Govt. 516: China-India: Business, Government and Globalization
Department Seminar
Department of Government
Georgetown University

Spring 2011

Schedule: Wednesday, 3:30 – 6:00 pm
Classroom: New North 412
Professor: Dr. Matthew C.J. Rudolph
Email: bandarpunch@gmail.com
Office Location: ICC 672A
Office Hours: Wed., 11 am – 1 pm (and by appointment. Best to email to confirm your time)

Readings will be made available digitally via a shared EndNote library.

Course Description:

This course is intended to deepen students understanding of Asia's two emerging giants through comparative analysis. These countries are the core states of two great world civilizations. For centuries locals and outsiders have compared the two civilizational polities. Major economies, nuclear powers, "the hearth" to vast global diasporas, and home to two thirds of the world's population, these two countries are today two of the fastest emerging global actors in the post-Cold War world. In recent years the two countries have been rivals for foreign investment; rivals for a role in the growing global technology economy; and increasingly rivals regionally and on the world stage.

The focus of this course is primarily on political economy, with an emphasis on the politics of finance. But, the readings approach the domestic, regional, and global political dynamics of the two countries from a range of perspectives. We will begin with the civilizational and imperial historical antecedents in both polities. Then we will move through the most important dimensions of comparative political and social development internally. Next, in the second half of the course, the emphasis will move outward locating the countries with respect to external actors, analyzing their changing regional and global positions, and finally considering their relations with one another. We will explore also how China and India assimilated the key modern political forces of sovereignty and nationalism. The course is organized, to the first order, in a thematic fashion. While there is some chronological development, readings each week jump across large time spans. For this reason, participating students will benefit from, but are not required to have, some background in Asian history or Asian politics generally.

This course attempts to explain the origins of, the reasons for, and the policy implications of economic change in Asia. Along the way we will explore some political economy theories that may explain patterns of development, and critically examine political economy.

To help students understand how the rise of India and China is changing the global economy and international relations while raising major new questions about global governance. For this purpose the course will review:

• Basic facts and figures concerning both countries, their history, societies, political systems and organization of government;
• Management of the reform process and results so far in terms of income growth, poverty reduction, education, health, infrastructure, domestic markets, fiscal and financial system development, legal system development, etc.;
• Reasons for high economic growth, in China since 1979 and in India since the early 1990s;
• Participation by either country in the international economy through trade, foreign investment and membership in multilateral agencies;
• Prospects for continued high growth, financial stability, social stability and political change;
• Implications of the rise of India and China for global stability, global inequality and environmental sustainability;
• Implications of the rise of India and China for global governance.

Learning Objectives
1) To familiarize students with the history of and the main contemporary issues in the Eastern Asian political economy.
2) To introduce students to key concepts in the study of the Eastern Asian political economy.
3) To develop students’ analytical and critical reading and writing skills by preparing and critiquing response assignments and associated discussion.
4) To give students the opportunity to utilize the conceptual and historical material covered in the class in writing an original research assignment.

Required Textbooks:
Gourevitch and Shin
McGregor
Scott Kennedy
Ruparelia et al. eds.
Bardhan

All students enrolled in this course will need to be able to access reading via a downloaded EndNote library shared from the professor. Instructions will be given in class. Readings will vary from the syllabus week by week as we progress and the interests and strengths of the class members become clearer. Check with the instructor if you have any question about what will be the reading for any given class.

Student Assessment:

Your final grade will be based on the following:

Class participation ------------------------------------------ 20%
Seminar Guidance (?% each / depends on class size) -------------------------- 10%
Argumentative Essays (4) ------------------------------------------------- 35%
Final Exam --------------------------------------------------------------- 35%

Course Requirements:
**Reading**

Students are expected to have read the required reading **before** each class and be prepared to participate actively and thoughtfully in the seminar discussion.

**Written Requirement:**

This is a *writing intensive course*. The main purpose of the course is the production of a series of short *argumentative* essays (*not* flat book review-style reports) explicitly engaging the readings using a social science idiom. These should be viewed as a business-and-policy relevant briefing from a social science perspective. It must also be raw-case driven using at least eight (8) sources from the course’s Evernote and Endnote databases.

