

Comparative Political Economy of Asian Countries

Instructor: Wei-Ting Yen
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Time and Place:
MWF 10:30am- 11:20am, Knapp Hall 301

Office Hour:
Wed 1:30pm-3:30pm or by appointment

Course Description

The course aims to introduce students to the political economy of Asian countries. Asia plays an ever greater role in global politics, yet most people only have a cursory knowledge of the region. In particular, many of the debated issues revolve around political economy issues/politics, such as trade interdependence, exchange rate war, and foreign direct investment, etc. Although our primary focus is on East Asia, the scope extends to the region including some neighboring countries in South East Asia. United States is an important player in many areas including trade, international finance and international relations. Therefore, we will also touch upon the role of the United States whenever necessary.

The course is designed as an upper-level course, but I understand some of the students might have limited exposure to Asia prior to this class. Therefore, some of the course elements will help you increase your knowledge base about the region. Other assignments will train your research skill on studying political economy in Asia. By the end of the semester, students are expected to understand the important political economy issues in Asia and provide explanations, analyses and discussion of implications. Students should have a basic understanding of key political and economic concepts. Hands-on research is required for each student to independently study political economy topics. You are expected to achieve the following objectives for excellent performance in this class.

Learning Objectives

1. Develop strong knowledge base about political economy issues in Asia
2. Develop research skills and tools in performing analysis of political economy issues/policies
3. Build expertise in at least one country/entity and one particular issue or policy in political economy

4. Be familiar with comparative and IPE research

Grading Breakdown

- 25 %: News journal and presentation
- 15 %: Discussion and questions
- 30 %: Individual research project (including presentation)
- 10 %: Take home tests
- 20 %: Attendance, unannounced quiz, in class or take home assignment, and class participation

Requirement

Readings and Discussion Questions

Objective: 1) to acquire basic understanding of CPE in Asia; 2) to learn the important concepts and analytical angles used in studying the CPE of Asia

Students will be assigned around 40-60 pages of reading every week. One book is required and should be purchased. You can purchase the book in the Denison bookstore. Additional course readings will be available for download from Notebowl (<https://notebowl.denison.edu/bulletin>). Some readings are to be announced (TBA) later. There may be changes in the readings as we go along. I will communicate these on time. You should regularly check Notebowl. It is critical that you do the readings. They serve as background information for lectures, and will be the starting point of our in-class discussions.

Students are expected to **finish the readings of that week at the beginning of the week, which is Sunday**. Students are also expected to form study groups (2 people/group) and discuss the assigned reading before Sunday. For example, week 3 is from February 4th (Sunday) to February 10th (Saturday), students should finish and discuss the assigned reading for week 3 no later than February 4th. I will post discussion prompts on Notebowl each week that can be used to facilitate the discussion. Each group should submit **two questions** related to the assigned readings after discussion. Students should submit the questions **no later than Sunday at 10 pm each week** via Notebowl. In your submission, please also log when and where the discussion took place. Only one submission per group is required.

News Journal Assignment

Objective: 1) to help students cumulate their knowledge base about Asia; 2) to develop their analysis skills on the news.

News Log To stay informed on contemporary Asian political economy, students are required to construct a news journal. Each week, students have to select **three** news stories of that week (previous Saturday to that Friday) and provide responses to the news. The news log is **due every Friday at 10 pm**. Please enter your news log directly on the shared google spreadsheet (link will be provided later). The purpose of having a shared document is to accumulate knowledge and understanding about Asia as a team. The news selection/analyses of your peers will inspire and broaden your knowledge base. The news log constitutes 15% of your grade.

For each news story, students need to provide the source and link of the news item (e.g. BBC News), the date (e.g. July 3, 2017), the title (e.g. “Protest Halts China Factory Plan”), the keywords (e.g. China, Protest, Production), and a short analysis or commentary for **at least 150 words**. The news source can be from the international newspapers/magazines or newspapers of a particular country, but it should come from a news source (i.e., no blogs), even if it is a government-run source (e.g. North Korea's KCNA). I list some useful news outlet in the appendix.

On the short analysis, I do not want you to summarize the article, but to show evidence of independent thought. You may provide your reflection of the piece, how it is linked to the concepts you have learned in other class, how it is related to the United States or global politics, etc. Over the course of the semester, students should show increased understanding of Asian politics/political economy in their analyses. Often students will find an interesting topic for the final paper through keeping up with this news log. Although students may opt to focus on just one or two Asian countries, they are free to include news related to any of the countries in the region. Similarly, you could focus on a particular theme (e.g. military issues, trade, elections) in the region.

