

PPOL5490
Rise, Fall, and Resurgence of the East Asian Developmental State Model

Instructor:

Dr. Michael TYRALA

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(Office hours by appointment)

Teaching Assistant:

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Time: Wednesdays, 09:30-12:20

Place: Room 1, 30/F, Tower 1, Millennity



Course Description:

The East Asian developmental state model represents a unique blend of state-led capitalist planning, heavily interventionist industrial policymaking, and severe disciplining of both capital and labor. Despite intermittent financial crises, cronyism, corruption, and several failed launches, it has also been credited with producing the most impressive economic growth miracles of the 20th century, including but not limited to that of Japan, South Korea, Taiwan, Singapore, and even Mainland China since Deng Xiaoping's experiments with reform and opening up, leading many experts and policymakers to refer to the region as the "growth driver" and the "anchor of stability" of the global economy. The model has dominated the political and economic landscape of East Asia from the end of World War 2 to around the mid-1980s, when the rise of neoliberalism gradually shrunk the policy space for state intervention, and when successive waves of democratization, as incomplete and flawed as they sometimes were, placed limits on the severity with which states could discipline capital and labor. For a time, this put in question the continued desirability and even feasibility of any state-led model in a hyper-capitalist global economy dominated by the most powerful market actors rather than by states, leading to the slow, steady, but as it would turn out temporary erosion of the model in much of East Asia. However, in the 21st century, at least four major developments have provided fertile ground for the model, leading to its contemporary resurgence, albeit in an evolved form: (1) greater acceptance and even demand for increased state intervention following neoliberalism's gradual retreat in the aftermath of the global financial crisis; (2) Mainland China's rapid rise, due partly to its continued embrace of the model, resulting in the outbreak of the new Cold War race for technological and geopolitical supremacy between Mainland China and the United States, with high levels of protectionism and industrial policymaking once again becoming integral to the global economy; (3) the deglobalization and regionalization of value chains following the Covid-19 pandemic; and (4) Russia's invasion of Ukraine, and Europe's subsequent decision to likewise embrace industrial policymaking in a bid to facilitate the creation of a stronger and more unified European defense-industrial complex with a significantly improved manufacturing capacity with which to more effectively support Ukraine and perhaps even pursue its own geopolitical ends. In this course, we will analyze the historical and contemporary application of the East Asian developmental state model in a wide variety of political and economic contexts, its strengths and weaknesses in these contexts, and its potential to further evolve and adapt to new geopolitical and geoeconomic realities. The course will be useful to students pursuing careers in national and international public administrations, academic institutions, consulting and advisory firms, think tanks, civil society organizations, news media outlets, and other relevant bodies with a particular focus on state-market relations, industrial and labor policies, and technological upgrading.

Course Objectives:

Upon successfully completing the course, students will be able to:

- Explain what the East Asian developmental state model is, what its theoretical and historical origins and main characteristics are, and how it has evolved over time.
- Analyze the different ways in which the East Asian developmental state model was applied across East Asia, and the various endogenous and exogenous political, economic, social, cultural, and historical reasons why it was such a resounding success in some economies but not in others.

- Distinguish between different types of state-society and state-market relations, different forms of industrial policymaking, and different paths of technological upgrading across East Asia.
- Evaluate the impact of the East Asian developmental state model and its evolution on the key theoretical, empirical, and practical debates about catch-up development, authoritarian developmentalism, authoritarian modernism, and the modernization theory of democracy.
- Develop essential theoretical, conceptual, critical thinking, analytical, research, writing, and presentation skills necessary for the creation and implementation of comprehensive policy strategies and effective enforcement mechanisms aimed at fostering growth and development in East Asia and beyond.

Course Structure:

This **3-credit course** combines lectures, documentary films, videos, class and online discussions, and individual and group work to familiarize students with the various multifaceted issues related to the rise, fall, and resurgence of the East Asian developmental state model. The approach is multidisciplinary, drawing on insights and methods from public policy, political science, global political economy, international relations, and development studies, and blends theory with practice through exposure to numerous real life case studies. The course is open to PPOL MPhil/PhD, MPP, MPM, and other MPhil/PhD/PG/UG students.