The readings are intended to frame some interesting areas in the thematic focus of the course, to provoke student’s thinking on writing topics, and to introduce some useful models of analysis and argumentation. *See tutorial at the end of the syllabus for more details.*

The major requirement is the *four* (4) critical review essays of the themes or works under consideration. These are to be in the 1,000-1,500 word range, with the format similar to a book review or review essay such as would appear in a scholarly journal. **Similar to, but not the same!** You must make an argument in your essays. Participants will be selected each week for the next week to write a paper. Papers will be turned in at the conclusion of the class session.

**Other requirements for the essays:**

**Raw Case Material Integration:** Each essay must cite and organically integrate at least 8 (eight) items from the raw case material in the Evernote or Endnote databases. (Students are encouraged to use high quality sources from beyond the databases as substitutes.)

**Figures:** Each essay must include one table, chart, graph or image.

Each week, paper authors should keep in mind the seminar objective of exploring the interactions among politics, economics, and globalization with reference to China and India.

See Cassidy, John. "Enter the Dragon." (New Yorker, 12/13/2010) (in the course ENL and sent to you) for an example of the essay format.

Every week 1 or 2 students will prepare essays and distribute them to their classmates and the professor in **PDF format (.pdf)**, first via email, then later via the course Blog. **The deadline for posting the essays is Tuesday 12 pm (noon) sharp.** Essays must have creative titles, **they must have page numbers**, and they should have milestones or sub-headings. Essays must have page numbers and authors names. **See attached supplement on “Guidance for Response Essays”**. Every week at least one student (and up to two) who volunteered the previous week will act as discussants. Everyone must “discuss” at least four times. They will introduce the essays of their colleagues and will try to synthesize the content of the essays and will (with assistance from the professor) first present the paper writers with some questions in an effort to
have the rest of the class engage in a useful discussion of the readings and the papers. Discussants should have additional questions ready to then broaden the discussion to the entire seminar. Ideally the first 20 minutes should be talking about the essays without input from their authors. Discussants will be evaluated on how intellectually empathetic they are to the essays, as well as how well they present constructive criticism and how well they actively manage seminar discussion.

On all essays please always remember to put page numbers, on your papers, remember to list the essay number, the week of the course and date of the class for which it is an essay (e.g. Matthew Reindeer, Week 10, Essay #5, October 26).

**Essays without each of the following will be marked down a grade: a title, seminar week and topic listed, page numbers, name of student author, date of class, milestones.**

**Students must print out their colleagues’ essays and bring them to class with written comments. I will collect the written comments from everyone.**

See end of syllabus for details on participation evaluation and guidance on essay writing and seminar essay discussant presentations.

**Seminar Guidance**

(See tutorial at the end of the syllabus) Several seminar guidance episodes per student during the term will account for another 10% of the grade (2.5% each). Each class two students will be required to prepare discussion themes and questions based on the reading. These students will be expected to use their prepared materials to initiate and guide discussion in the class with assistance from the instructor. Each student will have to do this twice during the term. Students should feel welcome to use slides (PowerPoint or otherwise) as aids in this exercise. The more provocative, stimulating, and on-point the guided discussion, the better.

**Exams**

There will be a final exam of 10 – 15 pages (2,500 – 3,750 words). It will require the student to draw on evidence from the required reading (and where necessary the recommended reading), class discussion and whatever other sources students wish to use, in writing two essay-length answers to questions set by the instructor. This exam will be graded based on the quality of original thinking, careful, critical analysis and adroit synthesis. Clarity of writing and exposition will also be graded.

Exams will also have Raw Case and Figure requirements similar to those in the weekly seminar essays.

**Research Paper Option instead of exam:** Interested students please consult professor outside of class.
COURSE NORMS

Computers: The standard norm will be for laptops to be closed during class. However, I will regularly refer to charts and tables from the reading. Students who do have laptops or iPads should open all documents on their laptops and have them “teed up” for reference when we need to look at them.

