"Now they're leaving from places that they used to move to into other parts of the world. We can't let that happen. We've lost our manufacturing jobs. We've lost our manufacturing—millions and millions of jobs, thousands and thousands and thousand of plants, manufacturing plants, warehouses. I mean we are losing so much; we can't let it happen."—Donald Trump

I. What will I learn by taking this course?:
Almost every pundit claims that China will be the most important country for the United States in the coming decades. Why? While there are many issues that render China important such as security and human rights, one prominent issue is clearly its emergence as an economic power: it is the world’s second largest economy only behind the United States, and it is expected to become the world’s largest within the next two decades if its current rate of economic growth continues.

As exemplified by this mercurial rise of China, many people are already referring to the twenty-first century as the “Asian Century.” So many of the products we take for granted are designed and manufactured in countries such as China, Japan, South Korea and Taiwan. Why is it that these products are not produced in France, Brazil, Russia or Canada?
This course addresses this timely issue from the perspective of political economy. Though this subject is often taught in economics courses, political economy is also a sub-discipline of political science. Political economy studies the interaction and the nexus of politics and economy. No economic policy and economic performance can remain politically neutral. If one actor gains economically relative to others, it affects the power relations among social actors. This is so because economic affluence is a major political resource, which leads to political power. Also, as one can see in everyday news, virtually no one makes economic policy from a pure objective viewpoint. Virtually every single policy will affect people differently. For example, if progressive tax rate increases, the wealthy will suffer more while value added taxes will negatively influence the poor more than the rich. The decision is, thus, made politically. Political scientists recognize that there is no policy that satisfies everyone equally. Therefore, people in the real world quite frequently behave even in an irrational way from the perspective of economics exactly because political gain is almost always different (relative gains) depending on the people. The stories you see on the news every day, from Greece’s problem to the rise of China, become such hot issues exactly because they are “political.” What economists view as irrational political scientists view as normal actions in a political world and hence, the main subject to be explained.

There are three types of political economy within the discipline of political science. First, some study the political impact of the U.S. economic policies and the political influence on the U.S. economic policymaking. Second, some study the political economy of international relations. As presented above, if China’s economic performance increases, its political power is expected to increase as well because other countries may rely more on China for their economic prosperity in a political realism perspective. If we assume that economic wealth does not translate to political power, no one will discuss China’s emergence with such a curiosity and “fear.” Finally, some study the linkage between domestic political institutions and economic performance. This is a sub-field of comparative politics. Why do certain countries develop its economy while not others? If economic theories apply and implemented everywhere, the performance should be the same. As briefly discussed, this is not the case partially because politically it is impossible to implement the same policies. For example, if we have a republican president or not will certainly affect what kind of economic policy will be implemented. In a political world—which includes virtually all polity of this world, there is no objective economic policy that satisfies everyone because the relative gains are different among the people. Naturally, the adoption of economic policies will result in political battles.

This course primarily will focus on the third type. What kind of political institutions allowed some East Asian countries prosper while not other countries? Why and how did these countries make policies very different from the one of Latin America, for example? Why do South Korea and Taiwan differ in their IT industrial structure so dramatically? This course will also address some aspects of the second type of political economy discussed above. It is important to understand the international aspects of political
economy such as trade, foreign investment, and monetary issues. Thus, this course will cover some of the key aspects of the field of international political economy as well. Why did the United States set up the current international organizations such as the IMF and the World Bank? Why did China want to join the WTO so enthusiastically? What are the implications of the rise of China for the United States?

While this course focuses primarily on Asian countries, it also discusses Latin American countries’ economic development in comparison to Asia. Students are also encouraged to compare the United States, Western Europe, and other regions of the world compared to Asia and/or Latin America.

There is no prerequisite for taking this course, although some background in macroeconomics (ECO 001) would be helpful. Also, having some background behind world regions as one would learn in courses such as PSC 002 (Introduction to Comparative Politics), PSC 130 (Latin American Politics & Government), PSC 144 (Asian Politics and Government), PSC 145 (Japan: Politics & Government), and/or PSC 146 (China: Politics & Government) would be a helpful foundation for this course. No mathematical skills are necessary to succeed in this course.

II. You will be able to answer the following questions!

• Why have some East Asian countries developed their economies faster than others? Is it because they adopted better economic policies than others? If so, why were they able to adopt such policies while not others? Why did it happen at a specific period in history?

• Why does each country have distinct industrial organization? Did each government intentionally choose or because other political and social influences? Or, is it merely a luck like a lotto?

• What is the relation between political regime and economic development? Is democracy good for economic development? If so, why have some East Asian countries developed their economy under an authoritarian regime? Does China’s performance have anything to do with its political system?

• Why can some governments implement effective policies while others fail? What hinders the implementation of certain economic policies?

• Will China’s economic rise pose a threat for the United States? Did Japan’s rise since the 1960s pose a threat for the United States? If the former will while the latter did not, why?