Presentation To organize your increased knowledge and demonstrate your analysis skill on the region, every student should choose one current news issues/topics and do a in-depth presentation in class. The presentation should at least include answers to the following questions: 1) what is the news about? 2) who are the major actors? 3) why is the news/issue/topic important? 4) how is it related to the course material we have discussed? 5) what is your analysis of the news/issue/topic? Feel free to go beyond the listed questions. If you need to distribute handouts in the class, send it to me one day before your presentation, so I can print it out for you. The presentation should be **10 minutes** long. It constitutes 10% of your grade.

Independent Research Project

Objective: 1) to help students integrate the knowledge they have learned; 2) to develop deeper understanding on a particular topic and specific Asian countries.)

Each student needs to have their individual research project. The research should be the political economy of WHATEVER (your choosing) in ANY ASIAN COUNTRY/COUNTRIES (again, your picking).” Pick something that interests you and works on the political economy side of the subject. You might find your research interest while reading through the news of Asia. You might already developed an interest on some topics in another class and can extend the interest to the political economy analysis in Asia’s context. When I say anything, it means anything. To give you a few examples, your project can be the political economy of. . .

- Drugs

- Dancing
- Human trafficking
- Cell phone
- Food
- Pollution
- Prostitution
- Trade liberalization

in. . .

- China
- Thailand
- ASEAN countries
- Malaysia and Singapore
- Asia and Africa
- South Korea and DR Congo

I define political economy in its broadest sense. Political economy can be the topic you focus on, such as discussions on both the political and the economical side of the topic of your choosing. Political economy can be an as the approach, analyzing political issues with economic methodology (see textbook chapter 1 for more information). Details of the individual research project will be announced later.

Take Home Test

Objective: 1) to increase the comprehension of the class materials. 2) to provide an opportunity for student to assess their understanding of the class material.

There will be **two take home open-book tests** during the semester. Students will be given 24 hours to finish the test. The purpose of the tests is to give students a chance to pause and to organize what they have learned so far. More details about the test will be announced when the exam date approaches.

Grading

I follow the official grading rules. Letter grades have the following meaning:

- A+, A, A-: The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner.
- B+, B, B-: The instructor judged the student to have satisfied the stated objectives of the course in an above average manner.
- C+, C, C-: The instructor judged the student to have satisfied the stated objectives of the course in an average manner.
- D+, D, D-: The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner.
- F: The instructor judged the student not to have satisfied the stated objectives of the course.

The translation between letter scale and point scale is provided as follows:

- 97-100 (A+; 4.0); 93 - 96.9 (A; 4.0); 90 - 92.9 (A-; 3.7);
- 87 - 89.9 (B+; 3.3); 83 - 86.9 (B; 3.0); 80 - 82.9 (B-; 2.7);
- 77 - 79.9 (C+; 2.3); 73 - 76.9 (C; 2.0); 70 - 72.9 (C-; 1.7);
- 67 - 69.9 (D+; 1.3); 63 - 66.9 (D; 1.0); 60 - 62.9 (D-; 0.7)
- Below 60 (F; 0.0)

Course Rules

Extensions Extensions will not be granted. You will be informed of all assignments well in advance, so good planning and time management skills will benefit you. In particular, time management is an important skill to be acquired during your college life, so it is best to learn it as early as possible. If you miss an assignment or hand it in late, you will receive zero points for it. **There will be no opportunities for late submission.**

Be there and participate (with respect!) I take attendance in my class, so if you are excused for any official reasons (such as medical leave, death of family members, or out-of-town athletic team competition, etc.), I need to see official proofs. When you are in class, I need you to be there completely. Yes, this means being physically present, but I'm hoping for more than just your body in class. I teach better when you are mentally present —listening, taking notes, mulling things over in your head, asking questions, occasionally nodding (when you understand), and sometimes looking surprised, confused, or amused (as the situation warrants). And yes, you may even look bored, if that's how you're feeling. I need that feedback, too.

Even though laptops and mobile devices are not strictly prohibited in class, I expect those devices are used for academic purposes only. Don't kid yourself: I know when students are doing things with

their devices or finishing homework for another class, looking up every now and then and pretending to listen. Trust me, feigning attention doesn't look anything like attentive listening. You'll make the course easier for me to teach and you to learn if you are present and engaged in what's happening in class.

