Macquarie University

Department of Politics and International Relations

Master of International Relations

IRPG837 International Relations of East Asia & the Pacific – Tigers, Dragons and Flying Geese

Course Outline

Semester 1, 2006

Lecturer: Dr Andrew Mack
Room 425
Phone: 98508864
Email: amack@hmn.mq.edu.au
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie University</td>
<td>1</td>
</tr>
<tr>
<td>Department of Politics and International Relations</td>
<td>1</td>
</tr>
<tr>
<td>Master of International Relations</td>
<td>1</td>
</tr>
<tr>
<td>IRPG837 International Relations of East Asia &amp; the Pacific – Tigers, Dragons and Flying Geese</td>
<td>1</td>
</tr>
<tr>
<td><strong>Course Outline</strong></td>
<td>1</td>
</tr>
<tr>
<td>Online Lectures</td>
<td>1</td>
</tr>
<tr>
<td>Term Dates</td>
<td>1</td>
</tr>
<tr>
<td>Lectures</td>
<td>1</td>
</tr>
<tr>
<td>Seminars</td>
<td>1</td>
</tr>
<tr>
<td>Online Lectures</td>
<td>1</td>
</tr>
<tr>
<td><strong>Aims &amp; Objectives</strong></td>
<td>1</td>
</tr>
<tr>
<td>Academic objectives</td>
<td>1</td>
</tr>
<tr>
<td>Generic Skills</td>
<td>1</td>
</tr>
<tr>
<td>Lectures and seminars</td>
<td>1</td>
</tr>
<tr>
<td>Readings</td>
<td>1</td>
</tr>
<tr>
<td>Background readings</td>
<td>1</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>1</td>
</tr>
<tr>
<td>Article &amp; book reviews and discussion (20%)</td>
<td>1</td>
</tr>
<tr>
<td>Seminar contributions (10%)</td>
<td>1</td>
</tr>
<tr>
<td>Case studies (30%)</td>
<td>1</td>
</tr>
<tr>
<td>Essay (3,000 words 40%)</td>
<td>1</td>
</tr>
<tr>
<td>Scaled Marks</td>
<td>1</td>
</tr>
<tr>
<td>Essay topics</td>
<td>1</td>
</tr>
<tr>
<td>A note on essay-writing</td>
<td>1</td>
</tr>
<tr>
<td>Citation</td>
<td>1</td>
</tr>
<tr>
<td>Essay Receipt and Return</td>
<td>1</td>
</tr>
<tr>
<td>Topic 1 Introduction: ‘Tsunami as Fact &amp; Metaphor – Asia Pacific watersheds of massive change and dislocation’</td>
<td>1</td>
</tr>
<tr>
<td>Themes</td>
<td>1</td>
</tr>
<tr>
<td>Key Readings</td>
<td>1</td>
</tr>
<tr>
<td>Background Readings</td>
<td>1</td>
</tr>
<tr>
<td>Topic 2 Context: Describing the Contemporary East Asian Politico-Economic Order</td>
<td>1</td>
</tr>
<tr>
<td>Themes</td>
<td>1</td>
</tr>
<tr>
<td>Seminar discussion questions</td>
<td>1</td>
</tr>
<tr>
<td>Key Readings</td>
<td>1</td>
</tr>
<tr>
<td>Background Readings</td>
<td>1</td>
</tr>
<tr>
<td>Topic 3 Creating an Asia Pacific Politico-Economic Order: A. “Drive to the East” European Imperial Expansion</td>
<td>1</td>
</tr>
<tr>
<td>Themes</td>
<td>1</td>
</tr>
<tr>
<td>Essay Receipt and Return</td>
<td>1</td>
</tr>
<tr>
<td>Topic 1 Introduction: ‘Tsunami as Fact &amp; Metaphor – Asia Pacific watersheds of massive change and dislocation’</td>
<td>1</td>
</tr>
<tr>
<td>Themes</td>
<td>1</td>
</tr>
<tr>
<td>Key Readings</td>
<td>1</td>
</tr>
<tr>
<td>Background Readings</td>
<td>1</td>
</tr>
<tr>
<td>Topic 2 Context: Describing the Contemporary East Asian Politico-Economic Order</td>
<td>1</td>
</tr>
<tr>
<td>Themes</td>
<td>1</td>
</tr>
<tr>
<td>Seminar discussion questions</td>
<td>1</td>
</tr>
<tr>
<td>Key Readings</td>
<td>1</td>
</tr>
<tr>
<td>Background Readings</td>
<td>1</td>
</tr>
<tr>
<td>Topic 3 Creating an Asia Pacific Politico-Economic Order: A. “Drive to the East” European Imperial Expansion</td>
<td>1</td>
</tr>
<tr>
<td>Themes</td>
<td>1</td>
</tr>
</tbody>
</table>
Seminar topics & analytical focus.................................................................14
Topic 4 Creating an Asia Pacific Politico-Economic Order: B. Western colonial occupation, indigenous rebellion and Japan’s ‘Co-prosperity Sphere’............15
Themes ...........................................................................................................15
  • The forces of ‘stability’ underpinning colonial rule....................................15
Seminar topics & analytical focus.................................................................15
Topic 5 Impact of the New Post-War World Order on the Asia Pacific Region...16
Themes ...........................................................................................................16
Seminar topics & analytical focus.................................................................16
Key Readings ..................................................................................................17
Background Readings .....................................................................................17
Topic 6 “Miracle Economies”? .................................................................17
PART A. Foundations of the East Asian Economic Dynamo: Japan and Tigers as “Capitalist Citadels” – an “Asian Capitalism” with “Asian Values” as a driver, Flying Geese...........................................................................................................17
Themes ...........................................................................................................17
Seminar topics & analytical focus.................................................................17
Key Readings ..................................................................................................18
Background Readings .....................................................................................18
Topic 7 “Miracle Economies”? .................................................................18
PART B. ‘Miracles move South – South ‘East Asia Three’ systems & forces of growth ...........................................................................................................18
Themes ...........................................................................................................18
Seminar topics & analytical focus.................................................................19
Key Readings ..................................................................................................19
Background Readings .....................................................................................19
Topic 8 Development Downside: labour-market segmentation, environmental destruction, terrorism & refugees ........................................20
Themes ...........................................................................................................20
Seminar topics & analytical focus.................................................................20
Key Readings ..................................................................................................20
Topic 9 “Political & Economic Catastrophe” Returning to the ‘Western’ fold?...21
Theme .............................................................................................................21
The Crisis in political economy historical context ...........................................21
Currency speculators burst the bubble ............................................................21
Seminar topics & analytical focus.................................................................21
Key Readings ..................................................................................................21
Background Readings .....................................................................................22
Topic 10 Post-Crash Power Relations: liberalisation (IMF, World Bank), demokrasi, and terrorism .................................................................22
Themes ...........................................................................................................22
Seminar topics & analytical focus.................................................................22
Key Readings ..................................................................................................22
Background Readings .....................................................................................23
Topic 11 Australia and the Pacific – “from White Australia via Tigers’ Tail to Deputy Sheriff” ................................................................. 23
   Seminar topics & analytical focus .............................................................. 23
   Key Readings .......................................................................................... 23
   Background Readings ............................................................................. 24
Topic 12 Shifting power Relations: ASEAN+3 ............................................ 24
   Themes ................................................................................................... 24
   Seminar topics & analytical focus .......................................................... 24
   Key Readings .......................................................................................... 25
   General Readings .................................................................................... 25
Topic 13 The Future of the Region – material survival, corruption & wealth extraction ............................................................................ 25
   Key Readings .......................................................................................... 25
Appendix 1. Plagiarism ................................................................................ 25
Appendix 2. Generic Skills .......................................................................... 27
   Appendix 3. Case Study Proposals ......................................................... 28
     “Investigating the Asia Pacific region: contemporary change, the ordering systems, and foreign control” ......................................................... 28
     International organisational ordering systems ................................. 28
     Nation-states’ responses to secessionism or militant fundamentalism ...... 28
     Multinational Oil or mineral companies ............................................. 28
     The Tsunami clean-up: political & economic implications ................. 28
     Causes and responses to environmental destruction & environmental prospects ................................................................. 28
Other examples of possible group-research areas ........................................ 29
   ARF’s trajectory, credo and aims ............................................................. 29
   The Timor Gap and East Timor’s struggle for self-sufficiency ............... 29
   George Bush’ Presidency & the region .................................................... 29
   The nature, role and future of the ASEAN+3 grouping ......................... 29
   Country Study ....................................................................................... 29