• Can a country use economic power as political and military power? If so, how? Did we have a case where economic power translated into a political and military power?

III. Course Texts/Materials
Required Textbooks


*Note: The above textbook will be available at Hofstra’s Bookstore as well as from the following publisher’s website.

http://www.linusbooks.com/

Use “Kanatsu” or “Asian” in the Search Book field on the top-left to purchase a copy online. The instructor will NOT provide any support with respect to online purchases. If you have a problem submitting your order online, please purchase the text at Hofstra’s bookstore.

Bibliography: What kind of books have been published in this field relevant to this course?


IV.  What are the rules/manners in class?
I would like to ask you the following in order to maintain a superb learning environment not only for you but also for all students in class.

• Please be considerate to other students in class. In order to be so...
  • Please come to sit in class before each class begins.
  • Please do not use any electronic device after class begins including a laptop, a tablet computer or a cell phone.
  • Please do not stand and/or leave classroom during class hours except for emergency.

Thank you very much for your cooperation in advance.
v. How will I get a grade? What are the assignments?

This course uses point aggregation system. As you complete each assignment, you add the points toward your final course grade. Any student who earns more than 87.5 points will receive an A grade. See below for details.

A. In Class Quiz (30 pts)

At the end of every class, you will take a small quiz for maximum ten minutes. The aggregates of these will make 40% of your grade. The total grade is calculated as a percentile of the aggregated grade. You are allowed to take a look at your own notes while taking the exam. No extension of time will be given. Also, you cannot take this quiz any other time than the designated time at the end of each class.

B. Presentations in Class (20 pts)

I will assign homework (pre-research) before each class to a certain number of students per lecture. The assigned students will present the research results in class and submit one page of PowerPoint presentation. Note that your PowerPoint page must be emailed to the instructor. If you miss your presentation opportunity, you will not get another chance of presentation until your next turn. Also, you are not allowed to present without submitting the PowerPoint page before the deadline. (Sunday night 11:59pm for Tuesday presentation; Tuesday night 11:59pm for Thursday presentation.) Your presentation time is maximum 3 minutes. No extension will be given in order for other students to have a chance to present. I will try my best to correct your mistakes at the point you have submitted the PowerPoint page to me. If students still make mistakes, I will correct it on spot in order for all students to understand correctly.

C. Map Quiz (5 pts)

I would like you to be able to identify major Asian countries, their capitals and key industrial cities at an early stage of this course.

The following five countries and eleven cities are the countries and their cities you will need to know in order to pass this quiz.

Japan: Tokyo, Nagoya (2)
China (People’s Republic of China): Beijing, Shanghai, Hong Kong (3)
India: New Delhi, Hyderabad, Bangalore (3)
South Korea (Republic of Korea): Seoul (1)
Taiwan (Republic of China): Taipei, Hsinchu (2)

D. Item Lists (5 points)

You will be required to list the items described on a form. Please list the items described in the form, which will be provided in class, following the guidelines. The due date for this assignment is **Tuesday, Feb. 5 at 11:59pm.**
Instructions:
1) Check the items that you have from the table provided. Do you have a car? Do you have a motorcycle?
2) If you own less than 10 from the list, add your own items that are not listed to make 10 items in total. Adding more than 10 items is not necessary.
3) Check the tags, the back of the products etc. to physically locate the word either “Made in xxx”, “Assembled in yyy,” and/or “Designed in zzz.” Note that “Made in” is mostly used but not with “Assembled.” “Assembled” is frequently used with “Designed.” It will be very strange if all three are filled because 99% of the products used EITHER “made in ~~~” or “Assembled in ~~~.” Do not write anything that you have not actually seen. It will only affect your grade negatively.
4) Take pictures of the items and where the above is stated as an evidence. Take the whole picture of the product as well as the magnified part where the above is listed.
5) Then, identify the country of the brand. For example, Apple is a U.S.A. brand and Toyota is a Japanese brand. If you do not know the origin country of the brand, check the Internet and find out. (Wikipedia is actually a good place to check this casually and quickly although not recommended for your research paper.) This is the only part you may need to conduct the Internet research.
6) Fill in the table and submit the table to the instructor via email. (No picture submissions are necessary at this point.)
7) Wait for the instructor’s reply and submit pictures as requested. (Depending on the case, the instructor might ask you to bring the items physically.)

E. Two Movie Assignments (5 points each, 10 points total)
We will watch the two movies and you will write an essay following the guideline provided. (Both are available at Hofstra University Media Center.)

The following are the two movies:
— The China Question (2011) Memorial Hall - Film and Media Library JZ1734 .C545 VD-3032

For the first part of the questions, you answer on spot in class. For the latter part, you need to submit your answers to TurnItIn.com from blackboard.com.

