Raes, D., Phong, T.A., Loi, H.V. 2005. Environmental and Socio-Economic Impacts of Institutional Reforms on the Agricultural Sector of Vietnam Land Suitability Assessment for Robusta Coffee in the Dak Gan Region. *Agriculture, Ecosystems and Environment* 105: 59-76.

May 18

Draft report due (as much as you have done; you MUST turn something in)

May 20

Schell, O. and DeLury, J. 2014. *Wealth and Power: China's Long March to the Twenty-first Century*. New York: Random House, 325-352.

McNaughton, B. 2007. *The Chinese Economy: Transitions and Growth*. Cambridge: MIT Press, 425-449, optional 451-481.

May 25

Shih, V. 2009. *Factions and Finance in China: Elite Conflict and Inflation*. Cambridge: CUP, 1-15; 30-45. (May be replaced by Sanderson, 2015).

June 1

Balding, Christopher. 2014. *Sovereign Wealth Funds: The New Intersection of Money and Politics*.  
Oxford: OUP, 159-183.

June 3

No class

Final paper due 990 Fullerton, Suite 4300 BY 4:00 pm

June 8

Final exam 11:45- 2:00 in your classroom