Master of Arts in Modern Asian Studies (MAMAS)
Department of Asian and International Studies
City University of Hong Kong

AIS5024: The State and Economy in East Asia
Semester B 2016/17

Course Duration: One semester
No. of Credit Units: 3
Level P5
Medium of Instruction English
Room ACI B5311
Meeting time Tuesdays, 19.00
Office hours Tuesday, 18.00 (by appointment)

Lecturer
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Rationale
State-directed authoritarian economic development and its political consequences will be the central focus of the course which is theoretical (theories of developmental states, modernization, and authoritarian development), comparative (searching for regional patterns of economic development and political change), as well as case study-based (with student presentations and research papers analysing the particularities of one county’s experience based on one of three theoretical approaches).

Course summary

East Asia (Northeast and Southeast Asia) has long been the fastest growing region in the world economically. Despite intermittent financial crises and the current economic slowdown, nowhere else have so many countries developed so quickly over the last generation with a recent UN report calling the region the “growth driver” and “anchor of stability” of the global economy. Debates about how to explain this rapid growth have become less impassioned recently. Even strong advocates of the free market approach (e.g., the World Bank) acknowledge the role of the state (“developmental states”) in driving economic expansion. The authoritarian character of the “developmental states” has also received increasing attention recently as most periods of high growth occurred under a form of non-democratic “developmentalist” rule. Another issue that the region’s developmental experience raises is whether modernization leads to greater liberalization and eventually stable democracy (as optimistic modernization theorists postulate) or whether has an “authoritarian route to the modern world” (Barrington Moore) has emerged in East Asia.
**Intended Learning Outcomes**

1. To understand the relationship between the state and economic development in East Asia;
2. To analyse the relationship between economic development and political change in particular countries in the region;
3. To apply this theoretical understanding to a country case study.

This is a post-graduate seminar which requires *active participation, extensive reading, a short (and lively) presentation and a research paper.*

**Presentations:**

Students will apply a theory or theories to a country case study in a *short* presentation (7-10 minutes) using power point.

*Presentations cannot be read from a script.* You should have notes or work from your power point bullet points. You should present your material clearly and in an interesting matter.

Students will need to instead demonstrate their ability to explain their subject “free style”, using only a few notes.

The presentation should include a *clear summary of the planned research paper, include a summary of the required literature and have an annotated bibliography of your additional research.*

**Research paper:**

The research paper is directly related to the presentation. After presenting their paper ideas in class (with outline and argument) students will prepare a draft paper by March 21, *emailing it to Dr Stephan Ortmann before class.*

**The final research paper is due on April 21 at 6 pm.**

The paper must be turned in via turn-it-in (students must enter their paper under their name as it appears in the course registration, the nickname they may have used in the course and the complete title of the paper). Late papers will be penalized with a reduction of the grade of 5% per day.

It is expected that the research paper will demonstrate students’ analytical abilities. The research paper should demonstrate an ability to apply a theory to a case study citing relevant literature. Using Harvard style citation (John Smith 1989) with a bibliography at the end of the paper, *students’ papers must cite at least 6 of the readings listed in this course guide -*, *including at least 2 from the theory section - and at least 2 books or articles that students have found themselves in the library or on the internet (newspaper/blog articles excluded).* Papers should show an understanding of the appropriate theory that is applied to the country case study but *not* include general history or other unnecessary background.
The final research paper should respond to the suggestions made during the presentation and comments on the first draft. It should cite all readings for that presentation and at least two additional sources.

Student papers should be entirely their own work, with clear citations of sources and ideas used. Plagiarism is a very serious matter, and will lead to a failing grade in class and a possible dismissal from the course. Please note the university has strict rules on academic honesty and sees plagiarism as a serious academic offence which can lead to expulsion from the university and debarment from readmission: http://www.cityu.edu.hk/provost/academic_honesty/rules_on_academic_honesty.htm

Tips on writing papers

- **Observe the rules of academic honesty and do not plagiarize** (see above). You may fail the course, dismissed from the MAAIS programme and expelled from the university if you do plagiarize.
- Write in simple and clear English.
- Use spelling check programmes: spelling errors are a sign of carelessness and will result in lower grades.
- Craft and construct your paper carefully – this demonstrates how seriously you have taken its preparation and will affect the grade.
- Avoid contractions (i.e., ‘don’t use don’t’).
- Spell out all acronyms (e.g., Association of Southeast Asia Nations or ASEAN).
- Use page numbers.
- Spell out numbers under ten.
- Papers should be clearly organized (introduction, theory section, two or three empirical sections and conclusion).
- Papers should be well argued showing how the theory helps explain something important about the case study.
- Papers must have a good bibliography (citing all required readings and at least two additional sources).
- Bibliographical entries should be arranged alphabetically. Internet sources may be used with http address and access date.

Grading

Students’ participation in class discussions is worth 20% of the final grade. Presentations are worth another 20%.

The final research paper (3-5,000 words citing the required readings and including several additional sources) will count toward 60% of the final grade.

The level of written English will strongly influence the grade as clearly written, well-argued papers will be marked higher. Poorly written papers will be marked down, unintelligible papers will receive a failing grade. Students will prepare a draft paper and discuss it with the lecturer in group consultations on March 21 and March 28.
Lecture Schedule (in brief)

Introduction and theory lectures

Week 1  Distribution of syllabus, general instructions January 10
Lecture: What is East Asia?