We watch the movie together while I stop the movie once in a while. You need to pay good attention to the movie. It is suggested to read the questions carefully before watching the respective movie. If you could not answer the questions on spot for the first part, you are allowed to rewatch the movies (as many times as you want), and I will give you points at a discounted rate. (20% off each time.) Both movies are available at the Media Center of Hofstra University.
F. Two Technology Acquisition in a Manufacturing Industry Research Paper Projects (15 points each, 30 points in total)

Students must submit two argumentative research papers with a clear “thesis” that focus on a narrowly defined issue related to the Political Economy of Development. The key is how a corporation, an industry, and a country obtained technology to succeed in a manufacturing industry*. (5-7 pages [body not including title page, bibliography etc.], 12 font, double-spaced, typed) Papers will be graded based on the substance of the paper (arguments), the thoroughness of the research and the structure and presentation of the material (organization, style, grammar, spelling, and citation).

The following are the two research paper projects.

1. Project I: Understanding Industry/Corporate Technological Development

The first project involves learning about the products and corporations that manufacture such products. You can focus on a brand name or a specific company. You can also focus on a certain product such as a cell phone or conduct research on more than two companies and compare them. Your research needs to focus on how a corporation in a developing country (at the time of development to catch up or make a significant leap) has obtained technology that led to development success of a corporation in catching up technologically to or becoming a rival of the leading corporations of mostly developed countries.

The key is technology acquisition, not just a corporate history of product introduction. By definition, corporations in developing countries do not have technology. They have to learn technology in one way or another. How did the successful company you have chosen acquire technology? Did it invite the expert? Did it hire some specific individuals? Did they hire Ph.D. holders? Did they buy out a smaller company to acquire technology? Did they spend a lot of money for R&D (Research and Development)? Did the government provide help?

Relevant information is available on the web such as on a corporate web site. Also, many business school case studies, many business-related journals such as Business Week and Forbes, and industry journals feature the stories of some companies, industries, or countries. There are also many books or article publications of industries. Make sure you keep a record of all the sources you have consulted with such as web addresses, web page names, journal names and publication dates, book titles, authors, publishers, and published years, etc. (Fundamentally, readers of your paper should be able to trace back all the sources you have used. Please contact a librarian or the Writing Center for directions on how to properly cite your sources and write a bibliography.)

2. Project II: Understanding Government Policies to Help Nurture the Industrial Development

The next project focuses on the government: How have governments shaped the development of such industries? Like the Project 1, your research should focus on
what the government (of developing countries) contributed to the development of the industry including how to obtain key technologies. There are almost no cases among high-technology development in which the government did not help to nurture industry.

Once you choose a country, you need to look for information as to how each country assisted in the development of an industry particularly technologically. Of course, the government can introduce a variety of policies that can nurture the industry. Almost all countries have education policies that nurture science and technology. Some countries, particularly, the Asian countries discussed in this course have used policies other than simply “education” to nurture the science and technology-related industry. You may find government websites to be somewhat helpful. However, you will also need to consult scholarly research to gain a more fundamental understanding of what policies are being promoted by the government to aid your chosen industry.

Like the previous project, you have to decide what you want to discuss in this project. Do you want to discuss overall policies? Do you want to focus on the development of one particular industry? The same requirements regarding citations in your first project will apply to your second project as well.

3. General Procedures & Guidelines of Paper Projects

Students need to get an approval of a thesis/topic and an outline (key summaries of your research) prior to being able to submit a paper as explained below.

The research paper is due at 11:59pm on the due date. Students must turn in your paper to TurnItIn.com accessed though Blackboard.com. **No other submissions, such as a hard copy submission, email attachment, are accepted.** All paper submission due dates will be STRICTLY ENFORCED.

Students are strongly discouraged against submitting the same paper for different classes. Students who wish to do so MUST consult with the professor before topic/thesis is approved. If a student fails to consult beforehand, the paper will be considered to have been plagiarized. If this occurs, students will be penalized by receiving either a paper grade of an F and/or a final course grade of an F.

**BOTH 1) the TOPIC & THESIS AND 2) the OUTLINE MUST BE APPROVED IN WRITING PRIOR TO THE SUBMISSION OF THE PAPER in this order.** The professor will NOT, under any conditions, accept papers from students that have not received prior approval on their topics and outlines. Both thesis and outline must be submitted via email to the instructor. No hard copy submission is accepted. The topic/thesis must be approved FIRST, followed by the outline.

1. **DO NOT ASSUME THAT NO RESPONSE FROM ME IS AN “APPROVAL.”** It is student’s responsibility to confirm if I have received your submission. If you do not hear from me via email within 24 hours after your submission, you are strongly encouraged to contact me. It is also student’s responsibility to keep and provide
evidence of their submission on demand. Therefore, it is important for you to save e-mail.

2. YOUR TOPIC/THESIS AND OUTLINE MUST BE SENT via Email. Oral approval is not considered to be an official approval so as to prevent confusion.

