



UNIVERSITY  
OF TASMANIA

## **Economics**

**Faculty of Commerce**

# **BEA211 The Asia Pacific Economies: Tigers**

**Semester 1, 2003**

## **Unit Outline**

**Mr Norton Grey**

CRICOS Provider Code: 00586B

## Contact details

**Unit coordinator/lecturer:** Mr Norton Grey  
**Campus:** Hobart  
**e-mail:** [Norton.Grey@utas.edu.au](mailto:Norton.Grey@utas.edu.au)  
**phone:** 6226 2377  
**fax :** 6226 7587  
**Consultation hours :** Monday 10 to 12, Tuesday 10 to 12  
Thursday 2.00pm to 4.00pm

## Unit details

**School:** Economics  
**Faculty:** Commerce  
**Unit Title:** The Asia-Pacific Economies: Tigers  
**Unit Code:** BEA211  
**Prerequisites/  
Corequisites** Nil  
**Campus &  
Mode:** Hobart, WebCT supported  
**Unit Weight:** 12.5%  
**Teaching  
Staff:** Mr Norton Grey

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## **Unit description**

### **Aim**

The objective of this unit is for students to appreciate and understand the central issues underlying strong growth and recent currency crisis of the “Asia-Pacific Tigers” - Hong Kong, Singapore, South Korea, Indonesia, Malaysia, The Philippines, Thailand and Taiwan/China.

### **Learning outcomes**

On completion of this unit, you should be able to:

- Appreciate the paradigms behind the different cultural and economic models that allowed our neighbours to the north to grow rapidly.
- Students should also gain an appreciation of the problems of growth and effects of financial crisis
- The role played by international agencies such as ASEAN and the WTO.

### **Prerequisites/corequisites**

#### **Assumed skills**

An interest in Economics and the Asia Pacific.

#### **Prerequisite/corequisite units**

Nil

## **Texts, references and learning resources**

### **Prescribed text(s)**

*The Political Economy of South East Asia* 2<sup>nd</sup> edition, Garry Rodhan, Kevin Hewison, and Richard Robison (2001), Oxford University Press

### **Recommended readings**

*East Asia in Crisis*, Ross McLeod and Ross Garnaut eds, Routledge 1998.

*Emerging Economic Systems in Asia: A Political and Economic Survey*, Sheridan, Kyoko (1998), Sydney, Allen & Unwin.

### **Learning Resources**

Karl D. Jackson (1999), *Asian Contagion*, Westview Press.

Rimmer, Peter (1997), *Pacific-Rim Development: Integration and Globalisation in the Asia-Pacific Economy*, Sydney, Allen & Unwin. (The two chapters referred to are photocopies and held in the Library Reserve).

Bello, Walden and Rosenfeld, Stephanie (1990), *Dragons in Distress: Asia's Miracle Economics in Crisis*, Harmondsworth, Penguin, (Selected sections are photocopied and held in the Library Reserve).

Daly, Maurice and Logan, Malcolm (1989), *The Brittle Rim: Finance, Business and the Pacific Region*, Ringwood, Vic. Penguin.

Do not forget the internet. Keep in mind especially,

<http://www.imf.org>

<http://www.worldbank.org>

<http://www.adb.org>

### **Access to WebCT**

The WebCT entry page is at <http://webct.utas.edu.au:8900/>. Click 'Log on to myWebCT' and enter the same username and password that you use for your University email account. Your personal WebCT page will appear, with the units in which you are enrolled listed at the top left of the screen. Click on the 'The Asia Pacific Economies: Tigers' link to gain access to the home page for this unit.

Details about WebCT features are available on <http://www.webct.com/quickstart>. If you run into problems with WebCT, contact the Help Desk on Telephone: 6324 3888, or Email: [HelpDesk@weboffice.utas.edu.au](mailto:HelpDesk@weboffice.utas.edu.au).

## Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: [http://www.admin.utas.edu.au/hr/ohs/pol\\_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

## Teaching arrangements

### Lectures

One two-hour lecture block will be provided each academic week.