Overview of Assessment Tasks:

Assessment Task	Weight	Date
Attendance and Active Participation (Discussions of lectures, documentary films, videos, required readings, and other course materials.)	20%	Throughout
Four Mini Quizzes (A series of multiple-choice questions based on material from the whole course up to that point, with only the two best Mini Quizzes being counted.)	10%	4 March 2026 25 March 2026 22 April 2026 13 May 2026
Individual Lightning Presentation (Mandatory for passing the course) (A 5–6-minute presentation summarizing and critically analyzing an assigned reading using no more than five slides.)	20%	Depends on the reading
Final Quiz (Mandatory for passing the course) (A combination of multiple-choice, short-answer, and long-answer questions based on material from the whole course.)	25%	20 May 2026
Final Research Paper (Mandatory for passing the course) (A 1,800–2,000-word research paper on the historical evolution of a particular policy in one of the East Asian developmental states covered in the course.)	25%	24 May 2026

Explanation of Assessment Tasks:

(1) ATTENDANCE AND ACTIVE PARTICIPATION (20%)

Attendance is mandatory, unless the student in question has a very good and ideally a properly documented reason, which should be provided to me (**Dr. Michael TYRALA**) at mtyrala@ust.hk, either as soon as you know before the missed class, or in cases of emergency as soon as possible after the missed class. Having more than four unexcused absences will result in 0/20 points for this portion of the overall assessment.

Lectures will frequently be interspersed with and followed by class discussions, and the Open Discussion Boards on Canvas will be available to contribute to on a regular basis as well.

There is a substantial amount of required workload to be done individually by each student in this course (on average around 40-45 pages per each of the 13 normal course weeks). Students are expected to set aside sufficient time to complete this required workload before each meeting, using the class discussions and the regular Open Discussion Boards on Canvas to demonstrate that they have done so. Only students that actively participate on a regular basis through clear, concise, and insightful comments, and by asking pertinent questions that enhance the discourse will be able to receive full credit for this part of the assessment. The quantity of engagement matters, but so does its quality, so while any and all eligible participation is welcome and will be counted, not all of it will necessarily be of equal worth.

(2) FOUR MINI QUIZZES (10%)

On 4 March 2026 (Week 4), 25 March 2026 (Week 7), 22 April 2026 (Week 10), and 13 May 2026 (Week 13), an 8-minute closed book Mini Quiz will be administered in class. Each of the Mini Quizzes will consist of 5 multiple-choice questions (4 choices and 1 correct answer each) based on material from the lectures and the required workload from the whole course up to that point (the lecture and the required workload for the meeting of a given Mini Quiz will not be covered by that Mini Quiz). There will be no alternative dates for the Mini Quizzes. If a student is absent on the day of a Mini Quiz for any reason whatsoever, they forfeit the right to take that Mini Quiz. However, students will only be graded on their two best Mini Quizzes, so technically, it is possible to miss or completely fail two of the Mini Quizzes and still earn full points for this assessment task.

(3) INDIVIDUAL LIGHTNING PRESENTATION (20%)

Every student is required to give a 5–6-minute Individual Lightning Presentation summarizing and critically analyzing or updating a specific presentation reading assigned by me (on average around 30 pages long). The presentation must consist of no more than five slides (one title slide and four content slides) and must be sent to me before the class so that I can upload it to Canvas, where it will serve as a useful resource for the other students. The presentation grade will be based on: (1) how well the assigned presentation reading was summarized, as well as properly situated and critically analyzed or updated vis-à-vis the relevant themes of the course (covered in the lectures and the required workload up to that point); (2) how useful the slides are as a resource for the other students; and (3) how confidently the content was presented. **The presentation readings will be randomly assigned by 4 March 2026 (Week 4).**

(4) FINAL QUIZ (25%)