3. Students whose topic/thesis and/or outline have not been approved MUST COME TO TALK TO THE PROFESSOR IN PERSON WITHIN FIVE DAYS to discuss the problems.

4. My comment “Resubmit” means that your topic/thesis or outline has NOT been approved and, as such, you MUST revise and resubmit them.

5. Students MUST resubmit until they receive approval. There is no guarantee that student’s thesis or outline will be approved. The instructor will try his best to help students.

6. [72 HOURS RULE] THE OUTLINE MUST BE APPROVED 48 HOURS BEFORE THE DEADLINE OF THE PAPER ITSELF. To make sure that the instructor will read your final trial of revised thesis/outline approval, you are encouraged to submit at least 72 HOURS before the deadline. Yet, there still is a chance that your outline will be rejected if they are not meeting the qualification standard that is determined by the instructor. Thus, if your initial submission of the topic/thesis and/or outline are rejected, you should take the issues very seriously and work on rectifying them immediately.

The professor is available to help you find a good topic/thesis and organize your outline.

• 1st Paper Topic & Thesis: Feb. 12, 11:59pm (via e-mail)—5points reduction from your final paper grade per day after the deadline
• 1st Paper Outline: Feb. 28, 11:59pm (via e-mail)—5points reduction from your final paper grade per day after the deadline
• 1st Paper: Mar. 14, 11:59pm (MUST BE submitted to TurnItIn.com. No other method of submission is accepted.) [Without a proper (official) document such as a medical doctor’s letter that proves that there was a justifiable and unpredictable reason for a student not being able to submit the paper on time, the professor WILL NOT ACCEPT any papers submitted after this deadline.]
• 2nd Paper Topic: Apr. 4, 11:59pm (via e-mail)—5points reduction from your final paper grade per day after the deadline
• 2nd Paper Outline: Apr. 16, 11:59pm (via e-mail)—5points reduction from your final paper grade per day after the deadline
• 2nd Paper: May 7, 11:59pm (MUST BE submitted to TurnItIn.com. No other method of submission is accepted.) [Without a proper (official) document such as a medical doctor’s letter that proves that there was a justifiable and unpredictable
reason for a student not being able to submit the paper on time, the professor WILL NOT ACCEPT any papers submitted after this deadline.]

The followings are the general guideline of your paper grade. (Note: Each paper differs considerably and your points can be a combination of various aspects. This guide is just for your reference and following these guidelines does not, in of themselves, guarantee any grade on a particular paper.)

- 90 and above: superb, well constructed design, consistent argument, deep and thorough research, unique viewpoints etc. with good writing skills including citations
- 80 and above: consistent argument with a clear thesis, minor problems, some shallow, unsubstantiated arguments
- 70 and above: overall consistent arguments, occasional structural problems, unclear
- 60 and above: clear thesis, but arguments do not support your thesis. Contradicting statements, etc.
- 50 and above: major research input effort, but no effective thesis or arguments
- Below 50: Although the thesis/topic and outline were approved, your paper does not reflect the purpose of these processes enough.
- Note: Just stating an approved thesis does not guarantee a minimum grade of 60.

All papers must include the sources of their material (either by using footnotes, endnotes or internal citations). All quotes, paraphrases, statistics, figures and ideas of other than yourself must be cited, including those from websites. Papers must follow a standardized format. Papers must be typed, have a 1-inch margin, use a 12 pt. font and be well written. Your citation method must follow one of the standard methods. Note that you need to cite all sources other than your original thought and common knowledge even if you are not “quoting.”

It is student’s responsibility to understand the reasonable format of a social science research paper. Although the professor will explain the format briefly during the course, students are encouraged to consult the professor individually as it is impossible to cover details regarding formatting during the regular course. For guidelines as to the format of citations, contact Hofstra’s Writing Center.

The professor encourages students to submit a paper draft a week prior to its due date via email so that the paper can be improved for the final submission. The professor might give students a “TENTATIVE” grade as a reference. HOWEVER, this tentative grade does not guarantee your final grade. For example, if the professor finds any shortcomings such as the length of paper later, the professor retains the right to change any TENTATIVE grade. If you want to get a final grade before the deadline, please indicate clearly that it is your FINAL submission by writing on your Title Page. The grade that the
professor gives you on your FINAL submission will be honored. **Also, please note that**
this service is my extra service from a good will. If you do not ask me to read your draft
in a reasonably polite manner, I may reject this service for you. This pre-deadline
evaluation and comments are not instructor’s obligation.

It is student’s responsibility to check the paper length. Shorter-than-minimum-page
papers will receive a lower grade regardless of the quality of the paper. (If you write only
five pages, for example, 1/6 or about 17% deduction will result from your final paper
grade.) Likewise, excessively long papers (20+ pages) may also be penalized. Note:
Paper length means the length of your PAPER BODY. It does not include a title page,
endnote pages, or references/work cited.

