

EC 464 The Pacific Rim – Economic and Political Orders “Dragons, Tigers & Flying Geese”

Summer 2022 Syllabus

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Contact Hours: 40

Course Dates: Monday, June 6th to Friday, July 22nd, Except 13 June Public Hol. WK 2 (7 weeks in total)

Course Time & Location: Monday, 12:00 p.m. – 4:30 p.m.; Thursday, 6:30 – 8.30 p.m.

Sydney Central, Classroom 2.

Course Credits: 4

Course Description

EC464 focuses on the sources and dynamics of the Asia Pacific region’s ‘miracle’ economic growth, with emphasising its impact on Australia. This region was the crucible for a global shift in global political, economic and strategic power from the ‘developed’ western economies to East Asia. This is seen as the prime catalyst for China’s rise to global political, economic and strategic dominance. This political economic history shows how the 1970s Tiger, and later, South East Asian economies, provided Western consumers and firms with cheap goods and investment opportunities, leading to international trade imbalances and the relative decline of western manufacturing production, markets, incomes and jobs. These global changes drove minerals and agricultural producer countries such as Australia having to undergo major economic restructuring to expand enterprise and thus maintain standards of living.

These global supply, production, and marketing dynamics are understood in terms of the history of the economic development of the region - from Western colonial extraction, the Japanese ‘roll back’ of that process, Cold War superpower struggles, to the consequent national demands for political and economic sovereignty. The Post-Cold War political and economic realignments are seen in the changing character and ‘world view’ of regional organizations such as ASEAN, EAEC and APEC. This re-shaping of the regional political and economic order is now strongly evident in national responses to a competition between China and the West’s form of political, economic and strategic systems. A crucial focus of this regional change is on the threats to economic growth posed by economic crises, the pandemic and environmental destruction. The subject sums up with some predictions of how the Chinese and US’ battle for regional influence will evolve.

Course Objectives

The prime objective of this course is to investigate how the region has developed in terms of the creation and distribution of wealth, and to show how this process is a function of a two-way process of engagement with the world system. The overall structure thus encompasses:

1. A political economic history of regional development, specifically how foreign powers created a massive wealth production and extraction process in the Asia Pacific region;
2. How Asia Pacific countries seized national sovereignty over their wealth creation and distribution process;
3. How the East Asian massive wealth creation system impacts on the world political economic and strategic system.
4. The tectonic shift in economic high performance to China.

Question-driven Course Description

How have international politico-economic processes, such as trade, investment and finance, driven East Asia and China's 'miracle' growth?

This course examines the historical forces and mechanisms that drove East Asian economies to become the crucible for a new global political & economic order.

What have been the impacts of this massive growth on both the US' economic strength and the *Pax Americana* in the Asia Pacific?

This course explains the character of the competing economic systems that created the contemporary political, economic and strategic challenges facing the US' and its allies especially Australia in the Asia Pacific. It covers the role of the US in addressing these challenges, focusing on a rising China and the constraints of a US' domestic populist demand for protectionism.

What are the potential constraints to orderly growth posed by this massive Asia Pacific regional development?

This course considers the relationship between the dynamics of this systemic change on economic crises, environmental destruction, and political conflict.

What are the professional or scholarly career-advancement opportunities provided by this course?

The global significance of Asia Pacific regional development provides a substantial underpinning for future research and career opportunities not only in the region but in global fields of international relations, diplomacy and economic management.

The ways students will answer.

This course provides an extensive array of assessment criteria to answer these questions. A primary focus is on critical analysis of these core questions through small groups and workshops with major issues addressed in 'role play' presentations and written work. Whilst extensive text readings and other source material is provided by the professor, students are encouraged to investigate a variety of other source material in the construction of innovative audio-visual presentations and essays. There is also a 2-hour final examination which takes the form of short essay responses.

Hub Learning Outcomes

BU Hub Units: CAS EC464 1 HUB UNIT CRITICAL THINKING

Learning Outcome - Criteria

The ability to think critically is the fundamental characteristic of an educated person. It is required for just, civil society and governance, prized by employers, and essential for the growth of wisdom. Critical thinking is what most people name first when asked about the essential components of a college education. From identifying and questioning assumptions, to weighing evidence before accepting an opinion or drawing a conclusion— all BU students will actively learn the habits of mind that characterize critical thinking, develop the self-discipline it requires, and practice it often, in varied contexts, across their education.

How does the Course achieve this outcome?

EC464 course-work considers the various scholarly contestations and debates about what are considered to be the prime factors that determined the Asia-Pacific region's 'miracle' economic development. This cultivates students' capacity for critical thinking by 'breaking open' the conceptual and analytical frameworks that underpin each of the competing arguments. The primary debates concern the sources of East Asian Tiger Countries' Post Pacific-war high economic performance; the political and environmental impacts of the high growth; and the basis for and potential political, economic and strategic impact of the current US'/PRC trade/economic conflict.

Techniques of critical thought

The key techniques of critical thought as the essential basis for a student's analysis of the competing arguments and explanations are outlined below. These various critical thinking techniques and methods enable the students to determine the most compelling (reasoned) understandings of the underlying forces and processes that have defined the contemporary character of the Asia Pacific region. The course teaching and readings provide extensive detail of these techniques.