You are expected to finish the required readings before the class starts and I do give points for participation. There's no need to speak every day. Less is sometimes more. Speak when you've got something to say! Ask a thoughtful question, share a relevant experience, respond to another student's comment, or voice a different perspective —contributions like these make the class interesting for me and everyone else. And thanks in advance to those of you who voluntarily participate. A class that's participating energizes my teaching. Your comments, questions, and responses feed me. Without your participation, I feel like I'm at a dinner table where all I do is serve the food and never get to eat it. I'd like to be sharing the meal with you instead.

That's said, please be reminded, my classroom is a place for students to freely share/debate their thoughts and arguments. Sometimes, there is no right or wrong answers but different stances to an issue. To ensure an inclusive and healthy environment, please RESPECT each other's right to express their opinions. You do not have to agree with one another, but you have to respect one another and their points of views. This is how a democratic society works, and one major goal of higher education is to train you to be an autonomous citizen with independent thinking. However, please remember, HATE SPEECH IS NOT FREE SPEECH and is not tolerated in this classroom.

Academic Integrity

Proposed and developed by Denison students, passed unanimously by DCGA and Denison's faculty, the Code of Academic Integrity requires that instructors notify the Associate Provost of cases of academic dishonesty. Cases are typically heard by the Academic Integrity Board which determines whether a violation has occurred, and, if so, its severity and the sanctions. In some circumstances the case may be handled through an Administrative Resolution Procedure. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated.

Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted —not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly. For further information about the Code of Academic Integrity, see <http://denison.edu/academics/curriculum/integrity>.

Disability Services

Any student who feels they may need an accommodation based

on the impact of a disability should contact me privately as soon as possible to discuss their specific needs. I rely on the Academic Resource Center (ARC) in 020 Higley to verify the need for reasonable accommodations based on the documentation on file in that office.

Writing Center Support

Students are encouraged to utilize the writing center on campus. The Writing Center is a free resource available to all Denison students. Student writing consultants from many majors help writers one-on-one in all phases of the writing process, from deciphering the assignment, to discussing ideas, to developing an argument, to finalizing a draft. Because proofreading is a last step in that process, you should leave plenty of time (like at least a week) for getting your ideas right before expecting proofreading help. Consultants also can help writers with personal documents, like job and internship applications. Consultants welcome diversity and are prepared to work with multilingual writers. If needed, Consultants can refer a multilingual writer to Denison's Coordinator of Multilingual Learning for additional support. The Center is located on the fourth floor of Barney-Davis Hall; a satellite location is in the Learning Commons on the entrance level of the Library. Appointments between 4 p.m. and 9 p.m., Sunday through Thursday, can be made for the Barney-Davis location on the on-line scheduler at the MyDenison Writing Center website; the library satellite location only is drop-in. Check the website on MyDenison for those hours.

Academic Support for Studying in a Second Language

Studying in a second or foreign language is a rewarding, but challenging, experience! Dr. Randall offers a variety of support for multilingual students, from consulting with you about your written work to helping you devise strategies for developing and effectively using your listening, speaking, reading, and writing skills in English. Please keep in mind that the Writing Center is also a valuable resource. Writing Center Consultants welcome diversity and are prepared to work with all students. If needed, Writing Center Consultants can refer you to Denison's Coordinator of Multilingual Learning for additional support with writing assignments, Dr. Lori Randall.

Reporting Sexual Assault

Students should be aware that University employees are required by University policy and Title IX guidance to report allegations of discrimination based on gender identity / expression, including sexual misconduct, sexual assault and suspected child abuse/neglect, occurring on campus and / or involving current students at Denison University when they become aware of possible incidents in the course of their employment, including via coursework or advising conversations. There are others on campus to whom you may speak in confidence, including counselors at the Whisler Center for Student Wellness, SHARE advocates, and clergy. More information on Title IX and University policy guidance on gender identity / expression bias and sexual misconduct / assault, including support resources, how to report, and prevention and education efforts, can be found at www.denison.edu/titleix;

students may also contact Steve Gauger, Campus Title IX Coordinator, in Doane Administration 001, by email at gaugers@denison.edu, or by phone at 740-587-8660.

Appropriate Use of Course Materials

As an institution which strives to inspire and educate our students to become discerning moral agents and active citizens of a democratic society, we are committed to complying with all laws regarding copyright throughout the University. This syllabus and all course materials used in this course may be copyrighted and accordingly will be governed by the provisions of the U.S. copyright law (for an overview see <http://copyright.gov/circs/circ01.pdf> and for fair use guidelines see <http://copyright.gov/fair-use/more-info.html>). In particular, posting any course materials on commercial sites or creating a bank of materials for distribution to other students may be considered a violation of the University's Code of Academic Integrity as well as a breach of copyright law. If you have any questions about these guidelines, please speak with your instructor.