Week 2  Lecture/discussion Developmental States and Modernization Theory January 17

Week 3  Lecture/discussion: Authoritarian Developmentalism January 24
NO CLASS - Lunar New Year January 31

Country Case Study Student Presentations

Week 4  ‘Classic’ East Asian cases (Japan, South Korea, Taiwan) February 7

Week 5  The Unusual Cases of Singapore and Hong Kong February 14

Week 6  ‘Failed’ Southeast Asian Cases (the Philippines, Indonesia) February 21

Week 7  ‘Mixed’ Southeast cases (Malaysia, Thailand) February 28

Week 8  ‘Market-Leninism’ (China and Vietnam) March 7

Week 9  Non-developmental states March 14
(Myanmar, North Korea, Brunei, Cambodia, Laos)

Paper Draft Consultations, Conclusion, Class Feedback

Week 10  Paper draft group consultations I first draft of paper due March 21

Week 11  Paper draft group consultations II March 28
NO CLASS – Ching Ming Festival April 4

Week 12  Conclusion, feedback and class dinner April 11

Week 13  NO CLASS – Writing week April 18
FINAL PAPERS DUE April 21 6pm
Detailed lecture schedule and required readings

Part I: Theory lectures

Week 1  What is East Asia?

Week 2a  Developmental and non-developmental states

Readings


Week 2b  Modernization theory

Readings


Week 3  Authoritarian developmentalism

3. Thompson, Mark R. "Japans German Path and Pacific Asia’s Flying Geese." Asian


Part II: Case study presentations

Week 4 ‘Classic’ East Asian cases (5):

- What was the key to South Korea’s success as a *chaebol*-dominated developmental state? (Amsden 1992, Minns 2001, Kang 2002)
- Is Taiwan’s SME-oriented political-economy really a developmental state? (Wu 2004, Wade 1992)

Week 5 The unusual cases of Singapore and Hong Kong (5)

- Why is the ‘Singapore model’ so important for China? (Roy 1994, Ortmann and Thompson 2014, Ho 2015, Ortmann and Thompson 2016)
- Hong Kong: why is it a rich society despite not being a developmental state? (Chu 2004, Chiu and Lü 2009, Chu and So 2013)
- What are the prospects for Singapore becoming more democratic as its electoral system becomes more democratic? (Ortmann 2011, Rodan
Week 6 ‘Failed’ Southeast Asian cases (5)

- Why did democratization occur during an economic crisis in the Philippines while it was still at low developmental levels? (Thompson 1995, Hedman 2006)
- Was reformasi in Indonesian the result of economic crisis? (Aspinall 2005, Mackie 1999)
- Compare the failed developmentalist Marcos dictatorship in the Philippines with the more successful one of Park in South Korea (Hutchcroft 2011, Kang 2002).

Week 7 ‘Mixed’ Southeast Asian cases (5)


Week 8 ‘Market-Leninism’ in China and Vietnam (5)

- To what extent is China a developmental state? (Naughton 1995, Ming

- Why did Vietnam become ‘market-Leninist’

Week 9  Non-developmental states (6)

- Why has North Korea moved from a command economy to limited reforms under dynastic totalitarian rule?
- Is Cambodia’s one party state moving toward authoritarian developmentalism?
- Why did economic development fail under the military rule in Myanmar until 1988 and only partially succeed thereafter until the political opening in 2011?
- Why has Myanmar liberalized politically despite being so poor?
- Is Brunei a typical oil-producing rentier state?
- How far advanced is “market-Leninism” in Laos and is it becoming a developmental state?
Literature for country studies

**Comparative / Regional**


**Brunei**


**Cambodia**


China


38. Gallagher, Mary Elizabeth, 2002 "Reform and Openness": Why China’s Economic Reforms Have Delayed Democracy, World Politics, 54, Number 3, April.


**Hong Kong**

Indonesia


Japan


Lao PDR

102. Rigg, Jonathan. Living with Transition in Laos: Market Intergration in Southeast Asia. Routledge,


Malaysia


118. Wain, 2010: Malaysian Maverick: Mahathir Mohamad in Turbulent Times (Basingstoke; New York : Palgrave Macmillan)

Myanmar (Burma)


124. Huang, Roger Lee, 2013, “Re-thinking Myanmar's political regime: military rule in Myanmar and

North Korea

146. Frank, Ruediger. "Can Economic Theory Demystify North Korea?" Korea Review of International
Studies 9, no. 1 (2006): 3-26. available:  


http://www.kimu.or.kr/eng/pub/pub_03_01.jsp


http://www.kimu.or.kr/eng/pub/pub_03_01.jsp


http://www.kimu.or.kr/eng/pub/pub_03_01.jsp

Philippines


**Singapore**

178. Lu Zhengtao, Xinjiapo Weiquan Zhengzhi Yanjiu (Singapore – Modernization under Authoritarianism), (Nanjing: Nanjing University Pres, 2007)

**South Korea**

192. Diamond & Kim, 2000: *Consolidating Democracy in South Korea* (Boulder : Lynne Rienner Publishers)
193. Han, Sung-Joo and Oknim Chung (1999) 'South Korea: economic management and democratization'


Taiwan


Thailand

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**Vietnam**


247. London, Jonathan, 2012, “Drama over Vietnam's PM a hopeful sign of change,” South China Morning Post (20 November), available online: http://www.scmp.com/comment/insight-opinion/article/1086179/drama-over-vietnams-pm-hopeful-sign-change (Jonathan London says unprecedented call for PM to quit shows elite power also has its limits)