1. **Deduction and Induction.** The course develops each student's capacity to distinguish between deductive and inductive modes of inference, and to apply the appropriate mode to resolve a question or thesis. In the context of economic development, EC464 course material and teaching program provides students with the evidence and theory about how wealth has been generated to drive economic development in the Asia Pacific region. Deductive and inductive reasoning is applied to test the evidence of economic growth and the theories said to explain it. Thus, with the example of the contemporary US/PRC trade/economic conflict, students assess the empirical evidence and theoretical arguments to determine whether it constitutes a 'trade war'. (This incorporates course-driven theoretical appreciations of China's *vis-à-vis* the US' historical role in the region and current evidence of the two global powers' trade policies.)
2. **Logical fallacies, fallacy of composition and cognitive bias.** The course develops students' capacity to recognise and demolish those logical fallacies and cognitive biases that serve to

distort political, economic and strategic decision-making. In the example of the US/PRC trade conflict, students determine whether there are logical fallacies in the protagonists' policy-positions. Students consider the possibility of the emergence of an 'objective truth' through the testing of the validity of the evidence. An elementary part of this clear-thinking process is to clarify the generalised position statements by translating them into formal argument.

3. **Distinguishing factual from normative statements.** This technique continues the process of affirming and applying the concept of an 'objective truth'. The technique enables the students to ascertain what is a normative (value-laden) element, and what is the objective truth of an exposition or report. This technique is designed to facilitate each student's capacity to sort empirically-defined claims about matters of fact from normative or evaluative judgments. For the above trade conflict example, students will assess the US and PRC' governments explanations for their trade-policies, differentiating propaganda justifying a foreign policy position from hard facts about the actual evidence of deliberate trade disability.
4. **The use-value.** This technique expands the clear thinking process from an internalist analysis of evidence, theory, and argument to that of an *externalist* critique. An internalist approach assesses the validity of an argument on the basis of its logical consistency – such as whether it is internally consistent or its assumptions are rational. The externalist approach builds this to determine the reasons for the use of a particular argument (and its supportive evidence). In the trade-war context the technique raises the question as to the political, economic and strategic interests served by the various arguments presented by the major powers.

Four pillars approach

A core element of this course is the 'Four Pillars' conceptual approach, whereby both deductive and inductive approaches are employed to understand phenomena specific to the Asia Pacific region. The Four Pillars approach encourages students to link evidence and ideas to discover the drivers for international political and economic relations: specifically, the **material, ideological, systemic and structural** determinants that define international political and economic relations.

Learning Outcome 2

Drawing on skills developed in class, students will be able to evaluate the validity of arguments, including their own.

How does the Course achieve this outcome?

The course is designed around a variety of texts and learning tools intended to build an appreciation of the relative perspectives and contentions describing Asia Pacific regional phenomena. Particular texts, and other source material – Blackboard Learn, audio, audio-visual and social media – are employed to illuminate both the general scholarly principle of clear thinking – determining facts from values – and the qualitative *vis-à-vis* quantitative research methods. These approaches enable students to effectively assess the usefulness of available course material as well as the veracity of their own arguments.

Program Learning Outcomes

At the completion of this subject, students will be able to:

- Show how international political economic processes (trade, investment, finance & labour migration) have driven 'miracle' regional growth.
- Explain the impact and role of major institutions (such as the IMF, World Bank, WTO, G20, Boao Forum for Asia) in bringing the region into the international political and economic system.
- Understand the major and continuing role of the US in this process, and the threat to this role posed by a rising China and populist protectionism.
- In sum, to appreciate the immense importance of the Asia Pacific region's massive development for the US – and other 'Western' developed countries' - economic and political status and influence.
- To link Asia Pacific developments and impacts on the world system to enhanced professional or scholarly career-advancement opportunities.

Instructional Format, Course Pedagogy, and Approach to Learning

Instructional Format: Lectures, workshops, case studies, role-play, seminars, focus on examination preparation.

Program Learning Outcome:

This course contributes to the Program Learning Outcome to be achieved by every student: that is to demonstrate knowledge of Australian culture and society with respect to a combination of the following areas: Australian politics, industry, economics, social policy, environmental policy, literature and the arts, film, marketing, advertising, and mass media.

Format

Two lots of teaching per week, as above.

Course Materials

Whilst the Course Outline draws students' attention to the variety of reading and research material readily available on the web or in the library, there are no specific texts that adequately cover the full purview of this course.

Most of each seminar's research content is incorporated in either PowerPoint or Word files on the BU Blackboard site. This is 'starting point' material, and students are encouraged to take advantage of the hard texts in the library, and the variety of journal and article sites available via the Boston University Search engines.

It is important for you to carry out independent research. Make use of the many relevant academic journals and social science indexes (e.g. APAIS). Also consider the major print and audio-visual media related to the various topics, such as the Australian Government broadcasting media (ABC) programs such as Lateline, ABC TV Foreign Correspondent, and Radio National Asia Pacific as well as the SBS TV programs 'Dateline' and PBS News Hour.

Most ABC broadcasts are backed by Web Site downloadable transcripts as well as podcasts. You should also explore other websites. (For instance, The *Far Eastern Economic Review*, the *Diplomat*, and *The East Asia Forum* (<http://www.eastasiaforum.org>) always provide useful articles. The inclusion of items of contemporary relevance into seminar discussions will advance your knowledge and your overall assessment mark.

Courseware

www.bu.edu/learn/E464

This is an active online link to all materials including course outline, criteria sheets, due dates of assignments, secondary sources, online links, and announcements. There are also required viewing texts, and discussion platform responses on Blackboard which are required for the course.

ALL STUDENTS SHOULD TAKE ADVANTAGE OF THE BU EC464 BLACKBOARD SITE'S LECTURE NOTES, POWERPOINT, MEDIA & INFORMATION FILES. ACCESSING AND USING THESE FILES IS CRITICAL FOR YOUR SCHOLARSHIP AND HIGH GRADES.