Brief Course Content

Introduction

1. What is Comparative Political Economy?
2. Snapshots of Asian Countries

Postwar Economic Development

3. The East Asian Miracle
4. The Asian Financial Crisis: the Cause
5. The Asian Financial Crisis: the Impact

Traditional Political Economy Themes in Asia

6. The World Factory
7. Trade: The Flow of Goods
8. Money and Currency War
9. Migration: The Flow of People

Hot Political Economy Issue in Asia

10. China Rising: The New Power?
11. Unending War?—China and Taiwan
12. The Future of Asia?
13. TBD

Course Plan

Note: this is all subject to change

1 Introduction

Week 1(Jan 21-27) What is Comparative Political Economy?

Topic:

- institution
- state and market
- political economy approach

Reading:

- Course Syllabus
- Wan Ch. 1 (20 pages)

Recommended Reading:

- Robert Gilpin, *Global Political Economy: Understanding the International Economic Order* (Princeton University Press, 2001), pp.25-31.

Week 2(Jan 28-Feb 3) Snapshots of Asian Countries

Note:

- Jan 29 Martin Luther King Day (No Class)
- Country profile assignment due on Jan 28
- Country profile presentation on Jan 31 and Feb 2

Reading:

- Wan Ch.2 (30 pages)

2 Postwar Economic Development

Week 3(Feb 4-10) The East Asian Miracle

Note:

- Start submitting discussion questions this week!

Topic:

- the Asian miracle ?
- developmental states
- flying geese

Reading:

- Wang Ch.5 (40 pages)
- Paul Krugman 1994 “The Myth of Asia’s Miracle”

Week 4(Feb 11-17) The Asian Financial Crisis: the Cause

Note:

- Individual Research Project Proposal Due on Feb 14th

Topic:

- the episode of the crisis
- financial liberalization
- impossible trinity
- crony capitalism

Reading:

- Wang Ch.6 (30 pages)
- Wade, R. (2000). “Wheels Within Wheels: Rethinking the Asian Crisis and the Asian Model.” *Annual Review of Political Science*

Recommended Reading:

- Singh, Ajit (1998) “Financial Crisis In East Asia: The End of the Asian Model?”
- Development Policies Department, International Labor Office Geneva, Discussion Paper 24, 1998 (<https://goo.gl/rM9nbt>)
- Khor, Martin. 1998. “The Economic Crisis in East Asia: Causes, Effects, Lessons” (<https://goo.gl/jIXMqo>)
- Bruce Rodney Hall. 2003. ”The Discursive Demolition of the Asian Development Model” *International Studies Quarterly* 47:71-99.

Week 5(Feb 18-24) The Asian Financial Crisis: the Impact

Topic:

- the impacts of the crisis
- veto player

Reading:

- Macintyre, Andrew. “Institutions and Investors: The Politics of the Economic Crisis in South-east Asia.” *International Organization* 55.1(2001):81-122. (40 pages)
- Pepinsky, T. B. (2008). Capital mobility and coalitional politics: Authoritarian regimes and economic adjustment in southeast Asia. *World Politics*, 60(3), 438-474.

Recommended Reading:

- Chu, Yun-Han 1999. “Surviving the East Asian financial storm: The political foundation of Taiwan’s economic resilience” in *The politics of the Asian economic crisis* [a piece on why Taiwan can navigate through the financial crisis in one piece]
- Haggard, S. (2000). *The Political Economy of Asian Financial Crisis*

3 Traditional Political Economy Themes in Asia

Week 6(Feb 25-Mar 3) The World Factory

Topic:

- foreign direct investment (FDI)
- cross-boarder production network

Reading:

- Wan Ch.7 (30 pages)
- Wong, J. (2011). *Betting on Biotech*. Cornell University Press. Introduction, and Chapter 1

Recommended Reading:

- Borrus, M., Ernst, D., & Haggard, S. (2000). *International Production Networks in Asia*. *International production networks in Asia*: Routledge.
- Ng, F., & Yeats, A. (2001). *Production Sharing in East Asia: Who Does What for Whom, and Why? Global Production and Trade in East Asia*. Springer US.
- Rowen, Henry S et. al. 2007. *Making IT: Asia’s rise in High Tech*[how Asia has produced economic fruit from the IT industry]