Flat devices such as Kindle, iPad or Nook are permitted, but the wi-fi must normally be disabled.

For those who must have digital notes, please consider the LiveScribe pen or write notes and scan them to Evernote.

No phones, no texting. Really! No texting!

No web surfing unless requested by the professor.

Food: No food please. Beverages are permitted.

Attendance: Absences will be noted.

Have the readings and your notes ready in hard copy or on your computer. Know where all key figures and tables are. It is not ok to say, “I don’t have the readings”.

Email: I prefer office hours and (where necessary) phone conversations. The blog is the best place to ask classmates questions or post queries about readings. Avoid email cascades. Use the course blog to communicate. If you send email, please put in appropriate and useful subject titles in the subject line of the email.
A. Issues and Concepts in Asian Political Economy

1. Introduction: Political Economy and Globalization – (Wed 01/18)

REQUIRED:

Dani Rodrick, *Feasible Globalizations*
The Economist, *In the Shade of the Banyan Tree*
Peter Gourevitch, *Political Economy* in Oxford Companion

2. Elaborations and Histories of “Comparative Political Economy” – (Wed 01/25)

REQUIRED:

Peter Gourevitch, *The Second Image Reversed: The International Sources of Domestic Politics* (Part I only!)
“Production Profile” - Peter Gourevitch
David A. Lake, *Open Economy Politics: A Critical Review.* (read only the sections on open economy analysis related to domestic political economy. Ignore bits on multilateral coordination).
Gary Gerrefi, *The International Economy and Economic Development*

RECOMMENDED

[Revisiting “The Second Image Reversed” - Stephen D. Krasner](#)
Jonathan Kirshner, *States Markets, and Great Power Relations in the Pacific*

Country Cases

3. India Overview – (Wed 02/01)

BACKGROUND

Oxford Companion, *India*
Blackwell Dictionary, *Caste, Hinduism, Fabianism*

REQUIRED


RECOMMENDED

Ashok Desai, *Formation of the Patrimonial State and The Economics and Politics of Transition to an Open Market Economy*
Kaushik Basu, *The Indian Economy: Up to 1991 and Since*

4. China Overview (Wed 02/08)

**REQUIRED**
Perry Anderson, *Sinomania*

**RECOMMENDED**
Doug Fuller, *The Cross-Strait Economic Relationship’s Impact on Development in Taiwan and China: Adversaries and Partners*
Ramon H. Myers, *Diverging and Converging Patterns of Wealth Creation: The People’s Republic of China and The Republic of China*
Barry Naughton, *The Chinese Economy (Chapters 3 and 4)*

**Varieties of Capitalism - VoC**

5. Macro- and Financial- Approaches to VoC (Wed 02/15)

More TBA

6. Firm-level approaches to VoC (Wed 02/22)

**Political Economy of Corporate Governance**

**REQUIRED**

More TBA

**Recommended**

**Finance**
7. Chinese Finance (Wed 02/29)

REQUIRED

**Spring Break. March 04 – March 14**

8. Indian Finance (Wed 03/14)

REQUIRED


9. Foreign Direct Investment (Wed 03/21)

REQUIRED
Ming Wan, The Political Economy of East Asia: Striving for Wealth and Power (pp. 199 - 212, 218 - 219)
Mary E. Gallagher, ‘Reform and Openness’ - *Why China’s Economic Reforms Have Delayed Democracy*
Kellee S. Tsai, *Friends, Family or Foreigners? The Political Economy of Remittances and Diasporic FDI in India and China*
Ashok Guha and Amit S Ray, *Multinational Vs Expatriate FDI: A Comparative Analysis of the Chinese and Indian Experience*
Rebecca Wilder, *India: FDI and Savings are key...*

10. Law, Legal Family, and Finance (Wed 03/28)

REQUIRED

Property Rights and Growth
Clarke, Donald C. "Economic Development and the Rights Hypothesis: The China Problem."