Assignments and Grading

Final Grades

All Grades out of 100 Points			
Grade	Max	Avg	Min
F	59.4	50	0.0
D	69.4	65	59.5
C-	72.4	72	69.5
C	76.4	75	72.5
C+	79.4	78	76.5
B-	82.4	82	79.5
B	86.4	85	82.5
B+	89.4	88	86.5
A-	93.4	92	89.5
A	100	96	93.5

Assessment Weighting and due date

Summary of assessment requirements
<input type="radio"/> Group Role Play – paper (10%)
<input type="radio"/> Group Role Play – presentation (10%)
<input type="radio"/> Case Studies (25%)
<input type="radio"/> Essay (30%)
<input type="radio"/> Final Examination (25%)

Assessment Descriptions

Summary of assessment requirements	Due date	description
Group Role Play – paper	Tuesday June 21st	400 words
Group Role Play – presentation	To be nominated	Ten minute presentations
Case Studies	To be nominated	Half-hour presentation
Essay	Monday July 18th	2,500 words
Final Examination	Monday, July 25th 1-3p.m.	2 hour exam

Resources/Support/How to Succeed in This Course:

There is the opportunity of students meeting professors face-to-face either ahead of or following class times; students can also make contact for longer meeting times via email or submit questions via email. The most effective way to succeed in this course is to keep reading along the time line of required readings.

Being prepared for each scheduled class will mean students gain more from lectures and interactive class discussions. Time management is crucial to such success, as is an open and enquiring mind.

There is also ample material on the BU learn site for students to expand their contextual knowledge of set texts and the BU Sydney library has books and visual material for research.

When writing or presenting it is crucial that students are guided by the Grading Criteria Sheets provided as a means to successful navigation of requirements.

Professors are notified of students with documented disabilities or special needs ahead of first classes and offer assistance to these students in line with BU policy, which is also BU Sydney policy.

Community of Learning: Class and University Policies

Course members' responsibility for ensuring a positive learning environment (e.g., participation/discussion guidelines).

It is the responsibility of both the professor and all student members of the class to ensure a positive learning environment. It is thus understood that any member of the class who demonstrates behavior which undermines this positive learning environment will: firstly, be questioned and counseled regarding this behavior, seeking a satisfactory outcome; secondly, upon further recurrence, be brought into the delivery of the class material in an effort to involve them more; lastly, in light of the behavior continuing, the student will be expelled from the learning space for the rest of that day's class, and a grade deduction will be implemented as for "missing class without verifiable extraordinary reasons". (There is no precedent for this behavioral model thus far on our programs.)

Course Matters

Attendance at all classes is mandatory.

Any absence for medical reasons or other misadventure must be supported by a medical certificate or a letter offering a satisfactory explanation. Strict penalties apply, on a pro rata basis, for any unapproved absence. Missing one class without reason would attract as much as a 10% penalty.

Statement on Plagiarism

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be "... expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean".

Late Work

In general, there will be no extensions granted for any coursework. The exception is where there are clear and acceptable reasons for late submission. In this case a written statement outlining any serious illness or misadventure together with supporting documentation (e.g. medical certificates) must be provided or a strict penalty of 5% per day will apply.

Class Meetings Schedule: Date, Topic, Readings Due, Assignments Due

W	S	Date	Core Elements
1	1	Monday 6 th June	Introduction Dimensions & character of the Asia Pacific region – ideas/concepts/theories. Structure & method. <i>"Power in the Pacific"</i> . Classical Pre-conditions of the Western 'Order'. Dimensions & character of the Asia Pacific region. Western Imperial domination - Why the study of 16-20 th century European colonial rule still matters
1	2	Thursday 9 th June	Japanese Imperial Resource Aims & the collapse of Western colonialism –Japan's 'Greater Co-Prosperty Sphere', Pacific War and how Japan's defeat created the Pacific as a US' 'Lake'
		Monday 13 th June	Celebrating the birthday of our Queen of Australia so no teaching
2	3	Thursday 16 th June	The rise of Japan & "Tiger" Power Shifts in political and economic power from Europe and the US to East Asia [A] the Cold War/ Hot War dynamo [B] rise of "Asian" Capitalism. The power of Culture, Ideology and Labour Power in the creation of wealth: "Asian Values".

3	4	Monday 20 th June	Tiger power spreads to South East Asia – and the seeds of economic catastrophe. Labour supplies & Industrial Relations: labour as essential commodity for development, national rentiers of labour
		<i>Tuesday June 21st</i>	<i>Role play essays to be submitted by 8PM THROUGH THE LIBRARY (PLEASE DON'T FORGET TO ATTACH THE COVER SHEET)</i>
3	5	Thursday 23 rd June	ROLE PLAY PRESENTATIONS: CONFLICT IN SCS (for details see Assessment section below 'Group Role Play')
4	6	Monday 27 th June	The Perils of Growth - growth vs. sustainability, Growth as a credo, environmental destruction
4	7	Thursday 30 th June	From "Miracle" to Economic Tsunami: The Asian Financial Crisis – resonances with the GFC International institutions and the regional order - Post Crash 'Clean-up' – Revivalist Nostrums: Mass action for ' <i>demokrasi</i> '
5	8	Monday 4 th July	Resource Wars & the Rise of China Part A: The implications of the competition for essential raw materials for development, especially oil and water.
5	9	Thursday 7 th July	Resource Wars & the Rise of China Part B. Regional and global impacts of the PRC's massive development
6	10	Monday 11 th July	Australia and the Asia Pacific: Social, political and Environmental Impacts of East Asian development: Australia's economic and geo-strategic importance in the Asia Pacific region.
6	11	Thursday 14 th July	Regional finance: Corruption and economic instability in regional developing countries – business relations with these regimes.
7	12	Monday 18 th July	A Region in Flux: major political economic and strategic changes impacting regional institutions and threatening the political economic and strategic regional and global order.
		Monday July 18th	Elective papers due by 8 pm – PLEASE DON'T FORGET THE COVER SHEET.
7	13	Thursday 21 st July	Course overview. Examination preparation. Critical feedback on how the Semester went for you.
8		Monday, July 25th	Final Examination 1-3p.m.