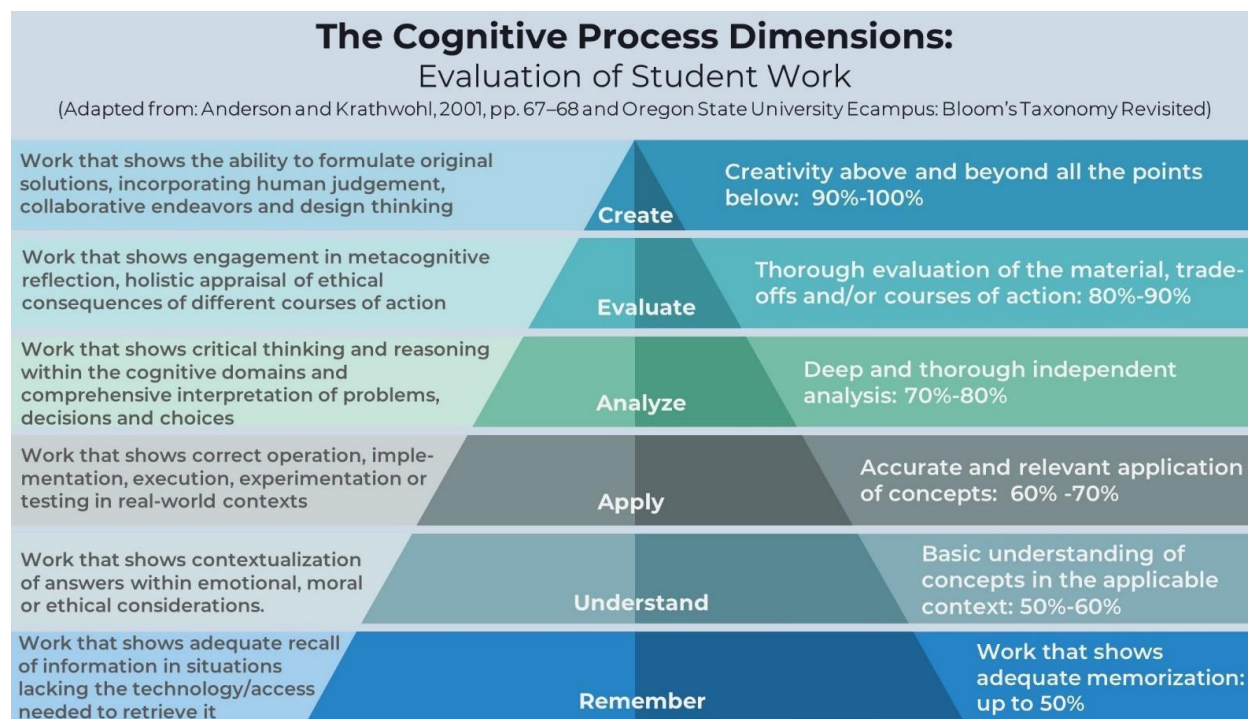
On 20 May 2026 (Week 14), a 3-hour, open book, pen and paper Final Quiz will be administered in class. Students may bring with them and use printouts of the lecture slides and the required readings, as well as four double-sided, A4-sized sheets of HANDWRITTEN notes, but they are required to answer the questions using their own words, as opposed to copying their answers word for word from the lecture slides or the required readings. The Final Quiz will consist of 5 multiple-choice questions (4 choices and 1 correct answer each), 5 short-answer questions (around 200-word answers each), and 2 long-answer questions (around 500-word answers each), all based on material from the lectures and the required workload from the whole course.

(5) FINAL RESEARCH PAPER (25%)

By 23:59 on 24 May 2026, every student is required to write and submit to Canvas a 1,800–2,000-word (not inclusive of references) research paper on the historical evolution of a particular policy in one of the East Asian developmental states covered in the course (Japan, South Korea, Taiwan, Singapore, Hong Kong, Thailand, the Philippines, Mainland China, and Vietnam). The chosen policy must be related specifically to the developmental state model of the chosen country/jurisdiction, and the chosen country/jurisdiction must be different from that of the student's birth and ordinary domicile (e.g., Mainland Chinese students cannot choose Mainland China, Hong Kong students cannot choose Hong Kong, etc.). Since this is a research paper, students should mostly use academic sources. Reputable institutional, policy, think tank, and media sources are permitted as well, but they should not constitute a majority of the sources used. Overall, students must meaningfully use at least 20 English language sources (including a minimum of 12 academic sources). **The use of non-English language sources is strictly prohibited.**

Grading:

The course is based on criterion-referenced assessment (CRA). It also utilizes Bloom's Taxonomy, a widely used educational framework which categorizes thinking skills into six levels, from basic recall to complex creativity. While it does not apply to all of the assessment tasks, students would do well to keep it in mind whenever they are working on anything that requires research, analysis, evaluation, or creativity.