VI. **Conversion of Points to a Letter Grade:**

The following is the grade scale used in this course to convert points earned to a letter
grade (the official grade to be submitted to your transcript). As stated above, this
course uses a point aggregation system. Your accumulated points will be converted to
your final course grade. For example, if you have received 50 points on an assignment,
this means you have earned D+ as a letter grade.

A: 90 points and above
A-: 85 and above
B+: 80 and above
B: 75 and above
B-: 70 and above
C+: 65 and above
C: 60 and above
C-: 55 and above
D+: 50 and above
D: 45 and above
F: below 45 points

VII. **Class Policies**

A. **General Rule**

By registering for this course, the professor considers that students have agreed to the
policies described below. The class policies are in accord with those of the department
and the university. Both the professor and students will discuss with one another the issue
with sincerity should any dispute occur. These policies are not intended to restrict
reasonable trust between the professor and students. It would be ideal if we do not have
to refer to these policies during and after the semester. If the professor and students fail to agree, the dispute should be solved according to the department and university policies.

B. Policy Change

The professor retains the right to change the policies and class contents at any time in order to improve class management and to provide for more effective teaching. Although the policy changes may be consulted with some or all students, the professor retains the sole final decision-making authority.

If such a change were to occur, the professor will announce the policy changes in class orally and/or explain the changes on the Blackboard Announcement page and/or via Hofstra e-mail. It is student’s responsibility to check his/her email, as well as the Blackboard site regularly.

It is also student’s responsibility to make sure he/she understands the policy change. If a student is absent from a lecture or is late for a lecture, it is student responsibility to clarify any confusion he or she might have regarding any change of policies by asking the professor and/or classmates or by consulting the class homepage.

C. Typing

All submissions and correspondences to the professor must be typewritten. The only exceptions to this rule are midterm and final exams. If a handwritten exam is not legible, the professor will make a copy, and the student must come to office hours to read the original aloud for a fair grading. However, the professor also retains the right to reject grading if the handwritten exam is totally illegible particularly the final exam where setting up meeting is not possible.

D. E-mail/Computer

The professor assumes that you are checking your Hofstra e-mail at least once every 24 hours. Therefore, all information sent via e-mail to your Hofstra e-mail account is official and final. If you prefer to receive your e-mail of your choice, such as AOL, MSN, Gmail etc., it is student’s responsibility to arrange for mail forwarding. Ask the Computer Help Desk if you would like to learn how to do so.

Contacting the professor regularly via e-mail is strongly encouraged. The professor will try his best to respond to any questions and concerns that you may have within 24 hours.

The professor will NOT honor e-mail that does not contain the student’s name in the body or in a subject field. Filling in a subject field with concise and appropriate words is also strongly encouraged.

The professor assumes that registered students are computer literate. Here, computer literacy means that 1) students can send and receive e-mail, 2) students can navigate World Wide Web and Blackboard.com, 3) students are familiar with basic word processing, and 4) students are familiar with basic computer skills such as Copy and Paste, Restart, Backup, Spam mail, and basic Virus Prevention. Students are responsible
to acquire these basic skills upon registration. No computer related troubles would be 
deemed a legitimate excuse for the delay of submissions, etc.

Students are also responsible of submitting their work to TurnItIn. It will not be the 
responsibility of the professor to ensure that students submit their work to TurnItIn 
correctly. Students need to assume responsibility of any failure to submit their work to 
TurnItIn on time. You can ask for technical help to Computer Help Desk or a librarian.

E. Deadline (Due Date)

Deadline means deadline. Although the professor may provide some leniencies 
occasionally, this is not the rule but an exception. The professor may occasionally provide 
“reduced-grade” options for late submissions, which also should be considered an 
exception rather than the rule.

Deadline is determined assignment by assignment. If not specified in advance, the 
deadline is at the beginning of the class if there is a class on the date of the deadline, and 
at 6:00pm if the deadline is other than a regular class date.

F. Fairness (Equal Treatment)

The professor considers the fairness (equality) to all students as the most important 
criterion to grant any special treatment to certain students. Therefore, any petitioner of a 
special privilege such as the extension of deadline should consider whether he/she is 
entitled to justify the claim relative to other serious students, not to the professor.

In general, the followings are considered good reasons of some limited special privilege: 
1) absence due to the sickness supported by a written note from a medical doctor, 2) 
absence due to the death of relatives supported by funeral director’s signed letter, 3) 
widely known natural or human-created disasters for which reasonable documents are not 
obtainable.

Computer related problems, such as viruses, printer malfunctioning, the failure to backup 
documents, stolen or lost computers, are NOT considered to be good reasons for special 
privileges. It is student’s responsibility to maintain a virus-free computing environment 
and backup any important documents. Ask Hofstra’s Computer Help Desk for guidance.

