Course Description. This course examines the causes and consequences of two perennial themes in international relations: "power" and "plenty." It studies International and Comparative Political Economy as they relate to East Asia and Latin America. These two regions’ divergent development trajectories have resulted in considerable scholarly interest and policy implications.

The study of International Political Economy has undergone a remarkable resurgence since the 1970s, a development that stemmed from two sources: one practical, and the other academic. Practically, many salient international economic issues had become politicized. Meanwhile, challenges from the real world had also contributed to the academia's dissatisfaction with the long-standing tradition of separation between politics and economics. Currently this field represents one of the most promising areas of the studies of international relations. Its scope and methods are constantly adjusting and its research results abound.

The abstract theories of political economy and development can find their best "test grounds" at key regions of the world that are coping with same sets of issues, e.g., East Asia and Latin America. But International Political Economy and comparative area studies have not typically been mixed in a single course offering. This course seeks to do just that. It will survey the major themes and theories of International Political Economy that apply specifically to East Asia and Latin America. Relevant development models from other developing regions (e.g., South Asia, Eastern Europe, and Africa) are introduced for comparison. The course seeks to bridge the intellectual lacuna between international relations and area studies, and to alleviate the tension between systemic and regional approaches. An explicit geographical focus may facilitate, rather than obstruct, the teaching of International Political Economy concepts, which may seem rather abstract in the absence of application to concrete situations. The course also studies country cases in East Asia and Latin America in order to illuminate relevant theoretical debates, such as interdependence, hegemonic stability, product life cycles, import substitution vs. export promotion, the dependency-vs.-developmental models of economic growth, regime types and economic performances, business-state relations, development and democracy, economic reform and adjustment, etc. In turn, the framework of political economy provides a good vantage point from which to observe East Asia and Latin America.

The central theoretical concern of this course is the distinct paths of upward movement in the global arena. Can the majority of developing countries improve their relative positions in the international pecking order? The seeming opposite development strategies adopted by East Asia and Latin America have generated unsettling academic debates that have far-reaching policy implications. Since the 1970s the East Asian NICs have often been championed as "success stories," which vindicate the outward-looking policy prescriptions of neoclassical economics (Ironically the 1997 Asian economic crisis had cast considerable doubt on this "orthodoxy."). In contrast, the multitude of economic and social problems faced by the Latin American NICs is directly attributed to the inward-looking Dependencia ideology. This crude dichotomy is both unsophisticated and self-serving. In a cross-regional comparison, this course will critically examine the factors contributing to the East Asian NICs’ economic success and its limits, and the consequences of the NICs’ policy choices (admittedly under structural constraints). Dependency is as much an effect as a cause of
policy choices.

This course seeks to introduce the students to the key topics of International Political Economy and cultivate in them a theoretically driven interest in the two most dynamic regions of the world in the new century. It also seeks to stimulate the students to seriously think over some of the most important developmental issues of our time that cut across several conventional academic boundaries. During the process, the course seeks to foster important professional skills, such as critical reading, library or computer research, professional presentations, public discussions, and academic writings.

This course is designed as a senior/graduate seminar. Because its quality depends on the quality of the participants’ contribution, it extols professionalism and responsibility. Some background in political science / international relations or knowledge on East Asia and Latin America is expected.

Reading Materials.
I Required Books: The four following books are required. They are available at the University Bookstore.
1 Stephan Haggard, Pathways from the Periphery: The Politics of Growth in the Newly Industrializing Countries (Cornell University Press, 1990)
3 Meredith Woo-Cumings, ed., The Developmental State (Cornell University Press, 1999)
II Recommended Books: Provide excellent background. The first three can be purchased at the Bookstore.
2 Garry Rodan, Kevin Hewison, and Richard Robison, eds., The Political Economy of South-East Asia (Oxford University Press, 1999)
III Articles: To simply life, please pay the Department Secretary $15 to cover the cost of all the photocopies for articles, handouts, etc. You are responsible for reading them.
IV Video: Several video titles relevant to the class will be shown either in class or at arranged times.
V Course Website: http://www.richmond.edu/~vwang/ps400/S01-index.html contains a syllabus, periodically updated additional articles, assignments, best student papers, links and resources.
VII Reserved Books: A separate sheet lists the books for further interests on reserve at the Boatwright Library. Feel free to browse through them early in the semester to find ideas that will aid your research papers.

