

PSCI 3103B
State, Society and Economy in Northeast Asia
Thursdays, 11:35 a.m. – 14:25 p.m.
Please confirm location on Carleton Central.

I General information

Instructor: Max Wu
Office Hours: Thursdays 14:35-16:35, Loeb Building B 642.
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II Course description

This course will primarily examine the political economy of state and development in Northeast Asia. The main focus is on the theme of “developmental state” as it emerged in postwar Japan and its transfer and transformation to South Korea and Taiwan as well as its influence on development in China following the adoption of the open policy in 1978. The political economy of North Korea will also be included. Aside from political economy, it will also briefly look at the relationship between development, authoritarian modernity and democratization. The role of institutions, traditions of governance and political culture will also be touched on. Students are strongly encouraged to use analytical tools they learned from PSCI 2102 Comparative Politics Global North/South to make sense their readings and chosen cases. While time limitation makes it impossible to cover all players in state, society or market in the region, students are encouraged to consult general texts on these issues and additional references. Specific objectives of the course include:

- familiarizing students with major perspectives to analyse development in Northeast Asian region
- examining the historical context of developmental states in the region
- considering some longstanding conceptual debates in political economy, development studies or political sociology, such as the role of the state in development, state-market relations, state-society relations as well as role of cultural values.
- developing research skills by conceiving, executing and presenting a major piece of independent research.

III Course Format:

This is a lecture course with weekly in-person class meetings. Prior to each weekly meeting, students are required to read at least one of the assigned readings, regularly monitor what is

happening in the region, through local and international media (see suggested list of resources in Brightspace), insofar as development is concerned, and bring their comments and questions for class discussions. In principle, the instructor will lecture for the first half of class, while leaving the second half for students' presentations and discussions.

IV Learning outcomes

By the end of this course, students should be able to:

- identify and explain some key conceptualizations such as “state-society relations”, “developmental state”, “market in state” in particular reference to Northeast Asia;
- understand and illustrate the major current trends and policy issues in development of the region, and their broader historical or cultural context as well as their linkage to the practices of the state;
- analyze and discuss their research findings and conduct further research into (part of) the region.

V Texts

There is no required textbook in this course. All reading materials listed below are placed on reserve in MacOdrum Library, Ares system and mostly available through e-journals or e-books (a tiny few are reserved as hard copies). Nevertheless, the following books are particularly recommended and students are encouraged to obtain a couple of them for individual usage:

- Meredith Woo-Cumings ed. *The Developmental State* (Cornell University Press 1999)
- Chalmers A. Johnson, *MITI and the Japanese Miracle* (Stanford University Press 1981)
- Richard Stubbs, *Rethinking Asia's Economic Miracle* (Palgrave 2005/2018)
- Ian Neary, *The State and Politics in Japan* (Polity Press 2002/2019)
- Yongnian Zheng and Yanjie Huang, *Market in State: The Political Economy of Domination in China* (Cambridge University Press 2018)
- Tian He, *The Political Economy of Developmental States in East Asia: South Korea, Singapore and Taiwan* (Palgrave Macmillan 2021)

VI Evaluation at a glance

Components	Percentage of Grade	Due Date
Attendance and Participation	20%	throughout the term
Short Review Paper	20%	Feb. 16
Oral Presentation	10%	Thursdays, Week 3-13
Paper Proposal	10%	Mar. 6
Term Paper	40%	April 12

VII Evaluation in detail

For this course, there will be one **Short Review Paper** of 1800-2300 words (double-spaced, 12-point font) in an assigned subject due **February 16** (20%) and a **major research paper** of 3500-4000 words (double-spaced, 12-point font), plus bibliography or appendix due **April 12** (40%). The detailed subject and readings to be reviewed for the short review paper assignment will be handed out before the end of January. The term **paper proposal** of 1000 words (10%) due **March 6**.

Late assignments: all assignments are due on the specified due dates. Following a day's grace period, unexcused late assignments will be penalized a half grade per day. Thus, an A will become an A-; A- reduced to B+; etc.

Attendance is required for the course. It is student's responsibility to notify the instructor (in person or through emails), if there is a compelling reason (eg medical or family emergency etc) to miss a class. Unexcused absences will negatively affect attendance/participation. For **participation** part, all students are expected to **prepare two questions drawn from at least one reading each week**. The instructor may randomly call upon some students in class to bring their questions for more discussions, as situation warrants. Class participation will be assessed based on the quality and frequency of contributions.