G. Ethical Standards

Students are required to uphold ethical academic standards in this course. Plagiarism and 
cheating will not be tolerated. All major offenders will be reported to the Provost's Office 
and face university action. Should any plagiarism occur, the professor will discuss the 
issue with the suspected student first, and the graveness and the punishment will be 
determined thereafter.

H. Keeping Materials

Students are responsible to keep any documents such as graded papers, e-mail 
correspondences, and mid-term exams etc. that prove her/his performance until he/she
receives a final grade. Those documents are the sole evidence that a student can use to claim her/his performance. The professor strongly encourages you to backup any important documents such as your term papers.

I. Make-up Exams
Make-up exams will NOT be scheduled without a doctor's note, funeral director's note or a letter from the Dean. A make-up exam must be the same exam in format and contents that other students have taken.

J. Incomplete & Unofficial Withdrawal Grade
An incomplete grade will be granted case-by-case based on the fairness issues discussed above. Fundamentally, students will receive an incomplete grade only in cases of a grave sickness or the death of a close relative has taken place very close to the final exam day. Upon granting an incomplete grade, students will need to either sign the contract by reply to the email sent by the instructor showing student’s agreement to the terms and conditions. If students fail to respond to the emailed contract, the instructor has a right to refuse to grant an incomplete grade. The contract shall clearly indicate the assignments the student will be allowed to submit beyond the initial deadline, the new deadline to complete the work, and the default grade if students fail to complete the work by the new deadline. Re-extension will not be granted unless there is a special medical reason backed up by documentation or the death of a close relative after the initial extension has been granted.

An unofficial withdrawal (UW) will be granted when BOTH of the following conditions are met: 1) students have failed to attend more than 1/3 of lectures (excluding exam days), 2) students have lost in touch with the instructor for more than thirty days continuously until the final exam day. This means that students who show up to even one lecture within the final thirty days of the course or email the instructor within the final thirty days will NEVER receive a UW. Note that the lack of submission of assignments or the failure of students to take a midterm exam will NOT constitute legitimate grounds for the granting of a grade of UW. In short, please pay attention to withdrawal deadlines and make a wise judgment at that point.

L. Instructor’s Rights to Comment for Instructional Purposes
An instructor has a right to comment on 1) any course work submitted in any manner and the way it is submitted, 2) in-class behavior, and 3) general studying habit outside of class when it is deemed to affect the performance of the student (unless a student requests not to comment on certain issues in writing).

M. The Appropriateness of the Expressions
Hofstra University does not allow the usage of any discriminative expressions based on race, creed, gender etc. An instructor retains the right to use various expressions that are commonly used in the media and in our daily conversations; whether in its true meaning, or for a metaphorical use other than those prohibited by laws and the code of conduct of
Hofstra. Students should not assume that an instructor knows about specific sensitivities of each student to a certain word. When either the instructor or a student finds an expression offensive, each party should convey the message in a civilized manner, as many of these issues can be the result of misunderstanding.

An instructor makes comments only for the purpose of effective instruction. Therefore, a student shall presume the comments made by the instructor are for the benefit of student learning, as the instructor has no other incentive in investing her/his time.

The comments that totally negate one’s overall qualification shall be avoided at any cost. For example, if one word offends a student, it does not give a right for a student to judge the overall usage of expression of an instructor. In the same spirit, students shall not interpret instructor’s comments on each assignment as a judgment of total qualification of them unless the instructor has used such expressions.

These rules specific to certain situation or a certain community including this course do not violate the constitutional rights of freedom of expression.

**N. Instructor’s Rights to Recommend Withdrawal from the Course**

An instructor can recommend course withdrawal to a student when a condition fits one of the following two: 1) If the instructor can reasonably predict that the student academic performance in submitted works as well as behavior in classrooms seems to lead to a course grade F even if all possible and reasonable efforts are exhausted; 2) if the relationship between the instructor and a student is deteriorated to the level that the mutual trust necessary for effective instruction cannot be restored and the instructor finds the duty described in FPS#99 difficult to achieve. When this recommendation is issued, the student shall seriously consider the withdrawal. If the student is willing to stay in course, the student is encouraged to come to discuss the matter with an instructor for a possible solution. An instructor will not take any responsibility of the consequence if the student ignores this recommendation and remains in the course without trying to solve the issue.

**O. Instructor’s Rights & Duty of Grading and Comments**

An instructor shall not discriminate any student in grading (the evaluation of the work, which is expressed in numerical points or a letter grade) under any circumstances. An instructor should strive to provide the same level of comments to each student in order to help and encourage students to learn and improve except for a special circumstance described above, where further comments may aggravate the situation. In such case, the instructor will explain the reason to the student and will retain the right to withhold the same level of comments until the normal teaching environment is reestablished. In such a case, the student retains the right to request detailed comments on each assignment in writing by setting up an appointment with an instructor after agreeing in writing that the professor’s comments are made for the purpose of instruction and presume any further instructional comments as such. To prevent further aggravation, the instructor retains the right to choose the method of comments whether orally or in writing. The instructor also
has a right to record the conversation after informing to do so to the student. The instructor may ask a third party, such as a department chair, to sit together as a witness of a fair instruction. The instructor is not responsible of any damage caused by any delays of instructor’s detailed comments due to this rule.