Grade	Level of Student Achievement
A+/A	Students who are exceptionally active and engaged throughout the entirety of the course, who demonstrate an excellent level of comprehension of the course material, and who are able to apply it with a very high degree of sophistication and professionalism.
A-/B+	Students who are very active and engaged throughout most of the course, who demonstrate a good level of comprehension of the course material, and who are able to apply it with an above average degree of sophistication and professionalism.
B/B-	Students who are somewhat active and engaged throughout at least some parts of the course, who demonstrate a satisfactory level of comprehension of the course material, and who are able to apply it with an average degree of sophistication and professionalism.
C+/C	Students who are not very active and engaged throughout most of the course, who demonstrate only a marginal level of comprehension of the course material, and who are able to apply it with only a low degree of sophistication and professionalism.
F	Students who are not active and engaged in the course at all or nearly at all, who demonstrate an insufficient level of comprehension of the course material, and who are thus not able to apply it with a sufficient degree of sophistication and professionalism.

Policy on the Use of Artificial Intelligence (AI):

In this course, the policy on the use of artificial intelligence (AI) depends on the specific assessment task in question.

(1) ACTIVE PARTICIPATION – The use of AI of any kind whatsoever is **strictly prohibited**.

(2) FOUR MINI QUIZZES – The use of AI of any kind whatsoever is **strictly prohibited**.

(3) INDIVIDUAL LIGHTNING PRESENTATION

– The use of AI is **permitted, but only for certain tasks and with certain restrictions, and only provided that it is used responsibly and with an abundance of caution**. To be specific, **the use of AI is permitted and even encouraged for: (a) planning (e.g., brainstorming topics and ideas, searching for basic background information, clarifying challenging material, drafting initial outlines); (b) polishing and editing (e.g., spelling and grammar checking, improving structure and logical flow, fine tuning style); and (c) self-testing and feedback (e.g., asking for critical feedback on the student's work)**. However, due to its inherent biases, the relatively high degree of inaccuracy and outright hallucination, and the importance of learning how to conduct rigorous research independently, **the use of AI is strictly prohibited for: (d) research (e.g., using AI as a search engine for literature, summarizing literature, etc.); and (e) content creation and analysis (e.g., creating the first draft of the output, generating significant chunks of the output or supplanting your own analysis with generated content, generating data, generating references, or any tampering with properly identified and gathered data and references without rigorous verification of the output, etc.)**.

(4) FINAL QUIZ – The use of AI of any kind whatsoever is **strictly prohibited**.

(5) FINAL RESEARCH PAPER – The use of AI is **permitted, but only for certain tasks and with certain restrictions, and only provided that it is used responsibly and with an abundance of caution**. To be specific, **the use of AI is permitted and even encouraged for: (a) planning (e.g., brainstorming topics and ideas, searching for basic background information, clarifying challenging material, drafting initial outlines); (b) polishing and editing (e.g., spelling and grammar checking, improving structure and logical flow, fine tuning style); and (c) self-testing and feedback (e.g., asking for critical feedback on**

Updated: JUN 23, 2025 10:16 PM CT

ChatGPT May Be Eroding Critical Thinking Skills, According to a New MIT Study

TECH

ARTIFICIAL INTELLIGENCE



by [Andrew R. Chow](#)
CORRESPONDENT

Does [ChatGPT](#) harm critical thinking abilities? A new [study](#) from researchers at MIT's Media Lab has returned some concerning results.

The study divided 54 subjects—18 to 39 year-olds from the Boston area—into three groups, and asked them to write several SAT essays using OpenAI's ChatGPT, Google's search engine, and nothing at all, respectively.