Class Policies
1. Attendance: Regular attendance and constructive participation are a crucial part of success in the class. Other than those absences officially excused by your College Dean (e.g., participation in University-sponsored event) for which the instructor must have a copy, acceptance of any absence
due to other reasons is at the discretion of the instructor. Unexcused absences will impair your grades in the class (see below). In any case you are responsible for all the missed work.

2. Late works and make-up works: All the assignments are due on the days specified in the syllabus, at the beginning of the class. Works turned in after that are late, and will carry a penalty as follows: one letter grade reduction per day until 72 hours late – at that point the grade turn into “F.” Make-up works are only considered for documented extraordinary circumstances and must have my approval.

3. Honor code: This course adopts the University of Richmond Student Honor Code. The students are required to provide and sign the pledge as part of the test/exam and other work: "I pledge that I have neither given nor received unauthorized assistance during the completion of this course." Beware of plagiarism or other types of academic dishonesty. If you have any questions, please talk with me.

Course Requirements

1. Class presentations and participation (30%): Over the course of the semester, each student will choose two topics from the class schedule to do a 20-minute oral presentation. You can rank 3-5 favorite topics. I will try to accommodate your preferences. A schedule will be distributed in the second week. A successful presentation summarizes the main points raised in the readings, asks important questions, and facilitates discussions. Active participation from everyone in the class is expected.

2. Short essays (30%): To help you command the literature, each week a short essay question will be distributed. It is due in the next class. Your essay should be about one-page long (about 250 words), with minimal references. It should be terse and to the point.

3. Research paper (40%): The readings, discussions, and research in the class are intended to culminate in a research paper, a capstone experience, that deals with a significant issue or topic related to this course. As examples, the paper can be: (1) a review of a substantial body of literature (i.e., reviewing several books that offer different viewpoints on the role of state and market in development) -- a good example is the Review Articles in World Politics. (2) a critical examination of certain theories (e.g., dependency theory) against at least two country cases with which you are familiar -- e.g., Brazil and Taiwan, as Evans (1979) and Barrett and Whyte (1982) had done. (3) an in-depth study of a substantive issue that has comparative or theoretical components. The suggested length is 25 double-spaced typewritten pages (about 6,000 words). Each student should submit to me by March 1 a one-page prospectus, with the following information: your paper topic, initial arguments, bibliography, and methodology (if any). You should start thinking about your paper early, and discuss with me regularly so that I can help you on the paper along the way. Further, each student will have a chance in the final three weeks of the class to present the draft copy of his/her paper in class, and seek critique for improvements. This student is responsible for making and distributing copies of his/her paper by Monday of the week of the class to other students and me so that we have sufficient time to read and critique the paper. The final version of the paper is due at 5:00 pm, Thursday, May 3. Training students to write in a professional manner is an important goal of this class. You should follow the styles as shown in those leading journals cited earlier. Some reference guides are worth mentioning: The Chicago Manual of Style, Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, Diana Hacker, A Pocket Style Manual, William Zinser, On Writing Well, Diane E. Schmidt, Expository Writing in Political Science. You should edit, spell-check, and grammar-check before you turn in your papers. As most software programs now can help you with these tasks, bad writing should not happen or even hurt you. The paper should follow all academic practices -- with proper styles and, references. Please see the course website for more tips.

Class Schedule and Reading Assignments
You should complete all of the required readings before each class. Although recommended readings are optional, they provide further information for your presentations or papers.