Lectures
   Tuesdays ........................................ 10-11 am
   Lecture Room ................................ W6B 338

   Repeat Lecture
   Thursdays ........................................................................ 6 - 7 pm
   Lecture Room ............................................................................... W5A 203

Seminars
   Tuesdays ........................................ 11-1 pm
   Seminar room ............................................................................. C4A 320

   Repeat seminar
   Thursdays ........................................ 7-9 pm
   Seminar room ............................................................................. W5A 203
Online Lectures
These will be available throughout the semester via the above address.

Aims & Objectives
Leading up to the mid-1990s the media heralded the dawn of a 'Pacific Century'. East Asia's 'miracle' growth had shifted the world balance of political and economic power towards the Asia Pacific region. This optimistic scenario was dealt a savage blow by the 1997 Asian financial crisis, and the December 2004 Tsunami. Fundamentalist militancy, secessionist movements and North Korean nuclear confrontationism add to the severe threats to political and economic order that face the region. The subject employs a political-economic framework and conceptual approach to assess the international relations’ implications of these fundamental changes. This analysis takes account of the region's relations with global political and economic systems, and considers key arguments and understandings of resource control and distribution, human rights, the environment, and living standards.

The legacy of the colonial 'Western' capitalist politico-economic order forms the context of a post-colonial struggle for economic sovereignty by the "Tigers" or "Little Dragons" and ASEAN countries. The Japanese 'rollback' of this European order and the resulting Pacific War are seen as powerful determinants of the character of the post-war independence movements' defining and shaping post-colonial political sovereignty. The US/USSR Cold War struggle constrained the terms of this 'sovereignty' and stimulated major economic development in the region.

The end of the Cold War has prompted the emergence of independent East Asian geo-political regulatory blocs of ASEAN, EAEC and APEC. These blocs are considered in relation to a growing Japanese, US and China struggle for economic dominance and regional influence. The course concludes with an assessment of how far regional and global forms of governance can proceed towards solving the main problems facing East Asia in the twenty first century.

Academic objectives
At the completion of this unit, students should be able to:

- Demonstrate a knowledge of theories relating to a political economic study of the Asia-Pacific region
- Demonstrate a critical understanding of how international political economic processes impact on the region and on nation states’ political, economic and social policy objectives
- Understand the major institutions ordering these processes at a regional, national and global level

Generic Skills
Please see Appendix 2 outlining the generic skills that are gleaned by a thoroughgoing appreciation and application of the course content, critical analysis, and methodological criteria employed in the teaching and group-work provided this unit.
Lectures and seminars

The seminar program will follow the lecture program, clarifying lecture material and providing an opportunity to develop a critical understanding of the themes, concepts, and evidence. Seminar discussions facilitate the building of critical understandings of the course material. Course-work reading and seminar interaction is a necessary basis for sound academic analysis. Previous experience suggests that the seminar ‘workshop’ atmosphere provides a sound foundation for student engagement with the key contemporary debates concerning the character and future of the East Asian region.

