

ECON 6355-02 LEC 13044 Economic Development of Asia, Summer 2014

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Dates: July 9, 2014-August 15, 2014

SPECIAL PROBLEMS:

ECON 4198-02 IND 13040 Special Problems July 9, 2014-August 15, 2014

ECON 4298-02 IND 13041 Special Problems July 9, 2014-August 15, 2014

ECON 4398-10 IND 13044 Special Problems July 9, 2014-August 15, 2014

Asian Economic Development Econ 6355

The Transformation of the World: A Global History of the Nineteenth Century (America in the World) by [Jürgen Osterhammel](#) (Author) , [Patrick Camiller](#) (Translator) Princeton University Press; Translated by Patrick Camiller. edition (April 6, 2014)

The Mongol Conquests in World History by [Timothy May](#), Reaktion Books (May 15, 2012)

China: A New Cultural History (Masters of Chinese Studies) [Cho-yun Hsu](#)(Author), [Timothy D. Baker Jr.](#)(Translator), [Michael S. Duke](#)(Translator), Columbia University Press (June 19, 2012)

Restless Empire: China and the World Since 1750 by [Odd Arne Westad](#) Basic Books (August 28, 2012)

China's Rise in Historical Perspective [Paperback] [Brantly Womack](#)(Editor) Rowman& Littlefield Publishers (July 16, 2010)

[Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants](#) by Sunil S. Amrith Harvard University Press (September 16, 2013)

Everyday Technology: Machines and the Making of India's Modernity (science.culture) by [David Arnold](#), University Of Chicago Press (June 7, 2013)

Economic Reform in India: Challenges, Prospects, and Lessons, [Nicholas C. Hope](#)(Editor), [AnjiniKochar](#)(Editor), [Roger Noll](#)(Editor), [T. N. Srinivasan](#)(Editor), Cambridge University Press (January 21, 2013)

[A History of East Asia: From the Origins of Civilization to the Twenty-First Century](#) by [Charles Holcombe](#), Cambridge University Press; First Edition edition (November 8, 2010)

The Great Convergence: Asia, the West, and the Logic of One World"- Kishore Mahbubani, PublicAffairs, (March 4, 2014)

General guidelines:

THERE WILL BE NO EXAMS OR QUIZZES and THERE WILL NOT BE A FINAL EXAM.

We are offering Econ 6355 Economic Development of Asia, Summer 2014 only in Summer Session 4. And remember that all of the summer courses of mine are independent study. The best option always is for the latest date to complete the course so as to give maximum time to do the work.

This announcement supersedes anything in the syllabus that differs with it as it was composed when the class scheduling was changed after the syllabuses were completed. There is ABSOLUTELY no benefit from taking the course in any other summer session than Session 1. If for example you will be leaving the city or even the country in July and wish to take it in session 2 for that reason, you can instead take it in session 1 and turn in your paper whenever it is completed. I will grade it, record it and then post it to the registrar in August. For those graduating in August, the grade will be recorded in time for graduation. Signing-up for session 1 gives you insurance in case you do not finish it before you leave and need to complete it while away or when you return. If you complete it away from campus, please arrange in advance to have someone in Houston to whom you email your paper so he or she can print it out and turn it in. I have far too many students in summer classes to accept emailed papers. This is a special problems course that can be taken for 3 hours credit. If you wish to enroll for less than 3 hours credit, please see Marion Foley in 208B M. The course will meet on the first day indicated in the schedule for the class assignments. Attendance is not necessary for those who have downloaded this syllabus and understand the requirements. You may obtain the books and start work on your papers as soon as this syllabus is posted in February indicating that it has been approved for the summer programs. Graduate credit is

more restrictive so that we would have to work out the research agenda necessary in order to receive credit. Others in the department may also be offering this course on their own terms. I will only consider this for students who are taking or who have already taken the graduate course in Asian Economic Development. The course can be used in the following study abroad programs:

- China Study Abroad Program - see Dr. YaliZou, FH 450, ext 34982 or Dr. Xiaohong Wen AH 453 (ext. 3-3072 xwen@uh.edu)
- India Study Abroad Program - see Dr. SalehaKhumawala, MH 360A, ext 3-4829.
- Southeast Asia Study Abroad Program - please contact Dr. Long Le (ext. 3-1142, Long.S.Le@mail.uh.edu) for his trip to Southeast Asia.
- Vietnam Study Abroad Program - please contact Dr. Long Le (ext. 3-1142, Long.S.Le@mail.uh.edu) for his trip to Southeast Vietnam.

Modifications of either option will be considered if approved by Dr. Zou, Dr. Khumawala, Dr. Wen, or Dr. Le. As I learn of other Asian study abroad programs for 2014, I will add the contact persons and post the information for them.

There were two options for the course - (1) Focus on China and (2) Focus on India.

Assignment guidelines:

ALL PAPERS HAVE TO INCLUDE CITED MATERIAL (source, date and pages cited) FROM THE ASSIGNED READINGS. Every paragraph in your papers must have at least one cited source unless it is either drawn from your own experience or is a concluding paragraph. Each paper should have a separate reference page that does not count towards your page requirements. You will lose one letter grade for each assigned source that is not "substantially" used (in other words, used in a way that indicates an understanding of what the book is saying). This may seem like a rigid requirement but since there are no exams or quizzes, it is the only way that I know (or think that I know) that you have done the reading and that the paper is yours and not found on the web. YOU MAY USE OTHER RESEARCH MATERIAL AS WELL. IF YOU USE INFORMATION FROM THE WWW, PLEASE GIVE AS COMPLETE A CITATION AS POSSIBLE INCLUDING THE URL. I have posted supplementary instructions on my webpage; please consult it and follow the instructions. You are not allowed to have two paragraphs in a row that use only non-assigned sources. As a rough rule of thumb, use only sources published this century unless there is a compelling reason to use an older source. All material that is not original to you must have a citation. Quotation marks are required only when you are using someone else's wording. If you are using their ideas and facts that are put in your own words, you still need to cite the source but quotation marks would be inappropriate. Please do not start a sentence

with "I feel." Instead use phrases such as "I conclude" or "it is my judgment based upon the evidence" etc. If you present solid evidence on an issue and then follow with a rational argument to reach a conclusion, I will assume that this is not only your conclusion but it is also how you "feel."

This summer we are doing only one paper - circa 30+ pages - on one topic with multiple sections or subtopics or issues to cover:

China/India

Northern Europe historically lagged behind Asia and the Islamic world until about 1400 to 1500 when it experienced a transformation called the Renaissance or rebirth of the Greco-Roman civilization. This included advances in science and technology. It has been widely believed and still held today by many historians that this was largely a European endeavor owing nothing to the outside world. This view is increasingly disputed by scholars with a more global perspective who argue the science and technologies upon which Europe was building were derived from Asia - largely China and India - and passed through to the West through the Islamic (and occasionally Buddhist) cultures of Central Asia and the Persian and Arab world. This latter is the position of this course and the reading. If you wish to differ with it, you still have to present it and the attempt to refute it.

The view that Asia contributed little or nothing to European development gave rise to a set of beliefs about poverty and lack of science and technology in Asia and when Europe passed Asia in development. The following table (take the numbers as rough estimates) shows that it was not until the Industrial Revolution that Europe and European populations began to surpass Asian cultures in per capita manufacturing and it wasn't until the period 100 to 1900 that European (including countries dominated by European derived populations such as the United States) development surge way ahead of Asia and the rest of the world.

World manufacturing (1750 - 1900) (The Geography of the World Economy by Paul Knox, John Agnew, Linda McCarthy).