VIII. Class Schedule and Reading Assignments
*Note: The reading assignments & topics are tentative and may be updated during the course.

<table>
<thead>
<tr>
<th>No</th>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
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<tbody>
<tr>
<td>1</td>
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<td>1/29</td>
<td>INTRO Introduction Rules &amp; Assignments</td>
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<td>2</td>
<td>1</td>
<td>1/31</td>
<td>FACTS Overview: East Asian Miracle <strong>MAP QUIZ</strong></td>
<td>Kanatsu Introduction, Wan Ch. 5</td>
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<td>3</td>
<td>2</td>
<td>2/5</td>
<td>Where did your gadgets come from? <strong>LIST ITEMS Submission Due</strong></td>
<td>TBA (Distributed via email)</td>
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<tr>
<td>4</td>
<td>2</td>
<td>2/7</td>
<td>THEORETICAL TOOLS What is Political Economy, Modernization &amp; Dependency State,</td>
<td>Wan Ch. 1, Kanatsu Ch. 3</td>
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<tr>
<td>5</td>
<td>3</td>
<td>2/12</td>
<td>Regime, Developmental State <strong>Proposal I Due</strong></td>
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<tr>
<td>6</td>
<td>3</td>
<td>2/14</td>
<td>HISTORICAL CONTEXT Industrialization, Embedded Autonomy, National System of Political Economy</td>
<td>Wan Ch. 2 (21-34, 43-45)</td>
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<td>2/21</td>
<td>Why did the West Rise?/Modern Imperialism</td>
<td>Wan Ch. 3 &amp; 4</td>
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<tr>
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<td>2/26</td>
<td>EAST ASIA Japan 1: Historical Background</td>
<td>Kanatsu Ch. 7</td>
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<td>2/28</td>
<td>Japan 2: Developmental State <strong>Outline I Due</strong></td>
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<td>Japan 3: Technonationalism</td>
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<td>7</td>
<td>3/7</td>
<td>South Korea 1: Historical Background</td>
<td>Kanatsu Ch. 8</td>
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<td>7</td>
<td>3/12</td>
<td>South Korea 2: Industrialization under Dictatorship <strong>Gung Ho movie DUE</strong></td>
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<tr>
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<td>3/14</td>
<td>Taiwan 1: Historical Background <strong>Paper I Due</strong></td>
<td>Kanatsu Ch. 6</td>
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<tr>
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<td>3/26</td>
<td>Taiwan 2: Political Economy of Divided Society</td>
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<td>3/28</td>
<td>Adjustment Day</td>
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<td>9</td>
<td>4/2</td>
<td>China 1: Historical Background</td>
<td>Kanatsu Ch. 5</td>
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<td>17</td>
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<td>4/4</td>
<td>China 2: China’s High-Tech &amp; State <strong>Proposal II Due</strong></td>
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<td>18</td>
<td>11</td>
<td>4/9</td>
<td>India</td>
<td>Kanatsu Ch. 9</td>
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<tr>
<td>19</td>
<td>4</td>
<td>4/11</td>
<td>LATIN AMERICA Latin America: Common History <strong>China Que. movie DUE</strong></td>
<td>Vanden &amp; Prevost Chs. 3 &amp; 7</td>
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<td>Week</td>
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<td>20</td>
<td>4/16</td>
<td>Latin America &amp; Asia Compared <strong>Outline II Due</strong></td>
<td>Gary Gereffi</td>
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<tr>
<td>21</td>
<td>4/18</td>
<td>Brazil’s Exception: State &amp; Aircraft Industry</td>
<td>Kanatsu</td>
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<td>22</td>
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<td>INTL ASPECTS</td>
<td>Production</td>
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<td>4/25</td>
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<td>Finance</td>
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<td>5/2</td>
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<td>Monetary Relations</td>
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<td>Wan Ch. 10</td>
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<tr>
<td>26</td>
<td>5/7</td>
<td>Does Culture Matter? <strong>Map Quiz Last Retake Day</strong> <strong>Paper II Due</strong></td>
<td>Dore, Ronald. “Reflections on Culture and Social Change” In Gereffi (ERES)</td>
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UNIVERSITY REQUIRED CONTENTS

IX. Goals to be achieved in this course

Goal 1. Students will demonstrate the ability to think critically and creatively.

Learning Objectives:
1.a Clearly and accurately summarize and evaluate the facts, presumptions, viewpoints, values, and arguments presented in a text.

1.b Gather and assess relevant information, and apply appropriate cognitive methods in solving problems or answering questions raised in a text.

1.c Construct well-reasoned solutions or conclusions; test and defend conclusions against relevant criteria and standards.

