On satisfactory completion of this course a student will earn:

- 4 BU credits, and
- 1 BU Hub units covering:
  1 unit Intellectual Toolkit – Critical Thinking

Classes are timetabled as follows:
Mondays and Tuesdays throughout a 7-week semester
There are also compulsory tours set on an all-program Melbourne F/T

Lecturer: Dr Andrew Mack (0411221663, andrewmack6@gmail.com)

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.

Some intro ‘curtain-raising’ quotes

*The United States must recognise the sheer weight of China’s economic footprint. Absent an effective American alternative, it favours Beijing over the medium to long term.* (Kevin Rudd, Lowy Interpreter, 7 May 2019)

*‘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)
“America is the global tiger and Japan is Asia's wolf, and both are now madly biting China. Of all the animals, Chinese people hate the wolf the most... American hegemony is not at its dawn and not at its zenith. It is at its sunset and night is coming” (Senior Colonel Liu Mingfu Sydney Morning Herald, January 23, 2013).

“Since the war, you’ve held the peace. You’ve provided security. You’ve opened your markets. You’ve developed links across the Pacific...And now, with a rising set of players on the west coast of the Pacific, where does America want to go? Do you want to be engaged?” Singaporean PM Lee to Washington Government officials, New Yorker 8th Jan. 2018.

**CORE ELEMENTS & THEMES**

**Main Themes**

- How the ‘West’ imposed wealth-extractive regimes on Asia Pacific peoples
- Contradictions and contrasts between East Asia colonial regimes and white settler (Australia) systems of wealth generation
- The role of the US and Japan in the regional shift from colonialism to independence. Australia’s moves to ally with the US rather than the British.
- Systemic change in the region, especially political conflict and environmental destruction.
- The Asia Pacific as the crucible for a ‘new world political & economic order’, and Australia’s role/status in this new order

EC464 focuses on the origins and dynamics of the ‘miracle’ Asia Pacific economic growth, with an emphasis on 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. We look at how the 1970s Tiger, and later, South East Asian economies, provided Western consumers and firms with cheap goods and investment opportunities. This, however, was at the cost of a major trade imbalance and a decline of western manufactures markets, incomes and jobs, with minerals and agricultural producer countries such as Australia having to undergo major economic restructuring to survive.

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, and subsequent national demands for political and economic autonomy. 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 with East Asia's growing influence in the G20, and the regional resistance to using International agencies' such as the IMF, WTO and World Bank to promote Western political, economic and strategic interests. A crucial focus of this regional change is on the threats to economic growth posed by economic crises, environmental destruction, terrorist and secessionist movements. The subject sums up with some predictions of how the Chinese and US' battle for regional influence will evolve.
NB: the core conceptual and methodological framework is that of political economy, and does not presuppose any knowledge of economic theory. A political economic analysis concerns the power relations involved in wealth-generation, in particular the organising of factors of production and natural resources.

Core concepts & Method

- Whilst actors are important – political economic systems, structures and institutions are the prime driving forces shaping social systems
- Application of political economy as a conceptual and methodological approach that focuses on the material basis of society, the structure of societies and social systems, and processes of change

Structure

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 East Asia’s massive wealth creation impacts on the world political economic and strategic system.

Definitions, terminology, jargon

It is vital that all our writing, phrases ideas and theories are absolutely clear in explaining the world and its workings. Thus we should avoid ‘impenetrability’ of exposition, jargon, and unnecessary complexity.

What is the State?

Three fundamental sources define the character and geography of contemporary nation-states.

- **Historical** – territorial & economic expansion, with western mercantilist regimes forming contemporary nation-states’ boundaries.
- **Internal political power relations** – strategic relations shaped by the status/authority of the political elite (Soeharto or Marcos).
- **External** – global corporate expansion and consolidation: international institutions and international markets define national/regional economic & political policy directions:
What is ‘Asia’ and who are ‘Asians’?

- Whilst we consistently refer to ‘Asians’ and the ‘Asian region’ in this subject and in the wider world, we should appreciate that these terms are – like the region itself – a creation of colonial-era westerners. Imperial powers imposed artificial regional distinctions with caricature names, such as 'The Orient' and 'The Near & Far East'. Thus beware of the simplistic notion of regional peoples as all the same ‘sorts of peoples’. For example, there is no such thing as ‘Asian history’. No single version of reality could possibly express the rich character of regional peoples’ cultural histories such as Indian, Chinese and Malay.