The lecturer encourages students to read and be able to discuss at least one of the major readings for each week. The seminar discussions will be stimulating and engaging for the class, especially if they incorporate:

- Anecdotal material from your experience and/or readings
- Some thought on the focusing questions prior to the seminar
- Feedback from your reading or current media reporting that either you found confusing or would advantage from group discussion

Students are required to attend all classes. Please contact the lecturer when you have a problem with attendance.

Readings

The Course Readings book includes a variety of empirical, theoretical and general interest readings. Wherever possible, students should prioritise their readings for essays and presentations around these readings and the others on the following topic reading list. There are also a number of Library-sourced web readings available via the Library web site (http://www.pol.mq.edu.au/mir/pol837. PLEASE NOTE THAT THESE READINGS ARE MARKED IN BLUE ON THE WEB COURSE OUTLINE. These course readings provide the staple foundation for your research but please take advantage of the variety of other library and web sources to bolster your arguments and analysis. Make use of the many relevant academic journals and social science indexes (eg APAI). Also investigate the major print and audio-visual media related to the various topics, such as Channel 9’s Sunday program, ABC TV Foreign Correspondent, SBS TV ‘Dateline’, and the ABC Radio National Asia Pacific programs. Most ABC broadcast material is backed by Web Site downloadable transcripts. The Far Eastern Economic Review and The Australian Financial Review occasionally include useful articles. Include items of contemporary relevance into the seminar discussions for academic advantage.

Background readings:

Apart from the book of readings, there is no single reference text that encapsulates the concerns of this course. Some references that provide starting points include:


Assessment

Article & book reviews and discussion (20%)

From the second week until and including week 8, students will write a short (about 150 word) review of any one of the texts from that week’s readings. The objective is to cultivate your analytical skills by critically assessing and discussing the course readings. The tutor will nominate five class members to discuss their review and submit the review for assessment. The review should be critical and argumentative, explaining what the author intends, and whether the objectives are accomplished.

Seminar contributions (10%)

There will be an overall mark out of 10% for your contributions to seminar discussions throughout the semester. Note that seminar discussions will be based on the weekly seminar topics, and thus you will be assessed on the basis of your responses to these topics. Weekly topics are intended to get you to focus attention on the key elements of that week’s lecture. It is important for all students to have read and be able to discuss at least one of the major readings for each week. The seminar discussions will be stimulating and engaging for the class, especially if they incorporate:

- Anecdotal material from your experience and/or readings
- Several focusing questions relating to issues related to your reading or current media reporting that either you found confusing or would advantage from group discussion

Students are required to attend all classes. Please contact the lecturer when you have a problem with attendance.

Case studies (30%)

Students will have the opportunity to broaden their knowledge and group skills by writing and presenting case studies on a regional event or phenomenon. Research and analysis into the case studies must be substantially based on the lecture and seminar material of the historical changing processes, institutions and organisations in the Asia Pacific region. The task is for students to research and present a topic covering:

- One aspect of the Asia Pacific ordering process (eg ASEAN, IMF, Cold War order, colonialism),
- An aspect of major political and economic change in the region (eg Tsunami, Financial Crash, terrorism)
- One major event or international relations’ ‘situation’ impacting on the region (eg PRC cf US influence, US regional doctrine).
Learning will be facilitated by students working in small groups (four minimum) to research and present their case study research findings from week 8 of the semester. The lecture and seminar material is intended to provide a strong conceptual and empirical background for your case-study research and analysis.

Each student must contribute to a written report and the presentation. Marks will be given for the presentation and also for the individual contributions on which presentations are constructed. Case study research papers are to be submitted as soon as possible – preferably the next week – after the group-presentations.

The group presentation is worth 30% of the total course assessment requirements. This incorporates 20% for the written submission, and 10% for the presentation. Each student must contribute about 1500 words towards the written submission, with clear attribution of each contribution. Students will decide their case-Study groups and topics early in the semester. The variety of possible areas of research can be taken from the proposals in Appendix 3. or constructed on your research ideas as agreed with the lecturer. Please note the notes about essay construction – ‘a note about essay writing’ below, and ensure that your Case Study is fully and properly referenced and incorporates a standard-form bibliography at the end.

**Essay (3,000 words 40%)**

The major essay of 3,000 words (max 3,200) allows for more reflective analysis of the Course material. Essay topics are set out below. You may formulate your own essay question, so long as it is relevant to the unit, contains a question or substantive argument to be addressed and you obtain the lecturer's approval. The essay must be submitted on the date to be advised in the first lecture. The time limit is imposed to ensure equity of time available to produce the essay.

Please note the imperative of not repeating your research between the Case Study and the final essay. If you decide to focus on a major area of research for both contributions this should only be done after discussion with the lecturer to affirm significant differences between the content of the two pieces of work.

**Scaled Marks**

Please note that scaled marks or grades are given to students on each assessment task. This is part of the learning feedback. The marks or grades on the assessment tasks are combined into a raw score in the unit, following the distribution of possible marks indicated in the unit Study Guide, but the raw score is only an interim stage in the calculation of the final grade. A scaling process is used to convert the raw scores to the final scaled marks (standardised numerical grades), using the guidelines for grading as moderators. The scaled marks indicate that students have satisfied the criteria for inclusion in a particular performance band and are ranked by their performance within that band. The scaling process preserves the rank order of the marks. There is no simple arithmetical relationship between raw marks and scaled marks. The relationship will almost always differ between units and between the different performance bands within the same unit.

**Essay topics**
The December 2004 Tsunami has had a devastating impact on East Asian economies and societies. Discuss how one particular state is responding to the crisis, how foreign aid and support constitutes a challenge to the ‘ASEAN Way’ of non-intervention as well as to crony systems of corruption and control.

Discuss the political, security and economic implications of the following information: “In Asia as a whole, per capita water availability has declined by between 40 and 65 per cent since 1950...By 2025, most states in the region will be facing serous water shortages as a result of high population growth, the degradation of existing reserves, and the destruction of water tables through deforestation, urbanisation and environmentally insensitive agriculture. (The Diplomat, December/January 2004:34).”