Hobart campus – Monday 1.10pm to 3.00pm, Lecture Theatre 1, Commerce Building

### Unit Schedule

Week	Date	Topic
1	24 February	Introduction
2	3 March	The Asian Miracle 1965 to 1995
3	11 March	The Asian Crisis
4	17 March	Why the Crisis
5	24 March	Speculation & Bubbles
6	31 March	How to Respond to the Crisis IMF (Open Economy)
7	7 April	How to Respond to the Crisis – Capital Controls & Govt. Intervention
8	14 to 17 April	The Fallout in Indonesia
9	28 April	World Trade Organisation and the World Bank
10	5 May	Regional Problems (ASEAN)
11	12 May	Peoples Republic of China
12	19 May	Peoples Republic of China
13	26 May	Review and Feedback3

**Workshop Schedule**

week	Date	Topic
1	24 February	No Workshops Scheduled
2	3 March	Organisation of workshop presentations: groups and country choices  Framework for case study analysis: How to present case study report
3	11 March	TBA
4	17 March	Japanese influence
5	24 March	TBA
6	31 March	Thailand (1 <sup>st</sup> Presentation)
7	7 April	The Phillipines
8	14 April – 17 April (includes Easter)	The People's Republic of China
9	28 April	Indonesia
10	5 May	Singapore
11	12 May	Malaysia
12	19 May	Vietnam
13	26 May	Exam review

## Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

*Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.*

## Learning strategies

If you need assistance in preparing for study please refer to your tutor or lecturer. For additional information refer to the Learning Development website :

<http://www.utas.edu.au/learndev/>

If you will be using WebCT for the first time and would like some information on how to use WebCT refer to the following guide:

[http://www.utas.edu.au/coursesonline/docs/using\\_webct.pdf](http://www.utas.edu.au/coursesonline/docs/using_webct.pdf)

Some of the units you will study use video conferencing to deliver lectures and tutorials. To enable you to get the best out of a video conference please refer to the following guide. <http://www.its.utas.edu.au/videoconf/vcstudentguide.pdf>

## Assessment

Country Case Study: Group Presentation - Groups of 5/6 students will be formed in the first workshop to present an outline for one of ten Asian economies listed on the workshop schedule. The timetable for presentation is set out in the workshop schedule below. Each presentation must cover the following four main headings: (i) history since 1900, ethnic composition, values and religion, (ii) political developments since 1975, and (iii) the economy and government economic policies. Each group member must contribute about equally to the actual presentation of the material in the workshop. Time allotted for each presentation is 30 minutes with an additional 10 minutes for questions and/or comments from the workshop class (including responses from the group presenting).

Country Case Study: Individual Report - Each student must submit an individual case study on the country in which they contributed to the workshop presentation. The case study needs to analyse the country in respect to the following issues: modern industrialisation and trade, role of the State, labour inequality and environmental problems, financial developments, crisis and structural reform. It is

crucial to examine alternative and complementary reference material to the textbook and recommended book. Extent of research will determine the quality and mark for your essay.

It is encouraged that you discuss these matters with your workshop group who also know about this country, however, the final case study must be your own work which is produced with your own ability to put the story of this particular country.

At the end of this handout is a note on how to write and submit your case study, please comply with these matters in order to maximise your work for the case study.

*Date due of case study:* two academic weeks after the conclusion of your group workshop presentation. *Length:* 2,000 words ( $\pm 10\%$ )

### **Assessment summary**

Component	Weight/Value
1. Country Case Study: Group Presentation (teams, five to six students)	10%
2. Country Case Study: 1000 word essay on steps your country took to counter effects of the Asian crisis and institute recovery	10%
3. Country Case Study: Individual Report	20%
4. Final examination	60%
Total	100%

### **Final exam**

Final examination An examination combining short answers and essays.

## Submission of assignments

### Notes on Case Study Writing:

1. Presentation and format:
  - (a) Make sure that a title page is submitted with your name, your tutor's name, your tutorial day and time, and the name of the country under study. Also include unit code and title.
  - (b) There are a number of acceptable methods for handling references in the text of the assignment. The preferred one is to indicate the author's name and year of publication as, for example: "Baumol (1986) argues that convergence has shown itself ...", or "... income estimates for Chile in 1913 are taken from Maddison (1970)." Substantiate all claims that you make with evidence, quantitative evidence if possible. If you quote data, give its source.

Publication details of all works cited should appear at the end of the assignment, under the heading "References". For each work, you should give author, year of publication, title, and publisher, for example:

Baumol, William (1986), "Productivity Growth, Convergence and Welfare," *American Economic Review*, vol. 76, pp. 1072-85.

Maddison, Angus (1970), *Economic Progress and Policy in Developing Countries*, London, Allen and Unwin.