Appendix

SESSION CONTENT/RESEARCH FOCUS

Monday 6th June – “Power in the Pacific”: Politico-Economic Dimensions of the Asia Pacific region

Part 1.

Concepts, Method, Structure and Logistics.

Describing the Contemporary East Asian Politico-Economic Order

Themes

- **Logistics 1:** course aims and objectives, conceptual approaches, ‘analytical tools’, developing a ‘critical faculty’
- Basic political economy approaches, including the Four Pillars, historical change, and power relations.
- Historical ‘ordering’ defining the region: Asia and the West – the Pacific Ocean as an imperial ‘lake’
- The geo-political dimensions of ‘East Asia’: how we define ‘Asia’, East Asia, ‘orders’, the state, and ‘western’. The historical, strategic, and globalist factors
- Introducing East Asian growth dynamics– The East Asian ‘Dragons, Tigers’: origins and driving forces
- Contradictions between western ‘*laissez faire*’ and state interventionist forms of capitalism, and the concept of ‘competing capitalisms’

- **Logistics 2:** Course requirements, assessment

Part 2: Pre-colonial history: ‘Setting the scene for the Western colonial ‘Order’’

Themes

- Precursors, establishment of a trading, political and economic infrastructure on which the Western extractive system was built: The Celestial Empire, Maritime states, The Islamic Empire.

Expansion of Muslim empire to South Asia <http://slideplayer.com/slide/4308675/>

Part 3: Western imperial rule: why the history of 16th - 20th century European colonialization of Asia remains relevant

- **Creating an Asia Pacific Politico-Economic Order: “Drive to the East” European Imperial Expansion**

Themes

*“The Pacific Ocean is now our ocean. The Chinese of the great Central Kingdom never came down to the sea – (or) set out across the stormy deeps. The British may have held a kind of sway as a part of their Rule Britannia. The Japanese, with ferocious industry, pretty nearly held it commercially and made...a bid to establish their imperial sun in all its skies, but they were doomed to fail because of the United States. Now the Pacific is America’s (Henry R. Luce, Life, February 23, 1953, in Jones, et al, 1993, **Coming Full Circle**. Oxford*

“The history of economics is largely a struggle between two opposing schools of thought, “liberalism” and “mercantilism.” Economic liberalism, with its emphasis on private entrepreneurship and free markets, is today’s dominant doctrine. But its intellectual victory has blinded us to the great appeal – and frequent success – of mercantilist practices. In fact, mercantilism remains alive and well, and its continuing conflict with liberalism is likely to be a major force shaping the future of the global economy.

Broderick, Danny (Professor of International Political Economy, Harvard University) ‘The New Mercantilist Challenge’, The Project Syndicate, January 9, 2013 <http://www.project-syndicate.org/commentary/the-return-of-mercantilism-by-dani-rodrik>

- Explaining the expanding role of the imperial state: mercantilism, the role of finance capital in economic development, and the rise of industrial capitalism – with England the powerhouse of manufacturing production. Connecting these ‘centre’ developments and processes of colonial appropriation
- The ‘juggernaut’ of capitalist expansion driving the establishment of a ‘Western’ politico-economic extractive order in Asia
- The commodification of the factors of production as crucial for the establishment of a western political economic order in Asia.
- Regulation of labour in the development process, from feudal hierarchy, slavery, to cash-crop, wage-labour, indentured, and ‘sweat shops’.

Class Discussion, Case Study/Essay topic ideas

- **Describe the fundamental differences between mercantilist and capitalist systems of wealth generation. Were racist attitudes crucial in justifying and/or enforcing wealth extraction from European colonies in Asia?**
- **Is it logical and reasonable to distinguish East Asian countries as a separate region holding specific characteristics that differentiate it from other regions?**

Thursday 9th June: Japanese Imperial Resource Aims. Japan's 'Greater Co-Prosperity Sphere'. Western colonialism in retreat

- Nationalist and independence movements confront colonial rule
- Role of Japanese expansionism and Greater Co-Prosperity Sphere - Japanese anti-western imperialism for territory & resources
- Curtain Raiser for Japanese occupation: nationalist struggle, Japan's role in mobilising anti-colonial movements
- US sponsors Japan's post- War revival
- US ordering East Asia for resource-supplies
- Post war anti-colonial revolutions

Class Discussion Case Study/Essay topic ideas

- **What were the factors driving the local peoples' opposition to colonial control?**

Pacific war & Collapse of the Colonial Order

'The Pacific Ocean is now our ocean...The Japanese, with ferocious industry, pretty nearly held it commercially and made...a bid to establish their imperial sun in all its skies, but they were doomed to fail because of the United States. Now the Pacific is America's' (see quote above)

- New world order: Bretton woods & the united nations
- Japan's imperial expansion and defeat
- Post War creation of the Pacific as a US 'Lake'
- The political and economic agency of the order: The Cold War: – two phases: European arena – the 1947 “Truman Doctrine”, the Cold War, Modernisation Asian arena – U.S. control of East Asia resource-supply
- The struggle for post-colonial independence: Bandung, import replacement and economic autonomy
- Amazing US video of end of pacific war in Indonesia:
<https://www.youtube.com/watch?v=xrXVYkJKRF8>

Monday 13th June – public holiday

Thursday 16th June: Post War drivers of East Asian Miracle growth: The rise of Japan & 'Tiger Power'

Shifts in political and economic power from Europe and the US to East Asia. The Cold War as the crucible for East Asian development. 'Asian values'.