How do you perceive China’s contemporary impact on the East Asian region: is it a threat, challenge, benevolent monolith or does it appear as some sort of mix of these characteristics?

“Changing socio-economic conditions, including shifts to high levels of capital accumulation and the development of a strong capitalist class, bring about structural tensions within authoritarian regimes which may lead to a democratic transition” (Hewison, Rodin, Robison, 1993:4). Discuss in the context of contemporary political forces for East Asian democritisation.

Outline a particular example of labour/refugee migration in East Asia. What are the sources of such population movements? Discuss the political and economic implications of this migration for a particular East Asian country covered by this course.

Southeast Asia is politically and economically important to the United States. James A. Kelly Assistant Secretary Bureau of East Asia and Pacific Affairs stated that ‘in 1992, the US sold to South East Asian market of a half-billion people $57 billion in goods and services, almost twice as much as to China and Hong Kong combined’ (”US Trade and Commercial Policy Toward Southeast Asia”, a statement to the House International Relations Committee June 25, 2003). Given these vital economic interests and recent economic and security threats, can the Pacific still be described as an ‘American Lake’? ”

Consider the economic development of one of the Asia Pacific countries of South Korea, Taiwan, Malaysia, and Indonesia. Is it appropriate to describe the Japanese model of state-corporate relations as a sound basis for the future development of that country?

Discuss what you consider to have been a major politico-economic legacy of colonial rule for one former-colonial Asia Pacific country.

Consider one general issue of particular political and economic concern for a particular Asia Pacific country, such as environmental destruction, pollution, refugees, overpopulation, or income inequality. To what extent is this problem an inevitable or inherent part of economic development?

Asia Pacific regional institutions for regional cooperation such as APEC and ASEAN failed to predict or inhibit the Asian economic crisis. Their response to the crisis was also limited in comparison to the US-led IMF intervention schemes. Could these
regional institutions have played a more leading role in crisis management? What are the future prospects of Asian regionalism in maintaining political and economic stability in East Asia”?

What are the implications for the Asia Pacific regional political, security, and economic order of the International Coalition against Terrorism triggered by the September 11th, 2002 attack on US citizens?

Discuss the argument that the 1997 Asian crisis was caused more by international market and financial pressures than corrupt, nepotistic, or incompetent national leadership/policy-decisions.

A question of your choice, as agreed with the lecturer.

**A note on essay-writing**

The quality of your essays in this unit will be assessed on the following criteria:

**Schematic construction**

There should be continuity and order in the development of your work and in the resolution of the question or hypothesis.

**Evidence of careful & wide reading**

High marks will go to the student who incorporates exceptional source material to back up the argument and analysis.

**Consistency of argument**

Don’t take tangents or bring irrelevancies to your main arguments and themes. This is closely aligned with the imperative to address the question at all stages of the essay.

**Structure, expression, clarity**

These are the usual requirements and expectations for most effectively presenting your case and your material.

**Quality of analysis**

The essay must be plausible, explaining a situation and not just asserting it. It is crucial that you don’t just replicate the ideas from source material but critically assess the usefulness of those ideas, whilst substantiating your criticism with evidence and argument. Please address the questions in your own terms. Note also that critical responses will receive the greatest positive attention, that is, answers that provide thoughtful views & argument, rather than just replicating text or web material.

**Citation**

Please note that both your Case Study and Major Essay must be fully and properly referenced and must also incorporate a standard-form bibliography at the end. All students should make especially sure they are familiar with the standard referencing and bibliography system, and the ban on plagiarism. Note that plagiarising - copying material from a publication, from a web site or from another person without proper attribution - is a serious academic offence. It is not possible to properly assess an essay that has plagiarised content; therefore such an essay must fail. Include FULL
details (author, year, title, publisher/URL, city) in all your bibliographies. It is imperative that you cite the official name of the site and a date related to the article, or the date that you accessed the article if the site is undated. (Please note the extensive University standard criteria defining plagiarism in Appendix 1 at the end of this document.)

Finally, please note that the primary objective for all assessable material and seminar contributions in this subject is for you to build on the research material, taking full account of the main views and understandings about the events, phenomenon and processes under review and providing your own distinctive critical argument about the subject matter of your essay.

**Essay Receipt and Return**

Please note that the bureaucratic process now requires your delivery and return of essays and assignments to the single office as follows. Please submit all your assignments to the MIR assignment box Humanities’ Divisional Enquiry Office, Ground floor (opposite the lifts), Building W6A and seek return of your marked essays will be available from this office, and you will need to show your student card to have an assignment returned from this office. The Enquiry Office telephone number is 9850 8762.
IRPG 837 Course Outline & Readings

Topic 1 Introduction: ‘Tsunami as Fact & Metaphor – Asia Pacific watersheds of massive change and dislocation’

Themes
• Tsunami as Fact & Metaphor for the succession of cataclysmic changes that characterise the eras of regional order – Asia Pacific watersheds of massive change and dislocation
• Historical ‘ordering’ defining the region: Asia and the West – the Pacific Ocean as an imperial ‘lake’
• Contemporary impacts of regional powers: Japan, PRC, and the US. President Bush’ new US doctrine for the Asia Pacific.
• Logistics: course aims and objectives, conceptual approaches, ‘analytical tools’, developing a ‘critical faculty’
• The geo-political dimensions of ‘East Asia’: how we define ‘Asia’, East Asia, ‘orders’, the state, and ‘western’. The historical, strategic, and globalist factors
• Course requirements, seminars, assessment

Key Readings


Background Readings

Myrdal, G. (1968) Asian Drama: an inquiry into the poverty of nations, Penguin, Harmondsworth
Topic 2 Context: Describing the Contemporary East Asian Politico-Economic Order