11. Firms (Wed 04/04)

Salil Tripathi, *Just Another Family Business*
More TBA

RECOMMENDED
The Economist, *China's Struggling Smaller Firms*
The Economist, *Invisible but Indispensable*

**Easter Break. April 5 – April 10**


TBA

13. Comparisons I (Wed 04/18)

REQUIRED
Scott Kennedy, ed. *Beyond the Middle Kingdom: Comparative Perspectives on China’s Capitalist Transition.* 2011

14. Comparisons II (Wed 04/25)

REQUIRED

**Take-home final:** Tuesday, May 1 at 5 pm to Tuesday, May 8, 5 pm, EST.

Exams should be in PDF form and emailed to the professor.
Guidance on Seminar Participation and Discussant Roles

Class will be conducted in a mixed format, with the professor lecturing occasionally, and students acting as discussants and presenting questions and analyses of the week’s reading for moderated discussion the rest of the time.

General Class participation will account for 20% of your grade. Your class participation will be evaluated on five criteria:

a. demonstration of your knowledge of the reading material
b. attention to “lecturettes” and peer comments
c. thoughtful questions and comments
d. active engagement with the material
e. the thoughtfulness, synthesis, analysis and creativity of your own comments and questions
f. constructive criticism, engagement and gracious disagreement with peers
g. regular, considered allusion to, and synthesis of previous weeks’ readings and peer essays

Discussant Guidance

Discussants should touch on most if not all of the following in their discussion

1) What are the broad themes of the weeks’ readings. The “I got it” game. What ties the readings together. Look for both the obvious and the not obvious or even counter-intuitive.

2) What are the methodological and evidentiary bases of the readings. Do these help? Do they have weaknesses?

3) Critique. What is wrong with the readings or the questions they ask or answers they provide.

4) For numbers 1 through 3 try to devise analytical characterizations using the idiom of the reading or another known rubric from the social sciences. Do not repeat what the authors wrote.

5) See if there are ways the student seminar essays have themes in common and discuss those common themes. Do the same for disagreements or differences of perspective. Why did the authors make the decisions they did? Do not repeat what the paper writers wrote.

6) What key issues from the week’s readings did the paper writers not discuss? This is VERY important. With short essays paper writers can’t cover everything. It is crucial that discussants flag key themes from the readings that were not discussed in the papers.

7) How do the week’s papers connect with readings from previous weeks in the syllabus? How do they connect with previous arguments made by essay writers in the seminar or themes discussed in seminar?
Guidance for Response Essays:

*Argument, Synthesis, Allusion, Moral and Social Science Reasoning with Raw Case-Study Support*

Check list

1) Argument

Are you making an argument? I’m not interested in proof you have done the reading. Its an important signal to send to me, but not the most important. Your argument and crafting of a compelling essay is what I want to see, not just for me, but for you. You need to learn to do this.

2) Synthesis: The “memo game”.

Have you tried to synthesize ALL the readings for the week. If failing, explain why.

3) Allusion, reference, course integration:

Have you tried and succeeded or failed to integrate other readings from previous weeks of the course or, from your own reading and experience? If not, explain why.

*Inclusion of material from class discussion and from previous weeks is necessary. This insures that knowledge acquired over the weeks of this course is cumulative and is reconsidered in light of new evidence, concepts, and theories.*

4) Raw Case Study Approach: Use the EndNote library and its contents to elaborate your arguments with facts and details if you feel there are not enough in the required readings.

5) Moral and Social Science Reasoning

Do evidence and theory fit? What can you say about method, evidence and the validity of the arguments?

Are there normative implications for broad or narrow issues of justice and policy?
Summary
• Characterize the Question, Crux, Problem, Puzzle or Theme
  – Each class ensemble of readings has been selected with a purpose. Can you identify and characterize that purpose?
  – Opportunity #1 to synthesize.
• Characterize and evaluate the evidence and argumentation
  – Is the evidence strong? Weak? Does it support the argument?
  – Opportunity #2 to synthesize.
• Overall evaluation, analysis. Moral reasoning.
  – Opportunity #3 to synthesize.