Themes

- Japan and Tigers as “Capitalist Citadels- “Asian Capitalism” with “Asian Values” as a driver. The power of Culture and Ideology in the creation of wealth: “Asian Values”.
- 'Ordered Capitalism' the East Asian experience: the role of the state, bureaucracy, and labour in driving the economic dynamo.

- End of DC's "long Post-War Boom", (World financial downturn, "Stagflation", Nixon's demolition of the Gold Standard and the start of a new international economic order in East Asia with its implications for East Asian economic dynamism
- Introducing 'Flying Geese' – technological determinants.
- Military, strategic aspects of the Pacific as an American lake
- Regional threats: The Cold War History – Korea and Taiwan

Class Discussion, Case Study/Essay topic ideas

- **Summarise the Tiger nation-states uniquely East Asian form of capitalism?**
- **What was the major role of the nation-state in driving Japan and the Tigers massive economic growth?**
- **To what extent was US economic support for Japan and the East Asian 'Tiger' economies a crucial element in their rapid development. Discuss in the context of the Cold War and Indo-China wars.**

Monday 20th June: Tiger Power Spreads to South East Asia - the seeds of economic catastrophe

Themes

- The evidence of success – FDI-powered growth
- First Wave of regional FDI – light manufactures
- Second Wave of regional FDI – heavy industry
- Third Wave move to South East Asia of electronics, vehicles production
- Plaza Accord trigger for third wave
- The move south: The World system under political influence (US politics/corporations) Competitive pressure on Tigers for their industry to move offshore
- Labour as essential commodity for development, national rentiers of labour

Themes

- Core concepts: mode of production, free and unfree labour, cycle of accumulation, division of labour, labour theory of value, the state and labour regulation, international DOL, labour intensity, role/impact of automation.

Workshop Discussion Case Study/Essay topic ideas

- **Tiger labour regulation: Cold War labour repression ideological ordering – Confucianism, Pancasila. 'Asian values' and 'the social contract' to restrain labour costs,**
- **SEA labour regulation – 'comparative advantage' of low-cost labour, Free-trade industrial Zones.**
- **In April 2013 foreign apparel companies operating out of Bangladesh were devastated by the news that more than 400 workers had been killed in the collapse of a cheaply constructed manufacturing building. Western apparel companies with ties to Bangladesh such as Benetton, Gap, and the Children's Place have been threatened by consumer boycotts with the Walt Disney Company leaving the country. Is it possible to reconcile the production of cheap commodities with the provision of safe working conditions and decent standards of living?**

Thursday 23rd June Role Play presentations: political economy implications of the South China Sea territorial conflict

(for details see Assessment section below 'Group Role Play')

Monday 27th June: upsides & downsides of 'Growth' - development vs sustainability

Themes

- The environmental consequences of massive growth
- The idealist nature of "Development" as an ideological construct reflecting the interests of its promoters
- Environmental & other development consequences are not 'external' but an inherent part of growth processes
- Deforestation and Chemical Poisoning in the Countryside
- Opposition to environmental degradation & pollution as western protectionism

Class Discussion, Case Study/Essay topic ideas

- **How are East Asian countries addressing the contradiction whereby coal use increases global warming but coal-fired generators remains a primary source of electricity?**
- **Does terrorism constitute a continuing major threat to economic growth?**

Thursday 30th June: From Miracle to Economic Catastrophe: Asian financial crisis & its aftermath – Foreshadowing the Global Financial Crisis

Themes

- The financial crisis and aftermath as related to the general theme of the Asia Pacific political and economic 'orders'. The financial and economic relations with international forces, specifically international capital penetration in the region.
- Post-crisis clean-up: IMF, WB reassert financial control over the renegade state regimes

Class Discussion, Case Study/Essay topic ideas

- **Was the 1997 Asian crisis caused by international market and financial pressures or corrupt, nepotistic, or incompetent national leadership/policy-makers?**
- **What role did the major international financial institutions – IMF, World Bank or the Asian Development Bank – play pre and post Asian financial crisis?**

Monday 4th July: Resource Wars & China's growth trajectory

PART A. the implications of the competition for essential raw materials for development, especially oil and water

Themes

- Building on the Development Downside discussions, especially of the economic imperatives for sustainable economic growth (Indicators) we look at the Political, economic and strategic implications of the competition for essential raw materials for development
- Focus on the struggles over supply and distribution of key resources: food, oil, water
- The movement offshore for the supply of these commodities
- The countries facing the most immediate and dire imperatives to resolve these issues, especially in East Asia. For example, this could include the competition between the US/China/Japan/India for oil in the Middle East and Africa and the Caucuses, and the political implications of this competition.

Class Discussion, Case Study/Essay topic ideas

- **Investigate the threats, opportunities and strategic implications of foreign takeovers of national industries that are important for national economic security – especially agricultural production.**
- **Will resources competition in the energy-rich South China Sea by claimant states the Philippines, Vietnam, Malaysia and Brunei lead to war? Could the declaration on the code of conduct on the South China Sea lead to a diplomatic resolution? Will Biden/Albanese bring diplomatic resolution?**
- **Discuss the proposition that the Mekong River and delta region constitutes one of the world's most crucial areas in terms of struggles for resources, transport routes and land rights. Text Diokno & Nguyen: *The Mekong Arranged and Re-arranged* (2006)**
- **What has been the impact of the US' tariff 'war' on the US' electronics industry, especially on Apple.**

Thursday 7th July: Regional and global impacts of the PRC's massive development Part B: Is China a threat, opportunity or challenge?