Themes
- The dimensions and major characteristics of the contemporary East Asian politico-economic order
- Introducing East Asian growth dynamics– The East Asian ‘Dragons, Tigers’: origins and driving forces
- Various explanations for East Asian economic political and economic dynamism
  - Free-market, liberal theories, convergence tendencies
  - Structural & institutional theories (especially “Cold Warriors”)
  - Dependency theory
  - Pivotal organisational role of the nation-state
  - Triadic organisation as a core element of the politico-economic ordering process
- Contradictions between western ‘laissez faire’ and state interventionist forms of capitalism, and the concept of ‘competing capitalisms’
- Relating the ‘economic’ with the ‘political’ concerning the basis of insecurity in the region

Seminar discussion questions
- Stubbs argues that “the arc of countries at the eastern edge of the Asian land mass fronting on the Pacific Ocean have been moulded into a region by the interplay of American and Japanese geo-political and geoeconomic interests (Stubbs & Underhill, 1994:366). However, can we reasonably differentiate East Asian countries as a separate region that holds specific and singular characteristics that differentiate it from other regions?

- Hoogvelt refers to seven ‘dragons’: Singapore, Hong Kong, South Korea, Taiwan, Malaysia, Thailand, and Indonesia (Hoogvelt, 1997:201), and refers to Hong Kong Singapore, South Korea and Taiwan as the ‘four tigers’ (203). Castells calls them: “four Asian tigers with a dragon head (Applebaum & Henderson, 1992:33)”. Research and present your understanding of these phrases as a foundation for East Asian studies. Are these generic phrases a useful means of defining the region?

Key Readings


Background Readings


Walden Bello & Stephanie Rosenfeld Dragons in Distress: Asia's Miracle Economies in Crisis, San Francisco, 1990, Part I Chs. 2 & 3

Topic 3 Creating an Asia Pacific Politico-Economic Order: A. “Drive to the East” European Imperial Expansion

Themes

• Explaining the expanding role of the imperial state: mercantilism, the role of finance capital in economic development, and the rise of industrial capitalism – with England the powerhouse of manufacturing production. Connecting these ‘centre’ developments and processes of colonial appropriation
• Colonialism’s sustaining, rationalising jargon: demystifying comparative advantage, free trade and free trade imperialism
• The ‘juggernaut’ of capitalist expansion driving the establishment of a ‘Western’ politico-economic order in Asia
• Two companies, two systems: the Dutch and English East India Companies

Seminar topics & analytical focus

➢ Describe the fundamental differences between mercantilist and capitalist systems of wealth generation? Clue: note the lecture’s emphasis on the mercantilist base of Dutch colonialism, vis-à-vis the industrial capitalist basis of English colonial political and economic organisation.
➢ Are there substantive differences between how different colonising powers asserted their rule and organised ‘their’ colonial populations.

Key Readings
Jones, E. "Mercantilism", unpublished. See Andrew for copy

Bagchi, Amiya Kumar. "Colonialism in Asia: Indonesia, India, China " in The political economy of underdevelopment, Bagchi, Amiya Kumar, 1982, 69-111
**Topic 4 Creating an Asia Pacific Politico-Economic Order: B. Western colonial occupation, indigenous rebellion and Japan’s ‘Co-prosperity Sphere’**

**Themes**

**The forces of ‘stability’ underpinning colonial rule**
- Entrenching the western extractive order in Asia – continued
- From monopoly trade to monopoly production control
- Institutional and structural controls to enforce colonial extraction

**The forces of change: demolition of the “Old Imperial Guard”**
- Rise of nationalism, Republicanism
- Role of Japanese expansionism and Greater Co-prosperity Sphere - Japanese anti-western imperialism for territory & resources
- Curtain Raiser for Japanese occupation: nationalist struggle
- Japan’s role in mobilising anti-colonial movements
- US sponsors Japan’s post- War revival
- US ordering East Asia for resource-supplies
- Post war anti-colonial revolutions

**Seminar topics & analytical focus**
- Discuss the role of racist values in justifying and/or enforcing wealth extraction from European colonies in Asia
- Was racism a cause or effect of colonial development?
- Outline the differing forms of indigenous labour-control under colonialism
- What does the commodification of the factors of production mean, and why was it crucial for the establishment of a western political economic order in Asia?
- Discuss the contradictions between ‘free trade’ in the centre, and monopoly in the colonies

**Key Readings**

Alatas, Hussein Syed. Chapter 4. “The Image of the Javanese from the 18th to the 29th century”, *The myth of the lazy native: a study of the image of the Malays,*

Breman, Jan (1990) Imperial Monkey Business CASA, Amsterdam


Background Readings


Miles, Robert (1987) Capitalism and Unfree Labour, Tavistock

**Topic 5 Impact of the New Post-War World Order on the Asia Pacific Region**

**Themes**

A. Financial & political foundations for a new world Order: Bretton Woods, the globalisation of financial Markets and ‘Pax Americana’

B. “Either with us or agin us” Cold War political-economic order in Asia: Japan, East Asia vs the united Communist bloc

- Forces defining the construction of a post-war new capitalist world order
- The institutional structures underpinning this order: UN, IMF, WB
- The political and economic agency of the order: the Cold War: – two phases:
  - **European arena** – the 1947 ”Truman Doctrine”, the Cold War, Modernisation
  - **Asian arena** – U.S. control of East Asia resource-supply, the Cold War social/political/economic contract
- Local (peripheral), indigenous Post-war aspirations & politico-economic constraints to economic sovereignty

**Seminar topics & analytical focus**

- What were the major politico-economic legacies of colonial rule for East Asian countries?
- How autonomous were South East Asian post-colonial nation-states in achieving the aspirations of the masses?
- What were the major competing interest groups that influenced the policy-directions of post-colonial South East Asian states? Outline the ambitions and accomplishments of those interest groups.
- What were the forces defining the creation of a western political economic order in post-colonial South East Asia? Show evidence for the character of this order.
Key Readings


