

学位授与記録簿  
Degree Registry (Ph.D)

アジア太平洋研究科  
Graduate School of Asia Pacific Studies

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<b>Last Institution Attended</b>	March, 2015 Graduate School of Asia Pacific Studies Ritsumeikan Asia Pacific University Prospective Completion		
<b>Degree Type</b>	Doctor of Philosophy in Asia Pacific Studies	<b>Date of Award</b>	March 31, 2015
<b>Requirement for Degree Conferral</b>	Refer to the Ritsumeikan Asia Pacific University Degree Regulations Article 13 Section 1 [Degree Regulation Article 4 Section 1]		
<b>Title of Dissertation (日英)</b>	Whither Myrdal? An Inquiry into the Theoretical and Educational Contributions of the Asian Drama ミュルダール理論の行方:『アジアのドラマ』における理論的・教育的意義についての考察		
<b>Examiners</b>	(Supervisor) MANI, A.	COOPER, Malcolm J. M.	
	HASSAN, Riaz (Flinders University)		
<b>Summary of Dissertation Contents</b>	<p>This research revisits the theoretical contributions and policy recommendations of Gunnar Myrdal's 1968 three volume <i>Asian Drama: An Inquiry into the Poverty of Nations</i> in the same territorial area as the original study using two complementary tracks. The first track (Chapters 2-7) compares and contrasts Myrdal's theories in <i>Asian Drama</i> on the need to expand the scope of development economics; the role of values in modernization; circular causation; the importance of addressing inequality; and the soft state against his contemporary modernization theorists and then against the larger changes in the relevant development discourse. By doing this the dissertation presents the argument that many of Myrdal's theories had been prematurely brushed aside by the subsequent rise of neoliberal and post-modernist movements, but appear to be regaining a foothold in more recent discourse in developmental economics.</p> <p>In the second track (Chapters 7 through 13) empirical tests are carried out to examine the suitability of these larger theories on the basic skills education systems of South and Southeast Asia. In particular the dissertation examines the spatial component of circular causation and the more specific policy suggestions unique to the educational sector at the regional, state, and provincial level. Where possible the district level data are examined in Pakistan, Sri Lanka, Bangladesh, the Philippines, Malaysia, Thailand (Chapter 12) and at a much deeper level in Chapters 9 through 11 in India. This second section employs the use of the Getis-Ord Gi* Hotspot spatial analysis tool and the ArcGIS 10.1 Geographic Information Systems (GIS) software suite and overlapping tools to create spatial models on the geographic distribution of several different exogenous and endogenous factors related to education sector. By doing so the dissertation can assess the degree of spatial equality and clustering of higher and lower outcomes in the educational sector as well as Myrdal's more specific policy recommendations for expanding universal literacy. In conclusion the study offers that Myrdal's theoretical understanding of the soft state, and the independent and instrumental importance of addressing inequality are largely supported by the evidence whereas support for his theory of circular causation is less apparent evident in the education sector.</p>		

<b>Summary of Dissertation Screening Results</b>	Both the internal examiner and the external examiner gave a minor-rewrite to the dissertation. The candidate was advised to further reduce the number of pages of the dissertation as well as edit the dissertation to overcome all the typological and grammatical errors.
<b>Summary of Exam Result or Academic Skills</b>	The candidate was passed unanimously by all the examiners. They were impressed by the student's ability in being able to answer all the questions adequately. He was reminded of the need to further edit the dissertation. The candidate agreed to hire a professional copy-editor to edit his dissertation before publishing.