Part 1: Fundamentals of IPE

January 18
A. Introduction to Class, Course Organization, and Requirements
B. Ideologies of Political Economy and Contemporary Theories of IPE
• Robert Gilpin, The Political Economy of International Relations (Princeton, 1987), 65-80

January 25
A. Historical Legacy: Hegemony, Power, and Stability
• Immanuel Wallerstein, "The Three Instances of Hegemony in the History of the Capitalist World Economy," in George T. Crane and Abla Amawi, eds., The Theoretical Evolution of International Political Economy: A Reader, 2nd ed. (Oxford University Press, 1997), 244-52
• Susan Strange, "The Future of American Empire," in Crane and Amawi, 253-64

B. Neoclassical and Statist Perspectives
• The World Bank, The East Asian Miracle (Oxford University Press, 1993), 1-26
• Haggard, Pathways, 1-23

Recommended:
• Cal Clark and K.C. Roy, Comparing Development Patterns in Asia (Boulder, CO: Lynne Rienner, 1997), 39-60
• The World Bank, The East Asian Miracle

February 1
A. Radical Perspective and Cultural Approach
• Peter Evans, "Dependent Development," in Nikolaos Zahariadis, Theory, Case, and Method in Comparative Politics (Harcourt Brace, 1997), 103-8
• Ronald Inglehart, "The Renaissance of Political Culture," in Zahariadis, 76-87

Recommended:
• Peter Evans, Dependent Development: The Alliance of Multinational, State, and Local Capital in Brazil (Princeton University Press, 1979)
• Ronald Inglehart and Marita Carballo, "Does Latin America Exist? (And is There a Confucian Culture?): A Global Analysis of Cross-cultural Differences," PS: Political Science & Politics 30(1)(March 1997), 34-47

B. Rational Choice Approach, Regimes and Epistemic Communities (e.g., "Chicago Boys")
• Barbara Geddes, "A Game Theoretical Model of Reform in Latin American Democracies," in Frieden et
al., *Modern Political Economy and Latin America*, 261-70

- Peter M. Haas, "Do Regimes Matter? Epistemic Communities and Mediterranean Pollution," in Crane and Amawi, 284-98
- Norman Gall, "How the 'Chicago Boys' Fought 1,000% Inflation (Chilean Economists Trained at University of Chicago)," *Forbes* 125(31 March 1980): 75-9

Recommended:


**Part 2: East Asia -- Regional Themes and Country Cases**

February 8

A. Origins of East Asian Political Economy: Product Cycles and Flying Geese


B. The Developmental State: Origin and Evolution of a Concept

- Woo-Cumings, *The Developmental State*, 1-60

Recommended:

- Woo-Cumings, 61-92, 137-81

February 15

A. Japan

- Chalmers Johnson, *MITI and the Japanese Miracle* (California, 1982), 3-34
- Woo-Cumings, 93-136

Recommended:

- David Friedman, *The Misunderstood Miracle: Industrial Development and Political Change in Japan* (Cornell, 1988)

B. South Korea and Taiwan

- Haggard, 51-99, 126-45
- Gereffi and Wyman, *Manufacturing Miracles*, 139-70

Recommended:

• Alice H. Amsden, Asia's Next Giant: South Korea and Late Industrialization (Oxford, 1989)

February 22

A. Hong Kong, Singapore, and China

• Haggard, 100-25, 146-60
• Tai-lok Lui and Stephen W. K. Chiu, "Merchants, Small Employers and a Non-Interventionist State: Hong Kong as a Case of Unorganized Late Industrialization," in John Borrego, Alejandro Alvarez Bejar, and Jomo K.S., eds., Capital, the State, and Late Industrialization: Comparative Perspectives on the Pacific Rim (Westview, 1996), 221-46
• Victor D. Lippit, "China and Mexico: Comparable Development Strategies, Disparate Results," in Borrego et al., 129-50
• Thomas M. H. Chan, "The Economic Development of Guangdong and Its Impact on Hong Kong and Taiwan," in Borrego et al., 203-20