1.d Critically analyze one's own thinking by identifying one's presumptions, values, and viewpoints as well as problems, inconsistencies, and unanswered questions.

1.e Conceive and defend alternative hypotheses and viewpoints; offer and explain reasons for provisionally rejecting or accepting them.

Goal 2. Students will apply analytical reasoning across academic disciplines.

Learning Objectives:
2a. Read with comprehension, and critically interpret written work in discipline-specific contexts.

2c. Apply quantitative, inductive, and deductive reasoning.

2d. Apply abstract thinking and conceptual modeling.

2f. Apply the methods of social science to ethically investigate and analyze human social behavior.

Goal 3. Students will demonstrate proficiency in written communication.

Learning Objectives:
3a. Compose grammatical sentences.

3b. Use various sentence forms to effectively modulate style and tone.

3d. Summarize, quote, and respond to reliable texts to support and develop claims; apply relevant standards for citation.
3e. Write an effective argumentative essay.

3f. Respond to writing assignments using appropriate style, structure, and voice.

3g. Apply editing, proofreading, and revising strategies.

Goal 5. Students will develop an awareness of and sensitivity to global issues.

Learning Objectives:
5b. Demonstrate knowledge of the intellectual, social, political, economic, or cultural practices of at least one of the peoples in Africa, Asia, the Middle East, Latin America, or of the indigenous peoples of the Americas and Australia.

Goal 6. Students will demonstrate information literacy.

Learning Objectives:
6a. Conduct research using the variety of information sources available to them.

6b. Demonstrate the ability to evaluate the relevance and utility of different sources.

6c. Integrate sources effectively and ethically through proper citation.

Goal 7. Students will demonstrate technological competency.

Learning Objective:
7a. Demonstrate the ability to use general or discipline-specific technologies to identify, retrieve, analyze, and communicate ideas and information.

X. University Guidelines

Academic Honesty:
♣ Hofstra University Honor Code: “As a member of the Hofstra community I pledge to demonstrate integrity and ethical behavior in all aspects of my life, both inside and out of the classroom. I understand that I am accountable for everything I say and write. I will not misrepresent my academic work, nor will I give or receive unauthorized assistance for academic work. I agree to respect the rights of all members of the Hofstra community. I will be guided by the values expressed in the P.R.I.D.E Principles. I accept the responsibility to follow this Honor Code at all times.”

♣ Honor Code Short Form: “I pledge on my honor that I have done this work with honesty and integrity, without giving or receiving unauthorized assistance.”

♣ Academic Honesty: Plagiarism and other forms of academic dishonesty are serious ethical and professional infractions. For information regarding Hofstra’s
statement of principles with respect to academic honesty, examples of violations, procedures for handling violations, as well as a student’s right to appeal a charge, see Faculty Policy Series #11 for undergraduate students (http://www.hofstra.edu/pdf/Faculty/Senate/senate_FPS_11.pdf) and Faculty Policy Series #11G for graduate students (http://www.hofstra.edu/pdf/Faculty/Senate/senate_FPS_11G.pdf).

**Students With Disabilities:**
If you believe you need accommodations for a disability, please contact Services for Students with Disabilities (SSD). In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, qualified individuals with disabilities will not be discriminated against in any programs, or services available at Hofstra University.

Individuals with disabilities are entitled to accommodations designed to facilitate full access to all programs and services. SSD is responsible for coordinating disability-related accommodations and will provide students with documented disabilities accommodation letters, as appropriate.

Please note that accommodations may require early planning and are not retroactive; please contact SSD as soon as possible. All students are responsible for providing accommodation letters to each instructor and for discussing with him or her the specific accommodations needed and how they can be best implemented in each course. For more information on services provided by the university and for submission of documentation, please contact the Services for Students with Disabilities, 040 Memorial Hall, 516-463-7075.

**Deadlines:**
Please be mindful of University deadlines. See www.hofstra.edu/deadlines.

**Incomplete Policy:**
Hofstra’s policies regarding Incomplete grades, default grades, and associated deadlines can be found in the Undergraduate and Graduate Studies Bulletins (http://bulletin.hofstra.edu/).

**Notice On Campus Sexual Assault And Discriminatory Harassment**
University policy and federal laws such as Title IX, Title VI and the ADA make it clear that sexual violence and harassment based on any protected characteristic are strictly prohibited and are subject to standards of accountability at the University. If you or someone you know has been sexually assaulted or subjected to discriminatory harassment, the University offers multiple resources to support you and has policies and procedures to address these offenses. For more information, contact the University Title IX Coordinator, Jean Peden-Christodolou, at 516-463-6815, Jean.C.PedenChristodoulou@hofstra.edu; the University Equal Rights & Opportunity
Officer, Jennifer Mone, at 516-463-1800, eroo@hofstra.edu; or refer to the applicable University policy at www.hofstra.edu/coe.