

**City University of Hong Kong  
Course Syllabus**

**offered Department of Asian and International Studies  
with effect from Semester A 2017 /18**

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**Part I Course Overview**

**Course Title:** State and Economy in Asia

**Course Code:** AIS 3032

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B3

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* AIS3021 The State and Economic Development in East and Southeast Asia

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

This course will enhance students' understanding of the comparative political economy of industrialization in Asia, focusing on the late-industrializing countries of Northeast and Southeast Asia. More specifically, the course focuses on the different ways in which governments have intervened in their economies, producing varying rates and patterns of economic expansion, technological change, and international competitiveness. The course addresses contemporary debates over the state's role in economic life and helps students explore these controversies in a theoretically informed and empirically rich manner. State apparatuses, industrial policies and structures, economic growth and crisis, rent-seeking, and social change are key areas of inquiry.

### 2. Course Intended Learning Outcomes (CILOs)

*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Evaluate different forms of capitalist development in East Asia	25%			
2.	Explain the different patterns of statist intervention in the economies of Northeast Asia and Southeast Asia	25%			
3.	Elaborate the changing policy approaches taken by China to rapid industrialization and technological advances	25%			
4.	Discover a new strategy for economic development appropriate to East Asia that would produce rapid economic expansion, but also make gains in political openness and environmental sustainability	25%			
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

*(TLAs designed to facilitate students' achievement of the CILOs.)*

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
CILO 1	Lectures, readings, tutorial presentations and discussion	√						
CILO 2	Lectures, readings, tutorial presentations and discussion		√					
CILO 3	Lectures, readings, tutorial presentations and discussion			√				
CILO 4	Discovery paper				√			

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: ____%								
Attendance	√	√	√	√			10%	
Discussion	√	√	√	√			10%	
Panel Discussion	√	√	√	√			10%	
DEC Paper	√	√	√	√			30%	
Quiz	√	√	√	√			40%	
Examination: ____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Attendance	Regular attendance and informed participation in class/class etiquette	Regular attendance	Attends 80% of tutorials	Attends 60% of tutorials	Attends 40-50% of tutorials	Attends few or no tutorials.
Discussion	Assessment will be based on capacity to persuade, critical thinking, and detailed research of a topic.	Demonstrates high level of conceptual thinking and originality during frequent tutorial participation/discussion; strong capacity to persuade.	Demonstrates reasonably strong level of conceptual thinking and originality during tutorial participation/discussion; some capacity to persuade.	Participates irregularly. Demonstrates fair level of conceptual thinking during. Limited capacity to persuade.	Seldom participates in tutorial discussion. Little evidence of critical thinking.	Never participates in tutorial discussion .
Panel Discussion	Assessment will be based on capacity to persuade, critical thinking, and detailed research of a topic.	Evidence of strong presentation skills, critical thinking, mastery of lecture material, and introduction of relevant new material. Interacts strongly with other panel members. Stimulates and responds to questions and	Evidence of reasonably strong presentation skills, critical thinking, mastery of lecture material. Some introduction of relevant new material. Interacts well with other panel members. Stimulates and responds at	Evidence of adequate presentation skills, critical thinking, and understanding of lecture material. Limited introduction of new material.	Little evidence of presentation skills, critical thinking, or understanding of lecture material. No introduction of new material. Little interaction with other panel members. Little interaction with	No evidence of good presentation skills, critical thinking, or understanding of lecture material. No introduction of new material. No interaction with other panel members or with

		comments from students in attendance.	reasonable levels to questions and comments from students in attendance	interaction with other panel members. Limited interaction with students in attendance	students in attendance.	students in attendance.
DEC Paper	Assessment will be based on strong evidence of original thinking; good organization of the paper, capacity to analyse and synthesize learned concepts and theories, persuasive writing skills evidence of familiarity with literature.	Strong evidence of original thinking; excellent organization, excellent capacity to analyse and synthesize learned concepts and theories, persuasive writing skills, strong evidence of familiarity with relevant literature and ability to undertake new research.	Reasonably strong evidence of original thinking; organization, capacity to analyse and synthesize learned concepts and theories. Reasonably good writing skills, familiarity with relevant literature, and ability to undertake new research	Evidence of some original thinking; fair organization, capacity to analyse and synthesize learned concepts and theories. Fair writing skills. Adequate familiarity with relevant literature, and ability to undertake new research	Little evidence of original thinking; poor organization of the paper, limited capacity to analyse and synthesize learned concepts and theories, marginal writing skills, little evidence of familiarity with literature.	No evidence of original thinking. Disorganized paper. Little capacity to analyse and synthesize learned concepts and theories. Poor writing skills, no evidence of familiarity with literature.
Quiz	Assessment will be based on capacity to master the topics covered in class, a evidence of critical	Excellent knowledge of the topics covered in lecture; ability to integrate reading materials into	Good knowledge of the topics covered in class, some evidence of critical thinking and good knowledge base	Adequate knowledge of the topics covered in class, some evidence of	Limited knowledge of the topics covered in class. Little or no evidence of critical thinking	Little or no knowledge of the topics covered in class. No evidence of critical thinking

	thinking and extensive knowledge base	responses; strong evidence of critical thinking and extensive knowledge base		critical thinking and knowledge base	and marginal knowledge base	and poor knowledge base
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**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

(An indication of the key topics of the course.)