Researchers used an EEG to record the writers' brain activity across 32 regions, and found that of the three groups, ChatGPT users had the lowest brain engagement and “consistently [underperformed](#) at neural, linguistic, and behavioral levels.” Over the course of several months, ChatGPT users got lazier with each subsequent essay, often resorting to copy-and-paste by the end of the study.

the student's work). However, due to its inherent biases, the relatively high degree of inaccuracy and outright hallucination, and the importance of learning how to conduct rigorous research independently, **the use of AI is strictly prohibited for: (d) research (e.g., using AI as a search engine for literature, summarizing literature, etc.); and (e) content creation and analysis (e.g., creating the first draft of the output, generating significant chunks of the output or supplanting your own analysis with generated content, generating data, generating references, or any tampering with properly identified and gathered data and references without rigorous verification of the output, etc.).**

Academic Misconduct:

Academic misconduct pertains to a variety of both intentional and unintentional breaches of academic integrity that can haunt a student or professional long after it has been committed. For students, it frequently results in disciplinary proceedings and severe penalties impacting their assignments, their grades, their ability to continue their studies and finishing on time, and even the awarding of their degrees as such. For professionals in the real world, the consequences can be even more serious, including but not limited to journal article retractions, job losses, reputational losses, and in extreme cases even lawsuits.

On their website (<https://registry.hkust.edu.hk/resource-library/what-academic-misconduct>), the Academic Registry (ARO) of the Hong Kong University of Science and Technology (HKUST) lists the following as prominent examples of academic misconduct:

- **Getting hold of examination or test questions without the instructor's permission, or giving other students questions without permission;**
- **Giving or receiving unauthorized information or help to answer questions during examinations or tests;**
- **Having someone else take a test or examination for you, or taking an examination or test for someone else;**
- **Handing in assignments on which you received help from fellow students or others that went beyond what was approved by the instructor, or giving such help;**
- **Making up facts or references and using them in assignments;**
- **Using other people's work in an assignment and presenting it as your own;**

University of Hong Kong professor steps down from associate deanship after AI-generated references scandal

An internal probe by the University of Hong Kong confirmed that a paper – which listed Professor Paul Yip as corresponding author and was published in an academic journal – used non-existent publications generated by AI in its references.



by KELLY HO

14:44, 18 DECEMBER 2025



Why you can trust Hong Kong Free Press

A University of Hong Kong (HKU) professor has stepped down from his position as associate dean after a paper that listed him as a corresponding author was found to contain non-existent references generated by artificial intelligence (AI).

- **Helping a fellow student to cheat; and**
- **Incomplete or no referencing of the work of others, which can result in plagiarism.**

However, as the Academic Registry itself rightly points out, “this list is by no means exhaustive”. Indeed, with the advent and now widespread use of AI, several of the examples above have evolved in a particularly worrisome way, giving rise to the following new forms of academic misconduct:

- **Using AI to produce the entire submitted output, the entire first draft of the output, or significant chunks of the output** – this constitutes plagiarism and is thus unacceptable (in this course for certain, in other courses it may depend on the specific assignment and the applicable policy on the use of AI, but please note that even when the applicable policy explicitly allows the use of AI in this way, AI frequently makes mistakes or outright hallucinates when generating facts, data, and references, so the submitted output may still end up constituting misrepresentation and other forms of plagiarism);
- **Using AI to populate the output with references you are not personally familiar with** – this subverts the entirety of the research process and by itself constitutes deception and fraud but it may easily also result in misrepresentation and other forms of plagiarism if AI fails to place the references where they belong in the text, or simply generates non-existent references or mashups of existing references (as it frequently does); and
- **Using AI to populate the output with references that you genuinely did read and did use to produce your output, or to simply produce the final list of references in the requested referencing format** – this may seem benign and if done diligently, it may not constitute academic misconduct, but please note that if not done diligently, same as above, it may easily result in misrepresentation and other forms of plagiarism if AI fails to place the references where they belong in the text, or simply generates non-existent references or mashups of existing references (as it frequently does).