The issue for your papers is what did Asia (or the particular country or area of your option) contribute to European development and why was Europe able to build so rapidly and successfully and these contributions while Asia was changing more slowly and falling behind to succumb to colonial occupation or influence and either fall into poverty or remain at such a level that we rightfully call poverty. Clearly sometime in the 18th century Europe forged ahead in science and technology to the extent that it was often misnamed as Western Science and Technology implying that science and technology were unique products of European and European derived populations. What we call "modern" science and technology as taught and practiced around the world is very definitively derived from the two or more centuries of European dominance.

The same set of beliefs that saw development being a uniquely European attribute, also considered Asia in the 1950s to be impoverished with little chance of transformation with the exception of Japan. The cultures and religions Asia were seen as insurmountable or almost insurmountable barriers to change. Yet from the 1960s onward we have seen various countries and regions of Asia transforming themselves with rates of change that would have been understood to be impossible if forecast in advance. China's transformation began in 1979 followed by India in the 1980s (picking up steam in the 1990s). To what extent did our views of Asian and European history distort both policies about Asian development and our ability to understand the continuing basis for this transformation? To what extent did the prior history of science and technology in Asia lay the foundation for the transformation of the region in recent decades? And to what extent does the understandings of this course contribute to better policies for Asian development by both by the countries themselves and those working with them in both countries experiencing rapid change in Asia and those in Asia and elsewhere falling further behind?

Those in the various Asian study abroad programs who take my Asian Development course may sign-up for ECON 4198 as field research in Asian Development and get the same grade for the one hour as they receive for the three hour development course. Students who take my Asian Development course may also take my Economics 4398 - Special Problems in Asian Development in which they will add the books listed under Econ 4398 to their reading for Econ 3355 and do a combined paper of 40+ pages for the two course together (Econ 3355 and Econ 4398). Basically, the student will do the same work as for the three hour graduate course but get six undergraduate hours of credit. Obviously, this course is restricted to those taking my Asian Development class. Three books and 10 additional pages is not much work for three hours credit. I do however expect that the 40 pages will be more in depth than the 30 page paper.

In previous offerings of this course, the emphasis of the papers was on the historical background and explanation why China/India/Asia fell behind Europe when they had been ahead for so long. This term, given the assigned readings, this topic should be covered in the first one-third of the paper. The second third should explore the manner in which this historical background helps us to understand the rapid growth of China since 1978 or India and Viet Nam since 1990. The last third is will be an analysis of the forces of economic change in China since 1978 and in India and Viet Nam since 1990. For those adding Econ 4398, the historical background will again be about half the paper (circa 25 pages) and the last two sections will be about 25 to 35 pages long.

The same set of beliefs that saw development being a uniquely European attribute, also considered Asia in the 1950s to be impoverished with little chance of

transformation with the exception of Japan. The cultures and religions Asia were seen as insurmountable or almost insurmountable barriers to change. Buddhism was considered too other worldly. Confucianism was considered too bureaucratic and Islam was considered to be too rigid and zealous. Given the assigned readings, the Islamic countries of Malaysia and Indonesia will not be included even though they both have greatly out performed expectations. Neither will the predominantly Christian country of the Philippines be included though it should be noted here that in the 1950s, after Japan, the Philippines had the highest per capita income in Asia, the fastest rate of economic growth and far and away the the highest level of education in Asia. Today, the Philippines is a laggard in all of these categories so that it would appear that their religion neither explained the success of the 1950s nor the failures thereafter. From the 1960s onward we have seen various countries and regions of Asia transforming themselves with rates of change that would have been understood to be impossible if forecast in advance. China's transformation began in 1979 followed by India and Viet Nam in the 1980s (with both picking up steam in the 1990s). By the mid 1980s there was talk (including conferences) about Asian values being the causal (or at least a major force) factor in Asian development with some projecting that the 21st century becoming the Asian century. Corporate executives were reading Sun Tzu's The Art of War and its virtues were even celebrated in a Hollywood film. Asian values were Buddhist and Confucian values which just a few decades previously were considered insurmountable barriers to development.

