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.

### Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quiz</td>
<td>5%</td>
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<tr>
<td>Proposal</td>
<td>2%</td>
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<tr>
<td>Test</td>
<td>20%</td>
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<tr>
<td>Class participation</td>
<td>15%</td>
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<tr>
<td>Leading discussion + one media article</td>
<td>10%</td>
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<tr>
<td>Draft report</td>
<td>3%</td>
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<tr>
<td>Final paper</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>25%</td>
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**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
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:**
Book chapters in an edited collection:

Journal articles:

Internet articles:

**COURSE PLAN**

**PART I: BACKGROUND AND MODELS**

Mar. 30
Introduction

Apr. 1 and 6
Setting the Stage: Challenges and Prescriptions

Apr. 8
Quiz

April 13

April 15

April 20
Proposal due

April 22
No class; AAG Conference
HISTORY AND PRACTICE

April 27

**April 29**
Test

May 4

May 6

May 11

May 13

May 18
Draft report due (as much as you have done; you MUST turn something in)

May 20

May 25
June 1

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