The concept of "managing China's rise", with its connotations of from on high to below, also invites some scepticism. Given the size of China's economy and of its foreign exchange reserves, its importance to its economic partners (which include all of the possible "managers" or "containers") and its policy vitality as shown in the Asian Infrastructure Investment Bank and "One Belt One Road" initiatives, it is hard to see China's rise being "managed" by anyone. It may not be too big to fail but it's too big to manage! (Geoff Miller, 'Managing or Containing China', John Menadue, www.pearlsandirritations.com, 31 March 2016).

President Xi compared protectionism to "locking oneself in a dark room." He said, "No one will emerge as a winner in a trade war. "Over the last few decades, economic globalisation has contributed significantly to global growth. Indeed, it has become an irreversible historical trend.' Davos World Economic Forum

In the East and South China seas and now in the South Pacific, in space, cyberspace and in international institutions, China is challenging the rules-based international order.

<https://www.aspi.org.au/opinion/trumps-three-challenges-worried-world>

- Relations with Japan, India and the US
- Opening trade routes, out-competing Western countries especially:
 - String of Pearls
 - The 'Belt and Road' deal

Class Discussion, Case Study/Essay topic ideas

- **China's new 'march westwards – the new Silk Road' and the Belt and Road Initiative (BRI) – aim to bind national interests with those of Central Asia. Investigate the strategic, political and economic implications of this 'march', especially how it serves to tap energy from more secure (land-based pipelines), than more distant and relatively insecure Middle Eastern sources.**
- **Is the annual Boao Forum of political and business leaders merely a means of advancing Chinese economic might and influence, or is it a constructive meeting for mutual economic advantage of participating countries?**
- **What do you think best defines the PRC system of labour regulation? Connect the system with the major increase in industrial disputes.**

Source material

The Interpreter, 31 March 2015

- http://www.lowyinterpreter.org/post/2015/03/31/Chinas-reserve-currency-ambition.aspx?COLLCC=2264109503&utm_source=Lowy+Interpreter&utm_campaign=095736f814-RSS_EMAIL_CAMPAIGN&utm_medium=email&utm_term=0_eed7d14b56-095736f814-59702353
- <http://statetimesreview.com/2015/05/20/thailand-unlikely-of-kra-canal-to-materialized/>

For “One Belt One Road”

Chronology of China's Belt and Road Initiative: (China's international public affairs)

<http://www.xinhuanet.com/english/special/silkroad/>

The CSIS (US) version.

<http://csis.org/publication/building-chinas-one-belt-one-road>

China's New Maritime Silk Road: Implications and Opportunities for Southeast Asia Zhao Hong, 2015

Publisher: Institute of Southeast Asian Studies <https://bookshop.iseas.edu.sg/publication/2059>

Monday 11th July: Australia & the Asia Pacific: Social, political and environmental impacts of East Asian development

'Australia thinks too greatly in the short-term (Japan). The Australian economy is too dominated by sectionalised interests (Japan). Australia is too moralistic (Indonesia). Australia wrongly feels superior (Malaysia). Australia is populated by savages feeding off each other (Indonesia). Australia ignorantly attempts to humble Asian countries (Indonesia). Australia is racist (Hong Kong). How serious is it all? (Michael Byrnes, Australia and the Asia Game, Sydney: Allen & Unwin, 1994 (NB): 202). 'Australia doesn't know if it is a bat or a bird'. People's Daily, 13 March 2000, cit. Alison Broinowski, About Face: Asian Accounts of Australia, Melbourne: Scribe, 2003: 62.

"South-east Asia will eventually be as important to Australia and New Zealand as China is today (ANZ Bank International chief executive Andrew Geczy, Sydney Morning Herald, 14th December 2015).

Themes

- "from White Australia via Tigers' Tail to Deputy Sheriff"
- Historical regional isolationism, a 'remote white settler outpost' – white Australia, 'Australia as an Asian nation, 'Deputy Sheriff
- Contemporary relations – security ties (especially ARF), trade agendas and agreements (multi – APEC, vs. unilateral – Australia-US)

Class Discussion Case Study/Essay topic ideas

- **Why did Australia economically survive the AFC and GFC relatively unscathed?**
- **Australia's supply of live-beef to East Asia, especially Indonesia, has come at the price of an often brutal slaughtering of animals in regional abattoirs. Consider the dimensions of this trade, in particular how it has the potential for threatening regional relations and whether it is possible to reconcile the imperative for humane slaughter with that of maximising economic advantage.**
- **What is the Dutch disease, and what economic problems could it lead to?**

Thursday 14th July. Regional finance: Corruption and economic instability in regional developing countries.:

Corruption & politico/economic stability

- the nature and sources of corruption
- KKN – Corruption, cronyism and nepotism
- Corruption as a source of social and political conflict

Class Discussion, Case Study/Essay topic ideas

- **Is regional corruption different to that of the west?**
- **Are there links between the form of corruption and historical forces impacting on the region, especially that of the Cold War?**
- **Will the World Bank's governance agenda substantially remediate corruption?**
- **Are there links between democracy, transparency and corruption?**

Monday 18th July Regional Futures: major changes impacting regional institutions and threatening the political economic and strategic regional and global order

'Now China is proactive, engaged and underwriting major initiatives mainly in the areas of infrastructure and finance but also through security institutions such as the Shanghai Cooperation Organisation (SCO) and the Conference on Interaction and Confidence-Building in Asia (CICA)...More than a dozen regional institutions including the ASEAN Regional Forum (ARF) and ASEAN Defence Ministers Meeting Plus (ADMM+), the East Asia Summit (EAS), the SCO, and CICA are reassessing their design, functions, efficiency and membership.' (Paul Evans and Chen Dongxiao, 'Co-operative Security 2.0', *Global Asia*, 11,1, Spring 2016: 8-11. www.globalasia.org)