Note - Beginning over 30 years ago, I have taught, worked doing development and/or lectured in all the countries of South, Southeast and East Asia from Pakistan to China (including Australia, New Zealand and Japan) except for Cambodia and Korea so I have 1st hand field experience of the development that has taken place in these regions. I have lived in some of these countries - Bangladesh, Indonesia and Viet Nam and have literally been back and forth to others more times than I can count. For some countries such as Malaysia, I am in regular contact with key people from there throughout the year and meet with them (along with my African contacts) several times a year in London and elsewhere. Thus, I am comfortable grading your papers as they seek to apply what is in the reading assignment what is observed on the ground. My vita is posted on my webpage so that one can check on my publications on development and the specifics of my work in Asia. To what extent did our views of Asian and European history distort both policies about Asian development and our ability to understand the continuing basis for this transformation? And to what extent does the understandings of this course contribute to better policies for Asian development by both by the countries themselves and those working with them in both countries experiencing rapid change in Asia and those in Asia and elsewhere falling further behind? The papers

have the option of exploring briefly, the extent to which Asian values have been a factor in the success of Asian immigrants the United States.

Those in the various Asian study abroad programs who take my Asian Development course may sign-up for ECON 4198 as Field Research in Asian Development and get the same grade for the one hour as they receive for the three hour development course.

ECON 4198-02 IND 13040 Special Problems Jul 9, 2014-Aug 15, 2014. This course is reserved for students in one of the Asian study abroad programs. I consider this course to be the field work for my development classes, particularly my Asian Economic Development course. Students who have taken one of my development classes can enroll for one hour credit which they will receive upon completion of their study abroad program receiving the grade that they obtained in my development class. No prior approval is necessary and it will be stated on the form that the course is for economic development field study in China or India. Those interested in obtaining the entire 3 hours credit can with my prior approval, sign-up for the 3 hours and earn it by doing a report on their trip which I will assign prior to approval and of course prior to the trip. It is likely if not nearly certain that approval for the full 3 hours will be limited to those who take Economic Development of China or India. In other words, if your intent is to obtain either 6 or 7 hours credit then enroll in the two courses formally offered plus this one for 1 hour credit if you wish the 7th credit. Students who enroll for three hours and who go to either China or India have the option of joining the post trip sessions conducted by Dr. Zou for China, Dr. Khumawala for India and possibly, Dr. Wen for China, and present an oral report which can be used to satisfy the requirements for this course. In case I am unable to attend, Dr. Zou or Dr. Khumawala will send me a notice that a student or students made an adequate presentation. The grade that the student made in one of my development classes will then be assigned for this one. Similar arrangements will be made for those taking the Viet Nam study abroad trip. This information will be provided to Marion Foley (mlfoley@uh.edu, M 208B) so that she can properly enroll you. In the over decade and a half that the course has been offered, not one single student has complained about their being too much work required. There is a considerable amount of reading but the reading is for content (and for some sources selectively) without worrying about what the instructor will quiz them on and what to memorize. Given that there are no lectures or quizzes the expectation that is that the TOTAL TIME spent on the course is the same as for any other three hour course. The difference being that between the readings, I consider it necessary for the student to stop and think about what they are reading before plowing ahead with other readings and paper writing, This is particularly important for study abroad students (for whom the course was originally created) who can read a book

or too before leaving or on the plane over and reflect upon their reading as they travel through their area of study. They can also read on the plane back as they reflect upon the experience of the trip. Thus the course is most satisfactory and least stressful for those who have the entire summer to take it (and even more for those able to start their reading before the summer sessions begin. Let me repeat, the TOTAL TIME spent on the course is the same as for any other three hour graduate course.

Also read: General Guidelines for all my 2014 classes.

http://www.uh.edu/~trdegreg/Fall-2014/guidelines_for_my_2014_Classes.pdf