Hamilton, Clive "Capitalist industrialisation in East Asia’s Four Little Tigers, Journal of Contemporary Asia, Volume 13, No. 1

Background Readings
Rajah Rasiah "Capitalist Industrialisation in ASEAN", Journal of Contemporary Asia Vol 24 No 2, 1994

Topic 6 “Miracle Economies”?
PART A. Foundations of the East Asian Economic Dynamo: Japan and Tigers as “Capitalist Citadels” – an “Asian Capitalism” with “Asian Values” as a driver, Flying Geese

Themes
- Elaboration, consolidation of last week’s themes of Cold War consolidation of world systemic ‘ordering’ in East Asia and the local v the international: democracy movements
- ‘Ordered Capitalism’ the East Asian experience: the role of the state, bureaucracy, and labour in creating an economic dynamo.
- Continuing story of the international institutional organisations role in defining world trade, exchange regimes, and international division of labour
- End of DC’s "long Post-War Boom", (World financial downturn, “Stagflation”, Nixon’s demolition of the Gold Standard and the start of a new international economic order in East Asia with its implications for East Asian economic dynamism
- NICs/NIEs/HPEAs – affirming the Tiger, Dragon definition and introducing 'Flying Geese’ – technological determinants. Are there really regional determinants of economic/political direction/success?
- Waves of FDI into the NICs

Seminar topics & analytical focus
- Critically assess the way in which the nation-state contributed towards a uniquely East Asian form of capitalism. What was the major role of the nation-state in driving Japan and the Tigers massive economic growth?
What was Zeibatsu’s role of in driving Japan’s rapid economic development?
What was the reason for Japan’s meteoric rise as ‘the World’s Banker’?
Discuss the implications for East Asian economic development of the end of the long post-War boom in developed countries
To what extent was US economic support for Japan and the East Asian ‘Tiger’ economies a crucial element in their rapid development. Discuss in the context of the Cold War and Indo-China wars.

Key Readings


Background Readings


Stubbs & Underhill, Political economy and the changing Global Order, Ch. 8 from Bretton Woods to Global finance.

Topic 7 “Miracle Economies”?
PART B. ‘Miracles move South – South ‘East Asia Three’ systems & forces of growth

Themes
- The evidence of success – FDI-powered growth
- Japanese neo-Co Prosperity Sphere?
• First Wave of regional FDI – light manufactures
• Second Wave of regional FDI – heavy industry
• Third Wave move to South East Asia of electronics, vehicles production
• Plaza Accord trigger for third wave
• The move south: the World system under political influence (US politics/corporations) Competitive pressure on Tigers for their industry to move offshore
• APEC seeks a share of the action
• ”Asian Values” – The Foundation of South East Asian Dynamism?
• ASEAN’ Distinctive Operating Culture: ”THE ASEAN WAY”
• Foundations of the Crisis

Seminar topics & analytical focus

➢ Outline the two major prongs underpinning ASEAN decision-making. To what extent have ASEAN’s decision-making procedures determined decision-making procedures adopted in other Asia Pacific institutions?
➢ To what extent was the South East Asian ‘miracle’ economic growth a function of the repression of labour to enforce a ‘comparative advantage of cheap labour’?
➢ Discuss the competing South East Asian elites’ attitude towards the need for strong, autocratic state-control. Are human rights culturally relative?
➢ What role did international organisations such as the World Bank, Asian Development Bank and the IMF play in establishing the basis for the South East Asia economies economic dynamism and success?
➢ Discuss the motives for the APEC regional intervention. Is it a ‘white mans’ club’? Does it unnecessarily duplicate the role of the WTO? Does it have any reason for existence post the economic crash?

Key Readings


Background Readings

Louis Pauly, ’Promoting a Global Economy: The Normative Role of the International Monetary Fund,’ in Richard Stubbs and Geoffrey Underhill (eds), Political Economy and the Changing Global Order

For background to the ASEAN concepts of musjawarah (mutual consultation, discussion, deliberation) and mufakat (consensus and agreement), see Mack, A. (2001) Chapter 7, ‘Guided Democracy’, Rethinking the Dynamics of Capital Accumulation in Colonial and Post-Colonial Indonesia: Production Regulation Sydney University (Fisher Library website Ph.D collections digitalised copy)
Topic 8 Development Downside: labour-market segmentation, environmental destruction, terrorism & refugees

Themes
- The practical consequences of massive growth
- The idealist nature of “Development” as an ideological construct reflecting the interests of its promoters
- Environmental & other development consequences can be not ‘external’ but an inherent part of growth processes
- The East Asia picture: The Asian developmentalist by-products
- Case studies: Korea
- Deforestation and Chemical Poisoning in the Countryside
- The Greenhouse Effect and Air Pollution
- Taiwan
- Deforestation
- Fears of environmental degradation & pollution is western protectionism
- Rise of the Politics of Anti-developmentalism

Seminar topics & analytical focus
- Orthodox economists refer to ‘externalities’ such as refugees and labour migration as external to market pressures and relations. To what extent are these issues to be an inherent and inevitable part of economic development in East Asia?
- What are international agencies such as the UN, World Bank, or Asian Development Bank doing to alleviate these problems? Are there contradictions between these objectives and their achievement?
- To what extent is environmental destruction, pollution, overpopulation, or income inequality an inevitable or inherent part of East Asian economic development?

Key Readings


Topic 9 “Political & Economic Catastrophe” Returning to the ‘Western’ fold?

Theme
The Crisis in political economy historical context
Setting the scene – the financial crisis and aftermath as related to the general theme of the Asia Pacific political and economic ‘orders’. The financial and economic relations with international forces, specifically international capital penetration in the region.