'Few in the West have grasped the full implications of the two most salient features of our historical epoch. First, we have reached the end of the era of Western domination of world history...Second, we will see an enormous renaissance of Asian societies. The strategic discourse in the West should focus on how the West should adapt, but this has not happened' (Kishore Mahbubani, *The New Asian Hemisphere: the irresistible shift of global power to the East*, New York: Public Affairs, 2008: 9)

Themes

- Emergence and future of geo-political regulatory blocs in East Asia
- The role of regional institutions especially ASEAN and APEC in dealing with
 - Regional political, environmental and economic crisis,
 - Securing the region against terrorism and addressing its sources
 - Balancing politico-economic relations between Japan, US and China.
- ASEAN+3: (China, Japan and South Korea) the factors driving its formation, and its potential to become the world's most powerful economic bloc.
- Asia-American Dialogue for an Asia-Pacific Vision
- The rise of alternative 'regional financial architecture' as an alternative to the Bretton Woods' ordering process.
- Political and economic forces Pressures for change.
- The political, strategic and economic needs for the future
- Review of concepts, overall structure, role of the course and utility for future career and professional aspirations.

Class Discussion, Case Study/Essay topic ideas

- **Discuss the role of regional institutions especially ASEAN and APEC in terms of the struggle for economic dominance between Japan, the US and China**
- **Discuss the implications for regional order of the ongoing aggravation between the PRC and Taiwan; of North Korea as a nuclear power; and the US/PRC conflict in the South China Sea.**
- **Will the massive trade between the PRC and Taiwan, and the unification of North and South Korea spell the end of the US economic hegemony in the region?**

Thursday 21st July: Course overview. Examination preparation. Critical feedback on how the Semester went

COURSE OVERVIEW AND FEEDBACK

- Review of concepts, overall structure, role of the course and utility for future career and professional aspirations.
- Scenario: economics, fundamentalism – secular versus non-secular states, the future security of politico-economic relations.
- Discuss the relative possibilities of Japan, China or the US becoming the dominant political and economic hegemon in Asia in the 21st century.

Assessment

Group Role Play – ‘Conflict in the East and South China Seas’

Scenario: ASEAN is holding a regional summit to address the dispute over territorial ownership of East and South China Seas. The primary aim is to gain an understanding of the various threats, challenges and opportunities facing each country that holds a perceived interest of territorial rights.

A primary factor is the competition for resources and strategic advantage in these Seas. This is vitally linked to the strategic, political and economic interests of Japan, Australia and the US’. These interests include supporting their regional allies against military threats and asserting free access to trade routes. Role-play protagonists will spend a maximum of 20 minutes explaining their country’s historical and contemporary claims in the region. It is also important for country representatives to have studied their country’s long-term (25 year) strategic interests to show how countries will respond to the convener’s hypotheses about future events. (Note, especially in this Trump era, various short-term setbacks for a country may be tolerable when we account that country’s long term strategic interests).

Source material

<http://foreignpolicy.com/2016/01/03/10-conflicts-to-watch-in-2016/>

Jean-Marie Guéhenno Foreignpolicy.com January 3, 2016

See also http://www.huffingtonpost.com/yanmei-xie/us-south-china-sea_b_7486976.html?ir=Australia
<http://www.lowyinstitute.org/issues/south-china-sea>

South China Sea video ex CNN, Sydney Morning Herald

<http://www.smh.com.au/world/south-china-sea-chinese-warnings-to-us-plane-hint-at-rising-stakes-20150521-gh73uf.html>

Participants, protagonists, ‘actors’

In the second session students will nominate a country from the following nations who have a territorial or strategic interest in the region: The US, China, Japan, Indonesia, South Korea, Australia, Taiwan the Philippines, Vietnam, Malaysia and Brunei. ***Nb. We must have a representative from China, the US, and Australia.***

Role play assessment

The role-play contains two assessable components,

Group Role Play – paper (10%)

Each participant must write a shortish – about 400 words – ‘brief’ of his or her position.

IMPORTANT: Your essay must use footnotes and include a Bibliography.

Group Role Play – presentation (10%)

Participants work together in their teams to present the ideas raised in their papers.

Assessment of both the presentations both and the responses to the counter positions and ideas raised by each team.

Case studies (25%)

In the first two weeks you will nominate a particular Case Study area of research to cover one of the Class Schedule topics. (Students will form groups that will both work on and present a case study). Use whatever format (overheads, PP, videos, notes or a combination) you wish to present a 30-minute minimum discussion and presentation on the countries/issues critically assessing the character and trajectory of the individual economies of the Asia-Pacific region. Alternatively, you may present on a regional institution, NGO, or organisation such as APEC, ASEAN, WTO, IMF, World Bank, ADB, or EAEC. This is an exercise in intensive and critical feedback on the political economy of a regional country or institution. This could include the consideration of:

- The role of government in the organisation and planning of the political and economic systems
- Those factors that affect living standards, security, or economic viability (corruption, autocratic government, environmental destruction, lack of resource renewability, pollution, terrorism)

Case Studies

For the investigation, students should

- ☆ Check Blackboard Learn files and lecture notes and web-sites related to the countries/issues under review (*Far Eastern Economic Review*, *The Australian Financial Review*, *The Economist*, *New Straits Times*, *Jakarta Post*, general websites, East Asia Forum <http://www.eastasiaforum.org>)

Case Study examples:

- **Conflicts over patent rights between giant corporations Samsung and Apple have triggered a diplomatic confrontation between the US and South Korea. Argue the pros and cons of state involvement in this dispute.**
- **The former head of the CIA, Michael Hayden has claimed that the giant, internationally embedded communications manufacturer Huawei Technologies ‘is a significant security threat to Australia and the US, has spied for the Chinese government and intelligence agencies have hard evidence of its activities’ (AFR19 7 2013). Are western countries’ concerns about Huawei based on real**

security threats, the competitive threats to western communications companies or on the economic threat of China as the dominant global power?