**Abstract:**

Economic development; developmental state; patrimonialist state; ‘strategic retreat’; state capitalism; political authoritarianism; industrial policy; pilot agency; ethnicity; cronyism; financial crisis; democratization.

**2. Reading List**

**2.1 Compulsory Readings**

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	To be determined
2.	
3.	
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**2.2 Additional Readings**

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Beeson, M., 2004. The Rise and Fall (?) of the Developmental State: The Vicissitudes and Implications of East Asian Interventionism. In: L. Low, ed., <i>Developmental States: Relevancy, Redundancy or Reconfiguration</i> . Hauppauge, New York: Nova Science Publishers, pp. 29-30.
2.	Cheung Yin-Wong and Guonan Ma, eds, 2011. <i>Asia and China in the Global Economy</i> . Singapore: World Scientific Publishing.
3.	Chu, Y. W., 2004. Hong Kong: From Laissez Faire to Experiments in Developmental Support. In: L. Low, ed., <i>Developmental States: Relevancy, Redundancy or Reconfiguration</i> . Hauppauge, New York: Nova Science Publishers, pp. 147-60.
4.	Henderson, Jeffrey, 2011. <i>East Asian Transformation: On the Political Economy of Dynamism, Governance and Crisis</i> . London and New York: Routledge.
5.	Jeffrey A. Winters, 2012. ‘Oligarchs and Oligarchy in Southeast Asia’, in <i>Routledge Handbook of Southeast Asian Politics</i> . London and New York: Routledge, pp. 53-67.
6.	Jomo, K.S., 2004. Southeast Asian Developmental States in Comparative East Asian Perspective. In: L. Low, ed., <i>Developmental States: Relevancy, Redundancy or Reconfiguration</i> . Hauppauge, New York: Nova Science Publishers, pp. 57-78.
7.	Low, L., 2004. Singapore’s Developmental State Between a Rock and a Hard Place. In: L. Low, ed., <i>Developmental States: Relevancy, Redundancy or Reconfiguration</i> . Hauppauge, New York: Nova Science Publishers, pp. 161-78.
8.	Marcus Noland, 2014. ‘Six Markets to Watch: South Korea’, <i>Foreign Affairs</i> , January/February 4, at <a href="http://www.foreignaffairs.com/articles/140335/marcus-noland/six-">http://www.foreignaffairs.com/articles/140335/marcus-noland/six-</a>

	<a href="#">markets-to-watch-south-korea.</a>
9.	Perkins, Dwight H., 2013. <i>East Asian Development: Foundations and Strategies</i> . Cambridge: Harvard University Press.
10.	Robison, R. & Hadiz, V. R., 2006. Indonesia: Crisis, Oligarchy, and Reform. In: G. Rodan, K. Hewison & R. Robison, eds., <i>The Political Economy of South-East Asia: Markets, Power and Contestation</i> . 3 ed. Melbourne: Oxford University Press, pp. 109-38.
11.	Rodan, G., 2006. Singapore: Globalisation, the State, and Politics. In: G. Rodan, K. Hewison & R. Robison, eds., <i>The Political Economy of South-East Asia: Markets, Power and Contestation</i> . 3 ed. Melbourne: Oxford University Press, pp. 137-69.
12.	Somboon Siriprachai, 2012. <i>Industrialization with a Weak State: Thailand's Development in Historical Perspective</i> , pp. 1-21.
13.	Zhiqun Zhu, 2012. <i>Understanding East Asia's Economic 'Miracles'</i> , 2 <sup>nd</sup> printing. Ann Arbor MI: Association for Asian Studies.

### Online Resources:

*Asian Development Bank.*

Available at: <http://www.adb.org/>

*Asia-Pacific Economic Cooperation.*

Available at:

[http://www.apec.org/apec/publications/all\\_publications/human\\_resources\\_development.html](http://www.apec.org/apec/publications/all_publications/human_resources_development.html)

*International Centre for the Study of East Asian Development.*

Available at: [http://www.icsead.or.jp/7publication/wp2006\\_e.html](http://www.icsead.or.jp/7publication/wp2006_e.html)

*United Nations Economic and Social Commission for Asia and the Pacific.*

Available at: <http://www.unescap.org/>

*World Bank.*

Available at: <http://www.worldbank.org/>