Recommended:
• Barry Naughton, The China Circle (Brookings, 1997)
• Nicholas Lardy, China in the World Economy (Institute for International Economics, 1994)
• Susumu Yabuki, China’s New Political Economy (Westview, 1995)

B. Culture and Economy: Is There a Single "Asian Model"?

• Peter L. Berger and Hsin-Huang Michael Hsiao, eds., In Search of an East Asian Development Model (Transactions, 1988), 3-11

Recommended:
• Ronald Dore, Reflections on Culture and Social Change, in Manufacturing Miracles, 353-67
• Grace E. Goodell, The Culture of Contingency (manuscript): TBA

March 1

A. East and Southeast Asia Compared

• Stephan Haggard, “Business, Politics, and Policy in Northeast and Southeast Asia,” in Andrew MacIntyre, ed., Business and Government in Industrializing Asia (Cornell, 1994), 268-301
• Rodan, Hewison, and Robison, The Political Economy of South-East Asia, 93-120


B. East and South Asia Compared

• Cal Alark and K. C. Roy, Comparing Developing Patterns in Asia (Lynne Rienner, 1997), 61-133

Recommended: The rest of Comparing Developing Patterns in Asia

March 8

A. The Asian Financial Crisis: International and Regional Causes

• Pempel, The Politics of the Asian Economic Crisis, 17-78

Recommended:
• Vincent Wei-cheng Wang, “Whither (or Wither?) the Developmental State?: Globalization and the Asian Financial Crisis, Pacific Focus XV(2)(Fall 2000): 65-87
• A great website: http://www.stern.nyu.edu/globalmacro/
  B. National Responses

March 15

Sمثال BREAK: NO CLASSES

Part 3: Latin America -- Regional Themes and Country Cases

March 22

A. Theories of Political Economy of Growth
• Haggard, *Pathways*, 23-48
• Gereffi and Wyman, 3-31

B. East Asia-Latin America Compared
• Gereffi and Wyman, 323-52
• Nancy Birdsall and Frederick Jaspersen, eds., *Pathways to Growth: Comparing East Asia and Latin America* (Inter-American Development bank, 1997), 1-12

Recommended:
• The rest of *Pathways to Growth*
• Ching-yuan Lin, Latin America vs. East Asia (M.E. Sharpe, 1989)

March 29

A. Market Failure? Government Failure?
• Frieden, *Modern Political Economy*, 3-34
• Patrice Franko, *The Puzzle of Latin American Development*, 1-28
  B. Historical Legacy and Import Substituting Industrialization
• Franko, 29-50
• Frieden et al, 140-51, 155-72

April 5

A. Debt Crisis, Development, and Foreign Investment
• Frieden et al, 195-223, 229-34
• Franko, 79-110


B. Neoliberal Economic Reform and Democratic Transition
• Frieden et al, 71-80, 247-60

Recommended:
• Henry Velrmeyer, James Petras, and Steve Vieux, *Neoliberalism and Class Conflict in Latin America*
• Carlos Acuña, Eduardo A. Gamarra, and William C. Smith, eds., *Latin American Political Economy in
the Age of Neoliberal Reform: Theoretical and Comparative Perspectives for the 1990s (University of Miami North-South Center, 1994)


April 12

A. Brazil and Mexico

• Haggard, 161-88
• Woo-Cumings, 276-305

Recommended:
• Peter Evans, *Dependent Development: The Alliance of Multinational, State, and Local Capital in Brazil* (Princeton University Press, 1979)
• Kathryn Sikkink, *Ideas and Institutions: Developmentalism in Brazil and Argentina* (Cornell, 1991)

B. Argentina, Chile, and Venezuela

• Frieden (1991), 143-230

Recommended:

Part 4: Research Practicum

April 19    Student presentations of draft papers
April 26    Student presentations of draft papers
May 3       Research Paper Due