2. Structure
  - (a) Begin by reading and making notes from a number of sources. When you come across a good idea note its source so that you can cite it. Failing to acknowledge that ideas are not your own is a form of plagiarism and, as such, is unacceptable. Copying another student's work will also be penalised.
  - (b) Think about what you want to say. Plan your case study. A good plan should help you to write more fluently and to achieve a more coherent result.
  - (c) In its finished form the case study should include:
    - (i) A brief introduction to the country and stating how you aim to tackle the case study.
    - (ii) A main body, organised according to the criteria set out above in the hand-out in the section on "case study". You must cover all the major issues and themes listed in that section. Ensure you link various points to make a coherent and logical story about the economic development of the country.

(iii) A conclusion, drawing all discussions in (ii) to a logical end.

3. General

- (a) Avoid informal writing and emotive language, unless you feel that there is overwhelming justification. Remember that there is a great deal of difference between written and spoken language.
- (b) Avoid contractions, such as &, and use abbreviations and acronyms in full on their first occurrence.
- (c) Proof-read your work. Poor grammar and incorrect spelling make your work appear slovenly. If, on re-reading your work, the meaning is unclear to you, how will anyone else understand it? If you use a word processor, then make use of its spelling checker and grammar checker.
- (d) Address the case study criteria. Remember there is a 2,000 word limit. Do not just write down everything you read about the country.
- (e) Keep a photocopy for yourself to avoid any difficulty with 'lost' assignments.
- (f) You are encouraged to submit your case study before the final due date, but not after unless you have previously had an extension approved. Only ask for an extension in exceptional circumstances. Penalty of 1 mark off per working day late from the mark you obtain out of 20 will be set for late case studies with no extension approved.

## **Requests for extensions**

Extensions will only be granted on the basis of consultation with your lecturer before the due date. If you are ill, please provide a medical certificate so that this can be noted.

## **Academic referencing**

Student writers need to back up their ideas by referring to scholarly literature, works of art and inventions that they have used. Failure to do so constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence. It is important that students understand how to correctly refer to the work of others and maintain academic integrity.

The appropriate referencing style for this unit is

Baumol, William (1986), "Productivity Growth, Convergence and Welfare", *American Economic Review*, vol. 76, pp. 1072-85.

Maddison, Angus (1970), *Economic Progress and Policy in Developing Countries*, London, Allen and Unwin.

For information on presentation of assignments :

<http://www.utas.edu.au/library/assist/gpoa/gpoa.html>

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

## Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation or copying another student's work.

In fact the intentional copying and submission of someone else's work as one's own is a serious offence tantamount to academic fraud. It is a University offence punishable by a range of penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, exclusion from a unit, a course, or the University. **When in doubt consult your lecturer or tutor.** Details of penalties that can be imposed are available in the Ordinance of Student Discipline or at: [www.utas.edu.au/plagiarism](http://www.utas.edu.au/plagiarism)

## Additional assistance

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you should raise these with your lecturer.

Student Services staff are located in Hobart, Launceston and Burnie and provide a wide range of services to assist students, they include:

- Student Counsellor
- Careers Adviser
- Disability Adviser
- Student Employment Service.

Or visit the Student Services website at :

<http://student.admin.utas.edu.au/services/>

Should you require assistance in accessing the Library visit their website for more information at <http://www.utas.edu.au/library/>

Your contact Librarian for this unit is :

<http://www.utas.edu.au/library/about/contact.html#mm>

International Services website provides information on the assistance available to international students, visit their site at :

<http://www.international.utas.edu.au/index.html>

The Learning Development website has a wide range of resources on study skills and learning strategies, visit their site at : <http://www.utas.edu.au/learndev/>

## **Help resolving concerns about this unit**

If you have any concerns or complaints with the administration and/or management in this unit or your BEc course of either a general or personal nature, then you should in the first instance discuss the matter with your lecturer. If you feel that you would rather discuss the issue with an independent person within the School of Economics, then contact the Ombusperson:

**Dr Sarah Jennings**  
**School of Economics**  
**Room 413**  
email [sarah.jennings@utas.edu.au](mailto:sarah.jennings@utas.edu.au)

If the matter is still unresolved and you would like to know who to contact or the procedures for resolving your concern refer to the following website :

<http://student.admin.utas.edu.au/services/complaints/index.html>

The Hobart based Tasmanian University Union (TUU) or the Launceston/Burnie based Student Association (SA) may also be able to assist.

## **Unit feedback**

The University of Tasmania, on a regular basis, evaluates its teaching and learning environment through the Student Evaluation of Teaching and Learning (SETL) system. The University values feedback from students and from time to time you will be asked to complete a SETL evaluation for a unit of study. For more information on SETL go to :

<http://www.admin.utas.edu.au/HANDBOOKS/UTASHANDBOOKS/STUDINFO/studeval.html>