- A case study on one of the Asian regional bodies discussed: Boao Forum, Shanghai Cooperation Organisation, East Asia Summit, Asia Pacific community, ARF, APEC, The Asian Infrastructure Investment Bank (AIIB)
- The role of regional casinos in 'laundering' cash from China's black economy: High rollers from Macau to Crown Sydney

nb: Whilst there is no constraint on presenting on any topic that conforms to curriculum material, it is recommended that:

- Students base their case studies on one of the weekly session discussion points.
- Students construct their research around a question or argument to present and resolve.
- relate the case study to the overall content and regional focus of this course.
- base the final essay on another topic than your case study – this is more intellectually stimulating to do so.

Essay (30%)

One essay of 2500 words based on the topics as below. The essay counts 30% towards the final assessment. The essay may be an extended version of the case study, but if you choose this path, please talk to me about it. **PLEASE DO THIS.**

A note on Essay-writing

The quality of the essay for this subject will be assessed on the following criteria:

Evidence of critical & wide reading

In researching all essays, students must apply the analytical skills necessary to assess the depth, authority and logic of all source material – assessing the character of bias and the interests served by this material. High marks will go to the student who incorporates exceptional source material to back up the argument and analysis.

Schematic construction, expression, clarity

This criterion affirms students' capacity to construct an effective and illuminating essay. This entails students basing their essay construction on a plan that clearly shows the final work will have continuity, order and a clear resolution of the essay question or hypothesis.

Consistency of argument

This criterion is a corollary of the schematic construction criteria, whereby the student must show how the core thesis/question/argument is being addressed at each stage of the essay's development and how they are resolved with the conclusion.

Quality and depth of analysis

Further to the critical & wide reading requirement, students must ensure both quality and depth in the resolution of a question by ensuring their essays are plausible and serve to explain the core propositions and not just assert them. This means students must critically assess the usefulness of the source material themes and arguments and substantiate their critical analysis with evidence and argument.

ESSAY TOPICS – PLEASE NOTE ONE OF THE DISCUSSION POINTS FROM THE ABOVE SESSIONS WOULD BE A USEFUL BASIS FOR AN ESSAY

- You also may nominate a question of your choice, as agreed with the lecturer.
- ***PLEASE TALK TO ME ABOUT YOUR PROJECT: IT IS IMPERATIVE FOR YOUR RESEARCH AND ANALYSIS TO ADDRESS A HYPOTHESIS OR QUESTION RATHER THAN BE MERELY A DESCRIPTIVE PIECE OF WORK.***
- ***WHILST IT IS REASONABLE TO EXPAND THE CASE STUDY AS THE BASIS FOR AN ESSAY, IT IS VITAL TO DISCUSS YOUR ESSAY PROPOSAL WITH THE LECTURER.***

Examination (25%)

A final two-hour examination counting for 25% of the overall assessment. This is intended to be a measure of your views and perspectives on the issues and ideas that you will investigate in this course. Please note that critical responses to the issues canvassed will achieve a higher mark. In summary, the exam is an appraisal of your appreciation of the nature of the region you are visiting, in particular how you see the threats, opportunities and strengths facing the Asia Pacific region from a politico-economic perspective. There will be ten questions and you will be required to provide a shortish response – about an A4 page – to **five** of these questions. **No backup resource material or technology will be allowed for this examination.**

Summary of assessment requirements

- Group Role Play – paper (10%)
- Group Role Play – presentation (10%)
- Case Studies (25%)
- Essay (30%)
- Final Examination (25%)

Reading

Most of each seminar's research content is incorporated in either PowerPoint or Word files on the BU Blackboard site. This is 'starting point' material, and students are encouraged to take advantage of the hard texts in the library, and the variety of journal and article sites available via the Boston University Search engines.

It is important for you to carry out independent research. Make use of the many relevant academic journals and social science indexes (e.g. APAIS). Also consider the major print and audio-visual media related to the various topics, such as the Australian Government broadcasting media (ABC) programs such as Lateline, ABC TV Foreign Correspondent, and Radio National Asia Pacific as well as the SBS TV programs 'Dateline' and PBS News Hour.

Most ABC broadcasts are backed by Web Site downloadable transcripts as well as podcasts. You should also explore other websites. (For instance, *The Far Eastern Economic Review*, *the Diplomat*, and *The East Asia Forum* (<http://www.eastasiaforum.org>) always provide useful articles. The inclusion of items of contemporary relevance into seminar discussions will advance your knowledge and your overall assessment mark.

Terms and Conditions

Students are required to attend all seminars and lectures, and to advise the lecturer of an inability to do so. Due to the intensive delivery mode, missing one class could constitute as much as 10% or more of the course. Any non-attendance other than for serious medical reasons of misadventure will lead to a grade deduction in proportion to what has been missed.

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be “. . .expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean”.

In general, there will be no extensions granted for any coursework. The exception is where there are clear and acceptable reasons for late submission. In this case a written statement outlining any serious illness or misadventure together with supporting documentation (e.g. medical certificates) must be provided or a strict penalty of 5% per day will apply.

Andrew Mack May 2022