Week 7(Mar 4-10) Trade: The Flow of Goods

Note:

- Take home test on March 4th

Topic:

- ISI, export-led growth
- trade liberalization
- nationalism and trade

Reading:

- Wan Ch.8 (35 pages)
- Yen et.al. “Nationalism and Trade: Experimental Results from Taiwan”

Recommended Reading:

- ADB Working paper: Helble, M., and B.-L. Ngiang. 2014 From Global Factory to Global Mall: East Asias Changing Trade Composition. ADBI Working Paper 496. Tokyo: Asian Development Bank Institute. Available: <https://goo.gl/XVf0aj> (40 pages)

Week 8(Mar 11-17) Money and Currency War

Note:

- Individual research project report update I due on Mar 16th

Topic:

- financial liberalization
- capital flow
- banking system

Reading:

- Wan Ch.9 Ch.10 (80 pages)

Recommended Reading:

- Allen, Franklin et al. 2012. “ Chinas Financial System: Past, Present and Future.”
- ADB Working paper: Kawai, M., and V. Pontines. 2014. The Renminbi and Exchange Rate Regimes in East Asia. ADBI Working Paper 484. Tokyo: Asian Development Bank Institute. Available: <https://think-asia.org/handle/11540/1246>

Spring Break (Mar 18-24)

Week 9(Mar 25-31) Migration: The Flow of People

Topic:

- migrant worker
- domestic labor
- remittance

Reading:

- Lan, Pei-Chia (2006) “Global Cinderellas: Migrant Domesticity and Newly Rich Employers in Taiwan”. Introduction (30 pages)
- Lan, Pei-Chia (2003) “Maid or Madam? Filipina Migrant Workers and the Continuity of Domestic Labor.” (20 pages)

4 Hot Political Economy Issue in Asia

Week 10(Apr 1-7) China Rising: The New Power?

Topic:

- silk road to one belt one road (OBOR)
- market reform

Reading:

- Wan Ch.3 Ch.4 (pp.99-114) (45 pages)
- TBA

Recommended Reading:

- “Introduction to Modern Chinese History.” East Asian Curriculum Project of Columbia University.
- Cohen, Paul. 1996. Moving Beyond Tradition and Modernity, in *Discovering History in China*. New York: Columbia University Press, Chapter 2, pp. 57-96.
- Fairbank, John and Merle Goldman. 2002. *China: A New History*. Cambridge, Massachusetts: Harvard University Press, pp. 331-341.

Week 11(Apr 8-14) Unending War?—China and Taiwan

Note:

- Take home test on April 9th

Topic:

- Shanghai Communiqu
- Taiwan Relations Act
- changing status quo

Reading:

- Taiwan and US-China Relations. East Asian Curriculum Project of Columbia University. Available: <http://afe.easia.columbia.edu/>
- Wang et. al. (2017), “The Taiwanese see themselves as Taiwanese, not as Chinese” Washington Post
- TBA

Week 12(Apr 15-21) The Future of Asia?

Note:

- Individual research project update II due on April 16th

Topic:

- AIIB
- Asian union

Reading:

- Wan Ch.11 (20 pages)
- TBA

Week 13(Apr 22-28) Topic TBD

Note:

- This will be a topic decided collectively by the class. Think about what else you might want to learn about the region now, and we will decide on the topic together after the spring break.

Week 14(Apr 29-May 5) Individual Project Presentation Week

Week 15(May 7) Individual Project Presentation and Wrapping Up

Note:

- Individual research project due on May 8th at 9 p.m.

Appendix A: Useful News Outlet

Besides all the major international news sources (e.g. New York Times, BBC, The Economist, Time, etc.) you might already know, below are a couples of news sources that have more in depth Asia coverage for your reference.

1. General

- BBC Asia Coverage
- The Strait Times
- Aljazeera

2. China

- China Daily
- Peoples Daily
- South China Morning

3. Japan

- Asahi Shimbun
- Japan Times
- Japan Today
- NHK World

4. North Korea

- Korean Central News Agency
- Naenara

5. South Korea

- Chosun Ilbo
- Korea Herald

6. Taiwan

- Taipei Times
- China Post

7. Thailand

- Bangkok Post

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Appendix B: Other Useful Online Resource

- World Development Indicator
- OECD International Development Statistics
- ILO Labor Market Key Indicator
- Asian Barometer Survey
- Polity IV
- Freedom House
- CIA World Factbook
- The Monkey Cage