Oral Presentation should be **no longer than 20 minutes**. Every presenters should try to confine their presentations to 5 slides that deal with the main arguments of the readings and not attempt to summarize readings in detail. Outlines of presentation (PPT or word document includes two discussion questions) should be posted before class meetings, which constitutes an integral part of oral presentation assessment. Presentation dates and readings are to be signed up with 2-3 members at maximum for each week. The oral part will be evaluated based on time management (3-member group 45 minutes maximum), articulation, resonance for classmates' interests or attention, respectfulness, professionalism, (the effort and coherence of group presentation). Sign-up and subscription of given readings must be done through emails to the instructor. It will be implemented on the "first come first serve" principle and Each student is strongly recommended to come up with a list of at least 3 dates and readings in preference order. In case his/her preferred date or reading is taken, the less preferred ones could be considered then. The whole list of sign-up will be provided or updated in Brightspace "Announcement" accordingly.

Research Paper must present clear arguments and cite with credible and verifiable sources (class readings and outside sources including books, journal articles, internet sources etc). All sources must be properly referenced in the text, with page citations where appropriate. A good analytic paper should have an introduction laying out clearly your arguments, the main body elaborating the arguments with supportive evidences, and a conclusion that summarizing your research findings and analysis or even with their wider implications, policy or theoretical alike. The research paper proposal is 2-page (not include bibliography) at maximum in length (singled-spaced, 12-point font). It should consist of one motivation paragraph explaining why the topic is chosen and your research question, one or two paragraphs describing in more details what issues

or aspects you are to examine in order to answer the question, at least one paragraph of your tentative thesis statements or arguments, plus a bibliography of at least 5 academic sources.

Key criteria used for Term Paper evaluation

- arguments laid out clearly and coherently with sufficient evidences to support
- conceptual application, top students will reflect cases' theoretical implications
- originality (zero tolerance for plagiarism see appendix)
- sufficient literature review leading to research question or puzzle
- main body of paper revolving around focused research question, with some conclusive findings or what could be pursued in the future.
- correct and consistent style in footnotes, endnotes or references
- grammatically correct etc

VIII Course schedule

(The weekly topics and readings may be subject to readjustment in view of possible unexpected or unfolded events in the region. In that case, the instructor will inform of any change in advance.)

Week 1 January 12:

Introduction: State, Society and Market in Development Context; The emergence of the developmental states in Northeast Asian context.

- Bruce Cumings "The Origins and development of Northeast Asian political Economy: Industrial Sectors, product cycles, and political consequences" *International Organization* Vol 38 No. 1. Winter 1984; Also in Frederic Deyo ed. *The Political Economy of the New Asian Industrialism* (Cornell University Press 1984)

Week 2 January 19:

Japan: Leading Developmental States in postwar and Cold War Northeast Asia

- Chalmers Johnson *MITI and the Japanese Miracle* (Stanford UP 1981), chs 3,4, 5
- Richard Stubbs, *Rethinking Asia's Economic Miracle* (Palgrave 2005/2018), chs. 3, 4
- Meredith Woo-Cumings ed. *The Developmental State* (Cornell University Press 1999), chs 1-3
- Ian Neary, *The State and Politics in Japan* (Polity Press 2002/2019), chs 1-3, 6, 10 (for 2019) (Or, chs. 1-3, 7, 11 for 2002 edition)

Week 3 January 26:

Japan: From Miracle to Stagnation and beyond

- Chalmers Johnson *MITI and the Japanese Miracle* chs 6,7.
- Ian Neary, *The State and Politics in Japan*, chs 4, 10, 13, 14 (for 2019)
- Takeo Hoshi and Anil Kashyap "Japan's Financial Crisis and Economic Stagnation", *Journal of Economic Perspectives* Vol 18, no 1 Winter 2004 pp. 3-26
<http://pzacad.pitzer.edu/~lyamane/hoshi1.pdf>

Week 4 February 2:

Republic of Korea (ROK) adopting the Japanese model I

- Alice Amsden *Asia's Next Giant* (Oxford University Press 1989), chs. 1-5;
- Atul Kohli, in Meredith Woo-Cumings ed. *The Developmental State*, ch 4;
- Tian He, *The Political Economy of Developmental States in East Asia: South Korea, Singapore and Taiwan* (Palgrave Macmillan 2021), ch. 2

Week 5 February 9:

ROK II and North Korea Development

- Rajiv Kumar, "Bringing the developmental state back in: explaining South Korea's successful management of COVID-19", *Third World Quarterly*, 42:7 (2021), pp. 1397-1416
- Elizabeth Thurbon & Linda Weiss, "Economic statecraft at the frontier: Korea's drive for intelligent robotics", *Review of International Political Economy*, 28:1, (2021), pp. 103-127
- Marcus Noland and Stephan Haggard, *Hard Targets: Sanctions Inducements and the Case of North Korea* (Stanford University Press, 2017) esp. ch 1 and 2

Week 6 February 16:

Taiwan Experience

- Robert Wade, *Governing the Market* (Princeton University Press 2004/2018) Chs 1,2,3;
- Tian He, *The Political Economy of Developmental States in East Asia: South Korea, Singapore and Taiwan* (Palgrave Macmillan 2021), ch. 4
- Wei-Ting Yen, "Taiwan's COVID-19 Management: Developmental State, Digital Governance, and State-Society Synergy" *Asian Politics & Policy*, Vol 12, No 3 (2020), pp. 455-468

Week 7 Feb. 23: Study Break; NO class

Week 8 March 2:

Northeast Asian Developmentalism, Asia Financial Crisis and beyond

- Robert Wade, *Governing the Market* 2004 paperback edition introduction to the 2003 paperback pp.xiii-lv
- Richard Stubbs, *Rethinking Asia's Economic Miracle*, Chs 6 and 7
- John Minns "Of Miracles and Models the rise and decline of the Developmental State in South Korea" *Third World Quarterly* Vol 22. No. 6 (2001) 1025-1043

Week 9 March 9:

Developmentalism and Northeast Asian Cultural Context:

- Lucian W. Pye, *Asian Power and Politics* (Harvard University Press 1985), chs 3, 6, 7, 8

Week 10 March 16

China and Asian developmentalism

- T.J. Pempel in Meredith Woo-Cumings ed. *The Developmental State*, pp. 137-181

- Richard Stubbs “What Ever Happened to the East Asian Developmental State the Unfolding Debate” *Pacific Review*, Vol. 22 no 1(2009) pp1-22
- Mark Beeson “Developmental States in East Asia: a Comparison of the Japanese and Chinese Experiences” *Asian Perspective* Vol 33, No. 2 (2009), pp. 5-39
<http://www.asianperspective.org/articles/v33n2-a.pdf>

Week 11 March 23:

China Model vs developmental State

- Geoffrey C. Chen & Charles Lees “Growing China’s renewables sector: a developmental state approach”, *New Political Economy*, 21:6, (2016), pp. 574-586
- Mark Beeson, “What Does China’s Rise Mean for the Developmental State Paradigm?” in Toby Carroll and Darryl S. Jarvis eds. *Asia After the Developmental State* (Cambridge University Press 2018), pp. 174-200.
- Suisheng Zhao, “The China Model: can it replace the Western model of modernization?” *Journal of Contemporary China* 19(65), June 2010, pp. 419–436
- Der-yuan Maxwell Wu, “From Model to Solutions? The China Experience and Its Implication” *Monde Chinois* 54/55 (2018), pp. 111-120

Week 12 March 30:

Developing China and Its Challenges: Market in State and beyond

- Yongnian Zheng and Yanjie Huang, “Conclusion” in *Market in State: The Political Economy of Domination in China* (Cambridge University Press 2021), pp.425-46; and chs. 5, 6, 8.
- Scott Rozelle and Natalie Hell, *Invisible China* (The University of Chicago Press 2020), ch 6, conclusion

Week 13 April 6:

Rethinking Northeast Asian development: Authoritarian Modernism and State-Society Relations

- Mark R. Thompson, *Authoritarian Modernism in East Asia*, (Palgrave Macmillan 2019), ch 3, 4 or M.R. Thompson, “From Japan’s ‘Prussian Path’ to China’s ‘Singapore Model’: Learning Authoritarian Developmentalism” in Carroll and Jarvis eds. *Asia After the Developmental State*, pp. 148-73.
- Lucian W. Pye, “Erratic State, Frustrated Society” in *The Spirit of Chinese Politics*, 2nd ed. (Harvard University Press 1992), pp. 233-56 or in *Foreign Affairs* Fall 1990

Appendix

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Student Mental Health

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Plagiarism

Carleton's [Academic Integrity Policy](#) defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;

- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.