Academic Objectives & Opportunities

At the completion of this subject, students should 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 impact of the Asia Pacific region’s massive development on the US’ – and other ‘Western’ developed countries’ - economic and political strength and influence.
- To link Asia Pacific developments and impacts on the world system to enhanced professional or scholarly career-advancement opportunities.

Teaching Method

The principal focus of the course will be introduced in lectures. These will be combined with student-led seminars, role-play and case studies. The seminar program follows the lecture program, providing clarification of lecture material and the opportunity for a more critical and extensive development of the course concerns. ALL STUDENTS SHOULD TAKE ADVANTAGE OF THE BU EC464 BLACKBOARD SITE’S LECTURE NOTES, POWERPOINT, MEDIA & INFORMATION FILES. THESE FILES ARE CRUCIAL FOR YOUR SCHOLARSHIP AND ASSESSMENT RESULTS. ALSO, PLEASE REFER TO APPENDIX AT THE END OF THIS COURSE OUTLINE FOR ASSESSMENTS AS THIS APPENDIX SPEAKS DIRECTLY TO HUB LEARNING OUTCOMES OF THIS COURSE.
<table>
<thead>
<tr>
<th>W</th>
<th>Day</th>
<th>Core Elements</th>
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<tbody>
<tr>
<td>1</td>
<td>Tuesday</td>
<td><strong>Western Imperial domination</strong> - Why the study of 16-20th century European colonial rule still matters</td>
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<tr>
<td>2</td>
<td>Monday</td>
<td><strong>Japanese Imperial Resource Aims &amp; the collapse of Western colonialism</strong> – Japan's ‘Greater Co-Prosperity Sphere’, <strong>Pacific War</strong> and how Japan’s defeat created the Pacific as a US 'Lake'</td>
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<td>2</td>
<td>Tuesday</td>
<td><strong>The rise of Japan &amp; &quot;Tiger&quot; Power</strong> 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 and Ideology in the creation of wealth: “Asian Values”. The role of the media in setting values</td>
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<td>3</td>
<td>Monday</td>
<td><strong>Tiger power spreads to South East Asia</strong> – and the seeds of economic catastrophe. Labour supplies &amp; Industrial Relations: labour as essential commodity for development, national rentiers of labour. <strong>Role play essays to be submitted by 8 pm. PLEASE DON’T FORGET: footnotes, bibliography and THE COVER SHEET</strong></td>
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<td>3</td>
<td>Tuesday</td>
<td><strong>The Perils of Development</strong> - growth vs. sustainability, labour exploitation, environmental destruction</td>
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<td>4</td>
<td>Monday</td>
<td><strong>From “Miracle” to Economic Tsunami</strong>: The Asian Financial Crisis – resonances with the GFC. International institutions and the regional order - Post Crash 'Clean-up' – Revivalist Nostrums: Mass action for 'demokrasi'</td>
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<td>4</td>
<td>Tuesday</td>
<td><strong>Australia and the Asia Pacific</strong>: Social, political and Environmental Impacts of East Asian development: Australia’s economic and geo-strategic importance in the Asia Pacific region</td>
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<td>5</td>
<td>Monday</td>
<td><strong>Melbourne Field Trip</strong></td>
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<td>SESSION CONTENT &amp; RESEARCH FOCUS</td>
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<td><strong>Week 1. Monday—“Power in the Pacific”: Politico-Economic Dimensions of the Region</strong></td>
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<td>Part 1.</td>
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<td>- <strong>Concepts, Method, Structure and Logistics.</strong></td>
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<td>- <strong>Describing the Contemporary East Asian Politico-Economic Order</strong></td>
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**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/

Week 1. Tuesday: Monday Western imperial rule: why the history of 16th to 20th century European colonial domination of Asia is important

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-rodrick
• 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.
• Institutional and structural controls to enforce colonial extraction

Class Discussion, Case Study/Essay topic ideas
• Describe the fundamental differences between mercantilist and capitalist systems of wealth generation. Are there major differences between how different colonising powers asserted their rule and ordered colonial populations?
• 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?

Week 2 Monday: 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)

  o New world order: Bretton woods & the united nations
  o Japan’s imperial expansion and defeat
  o Post War creation of the Pacific as a US’ ‘Lake’
  o 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
  o The struggle for post-colonial independence: Bandung, import replacement and economic autonomy
  o Amazing US video of end of pacific war in Indonesia: https://www.youtube.com/watch?v=xrXVYkJkRF8
Week 2. Tuesday: Post War drivers of East Asian Miracle growth: ‘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.