Remember that academic misconduct need not be intentional for it to qualify as academic misconduct. As such, especially when using AI, be exceptionally vigilant, and keep in mind that ultimately, it is you and not AI that will be held accountable should your unsanctioned or irresponsible use of it result in any form of academic misconduct, such as but not limited to the examples listed above. **Unfortunately, the incidence of improper placement of references in the text, non-existent references, or mashups of existing references have become such commonplace forms of academic misconduct in the written assignments of students, that as of Spring Term 2025-2026, it is now the official policy of the Division of Public Policy (PPOL) that the use of AI for any task having to do with referencing is now strictly prohibited, with all instructors and all teaching assistants in all PPOL courses explicitly charged with verifying that all of the references used by students in their written assignments are real and used properly.** To avoid these serious forms of academic misconduct, make sure to approach your research in a responsible and organized way, and familiarize yourself with at least the simplest of proper referencing tools like **ZoteroBib** (<https://zbib.org/>), which are nearly as fast as AI and far more reliable. You can find more sophisticated referencing tools on the website of the HKUST Library as well (<https://libguides.hkust.edu.hk/referencing/tools>).

As students, it is your duty to observe and uphold the highest standards of academic integrity and honesty, and as instructors and teaching assistants, it is our duty to not only observe and uphold them but also to

enforce them. As such, in what is the most unpleasant part of our work, we are obligated to report any form of academic misconduct to the PPOL Disciplinary Committee, which upon meeting and considering all of the relevant facts may choose to impose penalties on the offending student, including severe ones such as the possibility of zero points for the affected assignment, a grade of “F” for the course, or a permanent note about the incident on the student’s Transcript of Records, with repeat offenses possibly even resulting in expulsion from the whole program.

Importance of Maintaining Proper Communication:

All too often, when students encounter any difficulties with the course or outside circumstances that are out of their control but undermine their ability to perform as well as they could, for one reason or another, they keep it to themselves and try to handle the matter on their own. The result is often a combination of avoidable underperformance, unexcused absences, missed assignments, late or no submission of assignments, and in the worst cases assignments involving some form of academic misconduct. If students do eventually reach out at all, it is often only after a significant amount of time has passed, which usually means that many of the better ways of addressing whatever the situation may be are already out of my hands or no longer on the table at all, leaving only a more limited set of bad and worse options.

To avoid this, **I encourage you to maintain proper communication throughout the course.** If you need additional support with understanding some of the course content, do let me know. I am always happy to stay behind after class for as long as you need, and should some scheduling conflict emerge, or you have another class right after, we can always arrange a Zoom meeting. If you cannot avoid missing a class, do let me know as soon as you can. If there is a very good and ideally a properly documented reason for it, such as a medical issue (with a doctor’s note or other proof) or an important job interview that overlaps with the class (with an e-mail invitation or other proof), and such cases remain reasonably exceptional, excusing an absence is not a problem. If you need a deadline extension because you are facing some extenuating circumstances, do let me know. I cannot promise that properly communicating your issues or needs will ALWAYS result in you getting what you want when you want it, but it is ALWAYS worth a try. On the one hand, due to the task being relatively easy and the time for it quite sufficient, I will usually not entertain submitting Open Discussion Board contributions past their deadline. The four Mini Quizzes likewise have set dates that will not change, and allowing students to make up for the ones they missed is logistically impossible (but only your two best Mini Quizzes count, so quite a bit of leeway is already built into this assignment). As for the Final Quiz, due to it taking place in the classroom and needing 3 hours to invigilate, I am also very set on the date specified in the syllabus, aside from genuinely special cases or emergencies, which, like everything else, should be communicated as far in advance as possible. On the other hand, take-home assignments like papers are generally more flexible and extensions thus quite feasible.