Currency speculators burst the bubble
- Or was it a bubble at all?
- And did the currency investors drive the bust, or was it the intractable, entrenched crony capitalist regime?
- And what was the link between the bust and Cold War end?
- The contested understandings are juxtaposed against the evidence of capital and investment activity to test their veracity and consistency
- Post-crisis cleanup: IMF, WB reassert financial control over the renegade state regimes
- Economic & Political implications of the Crash

Seminar topics & analytical focus
- Was the 1997 Asian crisis caused by international market and financial pressures or corrupt, nepotistic, or incompetent national leadership/policy-makers?
- What role did the major international financial institutions – IMF, World Bank or the Asian Development Bank – play in the Asian financial crisis of 1997?
- Outline the links between the Asian economic success stories and the subsequent financial crisis
- Has the crash caused a contemporary return to financial and political dependency on the west?
- In the light of Malaysian Prime Minister Mahathir’s response to the IMF loan package, did other Asian nations have to accept the dictates of the World Bank and the IMF?

Key Readings


Background Readings
Michael Wesley, “The Asian Crisis and the Adequacy of Regional Institutions”, Contemporary Southeast Asia, 21:1, 1999

See also: International Monetary Fund and the World Bank websites.

Topic 10 Post-Crash Power Relations: liberalisation (IMF, World Bank), demokrasi, and terrorism

Themes
- The role of the various Asian states in reinstating domestic economic growth
- The implication of post Asian financial crisis policy prescriptions by specific international institutions especially the Asian Development Bank, the IMF, and the World Bank
- The restoration of regional trade and investment links, and the development of alternative localised responses to disintegration such as the AMF
- ASEAN and the threat of economic collapse: the future of ‘the ASEAN way’, the continuing story of influence of the emerging Japanese revitalisation.
- How South East Asia states have addressed ‘governance’ imperatives (transparency, anti-corruption/nepotism/cronyism)

Seminar topics & analytical focus
- Is the Asian Monetary Fund a viable consideration to address regional financial dislocation?
- What will be the post-crisis economic roles for regional organisations such as APEC and ASEAN? Will they be ‘talking shops’ or will they directly engage in economic and political regulation?
- Discuss the role of ASEAN in local issues such as the continuing economic crisis in Indonesia, regional ‘haze’, and the coordination of anti-terror campaigns
- Does the ‘Asian way’ retain resonance as a growth dynamic?

Key Readings


Sharma, Shalendra D, ”Asia’s Economic Crisis and the IMF”, Survival, 40:2, Summer 1998, pp. 27-52


**Background Readings**
Rob Steven Japan’s New Imperialism, Armonk, N.Y.: M E Sharpe, 1990;

Chalmers Johnson ”Political and economic performance: the government business relationship in Japan, South Korea and Taiwan”, in Deyo, op.cit.;

**Topic 11 Australia and the Pacific – “from White Australia via Tigers’ Tail to Deputy Sheriff”**

Brief historical overview of Australia’s regional relations:
- Historical regional isolationism,
- A ‘remote white settler outpost’ – the ebbs and flows (white Australia, ‘Australia as an Asian nation, ‘Deputy Sheriff’);
- Contemporary relations – security ties (especially ARF), trade agendas and agreements (multi – APEC, vs unilateral – Australia-US)

**Seminar topics & analytical focus**
- Discuss the idea of Australians as ‘lazy’. Can we make links with the idea of the ‘lazy native’?
- Why did Australia survive the Asian Financial Crisis with barely an economic ripple?
- To what extent is Australia an ‘Asian nation’? What role has Australia played in regional engagement, for example with ASEAN or ASEAN’s offshoots such as the ARF?
- Was APEC purely an Australian construct of the East Asian dynamos era, or does it have continuing utility and viability?

**Key Readings**


Background Readings


Leaver, R., Cox, D. (1997) Middling, Meddling, Muddling – issues in Australian Foreign Policy, St Leonards, Australia, Allen and Unwin


**Topic 12 Shifting power Relations: ASEAN+3**

**Themes**
- Emergence and future of geo-political regulatory blocs in East Asia
- The role of regional institutions especially ASEAN and APEC in dealing with
  - Regional political, environmental and economic crisis,
  - Securing the region against terrorism and addressing its sources
  - Balancing politico-economic relations between Japan, US and China.
- The future of 'the ASEAN way', and role of ARF.
- Asia’s Reaction to America’s Globalization.
- The way in which Asia has reacted to America’s globalisation drive by trying to restructure its economic, social and political systems to meet the requirements of global standards
- ASEAN+3: (China, Japan and South Korea) the factors driving its formation, and its potential to become the world’s most powerful economic bloc.
- Asia-American Dialogue for an Asia-Pacific Vision

**Seminar topics & analytical focus**
- Discuss the role of regional institutions especially ASEAN and APEC in terms of the struggle for economic dominance between Japan, the US and China
- The continuing political and economic dislocation of environment issues.
- Discuss the implications for regional order of the ongoing aggravation between the PRC and Taiwan; of North Korea as a nuclear power; and the US engagement in the region.
- Discuss the potential for an Asian economic bloc such as AFTA or the European Union.
- Will the massive trade between the PRC and Taiwan, and the unification of North and South Korea spell the end of the US economic hegemony in the region?
- Discuss the relative possibilities of Japan, China or the US becoming the dominant political and economic hegemon in Asia in the 21st century.
Key Readings


General Readings


Newsweek: East Meets West, July 10th 2001

Topic 13 The Future of the Region – material survival, corruption & wealth extraction

Simulation scenario: economics, fundamentalism – secular versus non-secular states, the future security of politico-economic relations.

Key Readings

Davis, Anthony (2004), 'Thai drugs smuggling networks reform’, Jane’s Intelligence Review, December, pp.22-27


Appendix 1. Plagiarism

Definition: Plagiarism involves using the work of another person and presenting it as one’s own. Any of the following acts constitutes plagiarism unless the source of each quotation or piece of borrowed material is clearly acknowledged.
a) Copying out part(s) of any document or audio-visual material (including computer-based material);
b) Using or extracting another person's concepts, experimental results, or conclusions;
c) Summarising another person's work;
d) In an assignment where there was collaborative preparatory work, submitting substantially the same final version of any material as another student.