None of this is meant as an invitation for you to seek out robust preferential arrangements or to abuse my goodwill. Your studies should remain your absolute number one priority, and you should aim to meet all your deadlines. **However, if you do find yourself overwhelmed, properly communicate your situation, where applicable provide evidence, and I will do my best to help you succeed. I would rather receive good work that only needed a few extra days than extremely rushed work that was submitted on time, or worse yet, work that was submitted on time but only because its completion involved some form of academic misconduct (that is always unacceptable and there is never any excuse for it).**

Course Schedule:

LECTURES	
Time: Wednesdays, 09:30-12:20	
Place: Room 1, 30/F, Tower 1, Millennity	
WEEK 1	(4 February 2026): Course introduction – Syllabus walkthrough and documentary film screening.
PART I: THE RISE OF THE EAST ASIAN DEVELOPMENTAL STATE MODEL AND ITS IMPLICATIONS FOR POLITICAL AND ECONOMIC CHANGE IN EAST ASIA	
WEEK 2	(11 February 2026): Theoretical and historical origins of key concepts I: East Asia and the East Asian developmental state model – In what sense can and cannot East Asia be understood as a region, and what are the key characteristics of the East Asian developmental state model?
HOLIDAY	(18 February 2026): Lunar New Year (NO CLASS)
WEEK 3	(25 February 2026): Theoretical and historical origins of key concepts II: Political and economic change in East Asia – How are authoritarian developmentalism, modernization theory of democratization, and authoritarian modernism useful for understanding East Asia, and how did the East Asian developmental state model begin to take form in Japan during the Meiji Restoration period?
PART II: THE EAST ASIAN DEVELOPMENTAL STATE MODEL'S "CONSENSUS" CASES	
WEEK 4	(4 March 2026): Japan as Asia's first authoritarian developmentalist regime and post-war democracy with a once booming but now stagnating economy – What has been the significance of the Japanese developmental state model for East Asia, and how did it spread to the rest of East Asia and beyond? + Mini Quiz [1]
WEEK 5	(11 March 2026): Authoritarian developmentalism and democratization in South Korea and Taiwan – How can the South Korean and Taiwanese "miracles" be explained, and how do they relate to democratization, changing industrial policies, and technological upgrading in the contemporary era?
WEEK 6	(18 March 2026): Successful authoritarian developmentalism and modernism in Singapore – In what sense is Singapore the most "quintessential" authoritarian developmental state, and how has its ruling party regime managed to avoid the "modernization trap" thus far?

PART III: THE EAST ASIAN DEVELOPMENTAL STATE MODEL'S "CONTROVERSIAL" CASES	
WEEK 7	(25 March 2026): From laissez-faire authoritarianism to experiments in authoritarian developmental support in Hong Kong – How has Hong Kong's unique role as a colonial entrepôt and a gateway between Mainland China and the world affected the trajectory of its development, and should it be considered as one of the East Asian developmental state model's "consensus" cases? + Mini Quiz [2]
WEEK 8	(1 April 2026): Quasi-developmentalism and oscillation between authoritarianism and democracy in Thailand – Have Thailand's flirtations with developmentalism been an economic success despite the political turbulence that has frequently beset the country, and is democracy likely to take hold anytime soon?
STUDY BREAK	(8 April 2026): Mid-Term Break (NO CLASS)
WEEK 9	(15 April 2026): Failed authoritarian developmentalism and problematic democratization in the Philippines – Why did authoritarian developmentalism fail in the Philippines, and how does it relate to democratization, changing industrial policies, and technological upgrading in the contemporary era?
WEEK 10	(22 April 2026): From flawed experiments in state socialism to successful authoritarian developmentalism in Mainland China and Vietnam – How did state socialism become the basis for successful authoritarian developmentalism in Mainland China and Vietnam, and how do their models differ from the "ideal-typical" East Asian developmental state model? + Mini Quiz [3]
WEEK 11	(29 April 2026): Partocracy and technological deepening in Mainland China – Can Mainland China avoid the middle-income trap to become an advanced high-income economy, and can it succeed in avoiding the "modernization trap"?
PART IV: THE UNTIMELY FALL AND CONTEMPORARY RESURGENCE OF THE EAST ASIAN DEVELOPMENTAL STATE MODEL	
WEEK 12	(6 May 2026): The future of authoritarian and democratic developmentalism in East Asia and beyond – What are the most profound shifts that have taken place in the contemporary global political and economic arena, and how have they impacted the evolution of the East Asian developmental state model, state-society and state-market relations, industrial policymaking, and technological upgrading in this new era?
WEEK 13	(13 May 2026): Course wrap-up + Mini Quiz [4]
WEEK 14	(20 May 2026): FINAL QUIZ