Encouraging or assisting another person to commit plagiarism is a form of improper collusion and may attract the same penalties which apply to plagiarism.

2) The Dangers of Plagiarism and How to Avoid it

The integrity of learning and scholarship depends on a code of conduct governing good practise and acceptable academic behaviour. One of the most important elements of good practise involves acknowledging carefully the people whose ideas we have used, borrowed, or developed. There is nothing wrong in a student using the work of others as a basis for their own work, nor is it evidence of inadequacy on the student's part, provided they do not attempt to pass off someone else's work as their own.

To maintain good academic practice, so that you are given credit for your own efforts, and so that your contribution can be properly appreciated and evaluated, you should acknowledge your sources and ALWAYS:
i) state clearly in the appropriate form where you found the material on which you have based your work, using the MIR system of reference;
ii) acknowledge those whose concepts, experiments, or results you have extracted, developed, or summarised, even if they put these ideas into their own words;
iii) avoid excessive copying of passages by another author, even where the source is acknowledged. Find another form of words to show that you have thought about the material and understood it, but stating clearly where you found the ideas.

If you use the work of another person without clearly stating or acknowledging their source, the result is falsely claiming that material as your own work and committing an act of PLAGIARISM.

PLAGIARISM is where any of the following in an assignment, or in any piece of work which is to be assessed, is written without clearly acknowledging the source(s) for each quotation or piece of borrowed material:
a) copy out part(s) of any document or audio-visual material, including computer-based material;
b) use or extract someone else's concepts or experimental results or conclusions, even if they put them in your words;
c) copy out or take ideas from the work of another student, even if they put the borrowed material in their own words;
d) submit substantially the same final version of any material as a fellow student. On occasions, a student may be encouraged to prepare their work with someone else, but the final form of the assignment must be their own independent endeavour.
Appendix 2. Generic Skills

University study does more than provide you with knowledge and skills in a particular academic discipline. These skills gleaned from research, work and expression will help you in later employment and life generally. These are known as generic skills. This unit facilitates the creation and consolidation of the following generic skills:

- A capacity for critical thought and judgment, especially to ascertain the interests held and served by the authors of your source material.
- Advanced communications skills, including the ability to present sustained, cogent and persuasive arguments
- Analytical ability, the capacity to evaluate and solve problems and to demolish positivist presumptions of abstract scientificity and “value-freedom”
- Familiarity with the means of identifying, finding, retrieving, organizing and communicating information
- The ability to build on the intellectual and imaginative concepts of others, and to communicate the resultant synthesis
- The ability to work cooperatively with others through the presentation of ideas and negotiation of solutions, and to appreciate others’ reasoning
- The ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives
- A critical understanding of a culture and practices other than one’s own
- Library and bibliographic research skills
Appendix 3. Case Study Proposals

“Investigating the Asia Pacific region: contemporary change, the ordering systems, and foreign control”

International organisational ordering systems
Assess the role of one of the major international organisations in
a. Organising the countries, and the region
b. Dealing with a major crisis such as the Crash or Tsunami
c. Expanding local opportunity and standards of living

Nation-states’ responses to secessionism or militant fundamentalism
Charting the shifts in state processes and mechanisms for dealing with these movements. In particular the major shift from the Cold War to the contemporary democrasi era.

Multinational Oil or mineral companies
Outline the essential elements and role of multinational oil companies in the Asia Pacific region. To what extent do these companies directly intervene in a country’s political and international relations system to facilitate national security, and/or national control over extractive processes.
- Consider the problems of dealing with states to ensure secure extraction, especially in these times of environmentalist, secessionist and terrorist political movements.
- Pick a major company – such as Exxon-Mobil or Conzinc Rio-Tinto
- Summarise what your company’s resident economist says about your company’s current policies and aims.

The Tsunami clean-up: political & economic implications
Discuss the impact of the Tsunami on national and regional political system, in particular, the political and economic processes employed in responding to the environmental, infrastructural and social devastation. Consider the following components as suggested points of discussion:
- The corporate interests, state interests, foreign political interests involved in the ‘clean up’.
- The role of the World Bank, UN and international NGOs
- The impact of the devastation on secessionist struggle,
- The impact on regional Islamic fundamentalist activism
- The possible challenge of foreign aid and support to the ‘ASEAN Way’ of non-intervention as well as to crony systems of corruption and control.

Causes and responses to environmental destruction & environmental prospects
Pick one major example of the issues relating to the impact of Asia Pacific development on the local physical and social environment. For example,
- The PRC and the Mekong Valley
- Legal and illegal logging
- Crony and multinational capital and resource extraction
- The forest fire ‘Haze’
- City population growth
- Water supply

Other examples of possible group-research areas

**ARF’s trajectory, credo and aims**
Is it a viable and meaningful institution, that can strongly respond to regional security threats?

**The Timor Gap and East Timor’s struggle for self-sufficiency**
Australia as ‘villain or friend’?
Indonesia’s strategic and resource ambitions
Possibility of oil-share resolution through International courts

**George Bush’ Presidency & the region**
American Lake?
Impact of the ‘New American Century’ doctrine
Terrorism, Piracy and US intervention

**The nature, role and future of the ASEAN+3 grouping**
This could incorporate an analysis of the relative power and influence of this grouping vis-à-vis the US regional engagement.

**Country Study**
Consider one general issue of particular political and economic concern for a particular Asia Pacific country, such as environmental destruction, pollution, overpopulation, secessionist or fundamentalist militancy, or income inequality.
What caused the problem?
To what extent is this problem an inevitable or inherent part of economic development?
Is it a function of internal, external or a combination of politico-economic forces?
How is the country dealing with the issue?
What is the impact of the issue on the region?