Themes
- 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.

Labour supply & Industrial Relations (Human Resources), the Rentier State
This lecture provides the political economy basis connecting the regulation of labour in the development process, from feudal hierarchy, slavery, to cash-crop, wage-labour, indentured, and ‘sweat shops’. Role of the state as ‘rentiers’. Asian values, protectionism and human rights.

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

• Investigate a particular example of labour/refugee migration in East Asia. What are the sources of such population movements?
• To what extent was the South East Asian ‘miracle’ economic growth a function of the repression of labour to enforce a ‘comparative advantage of cheap labour’?
• 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?
• Is the ‘comparative advantage of cheap labour’ a meaningful concept?

Week 3. Monday: The East Asia economic Dynamo Expands 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

Week 3. Tuesday: The Stresses & downsides of Development - growth 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 remain a primary source of electricity?
• Does terrorism constitute a continuing major threat to economic growth?
Week 4. Monday: 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?
- Is there a link between the Post-Crash Power ‘clean-up’ liberalisation of the MF and World Bank with the rise of economically dislocating conflicts such as terrorism?
- What is meant by the idea that SEA economic development contained the ‘seeds of economic catastrophe’?

Week 4. Tuesday: Australia & the Asia Pacific: Social, political and environmental impacts of East Asian development


“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?

Week 5: Monday and Tuesday: Melbourne Field Trip
See compulsory tours as indicated for EC 464 students.

Week 6. Monday: Resource Wars & the Role of China
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 can be seen to be important for national economic security – especially agricultural production.
- Will the competition for resources 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?
- 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.
Regional and global impacts of the PRC’s massive development Threat, opportunity and 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

President Donald Trump has warned the United States will no longer tolerate "chronic trade abuses" and would insist on fair and equal trade policies in a defiant speech to Pacific Rim countries in Vietnam, Sydney Morning Herald, November 11 2017.

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

In Asia no US partner or ally believes Washington can be counted on. This applies to South Korea, Japan, Singapore and India. They can hardly forgo any partnerships with China in a multipolar world where the US is spouting America First. Which of the 10 foreign ministries in the Association of Southeast Asian Nations would be advising their prime minister or president that the US is the more reliable force in their region? …. A cold war with China is not just Trump’s doing but … captures the consensus in Washington that is, as Larry Summers puts it, in “trauma” at a Chinese economy that will one day be twice as big as its own. Worse, America is seized by the idea that in 10 years it will lose its lead in information technology, robotics and artificial intelligence. https://www.australiachinarelations.org/content/trump%E2%80%99s-overriding-success-radical-agent-change-0

- 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.
- China is pushing for a contractual agreement with the Thailand government to build a canal across the South Thailand Kra Isthmus that links the Andaman Sea and South
China Sea. What are the political, economic and strategic pros and cons of this project? Will it go ahead?

- 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


For “One Belt One Road”
Chronology of China's Belt and Road Initiative: (China’s international public affairs)

The CSIS (US) version.

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](https://bookshop.iseas.edu.sg/publication/2059)

**Week 6. Tuesday: Regional stability and security**
Part A. military & strategic security  Part B. the role of political & economic regional institutions in addressing instability and corruption

**Week 7. Monday: Alan McCormack - the Practitioner's Perspective: Regional finance, the mining boom, East Asian corruption, North Korea –Australia’s Asian engagement.**

**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?

**Week 7. Tuesday: Regional Futures – Shifting political & economic power relations**

‘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
- Review of concepts, overall structure, role of the course and utility for future career and professional aspirations.
- 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

**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?
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 convenor’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

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.**
(See appendix material for guidelines)

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.
(See appendix material for guidelines)

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

Case Study examples:
- Is the Trump Presidential use of trade sanctions debilitating the PRC economy?
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 basing a topic on any aspect of the curriculum material, students should:

- base their case studies on one of the weekly session discussion points.
- Make sure the topic is based on a specific question to be answered in the presentation
- relate your case study to the overall content and regional focus of this course.
- base your final essay on another topic than the case study – this is more intellectually stimulating to do so.
- During presentations and case studies and role play, it should be apparent that you have consulted the appendix document “The Fundamentals of Audio-Visual Communication”.

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 course will be assessed on the following criteria:

Schematic construction

There should be continuity and order in the development of your work and in the resolution of the question or hypothesis.

Evidence of careful & wide reading

High marks will go to the student who incorporates exceptional source material to support the argument and analysis.
**Consistency of argument**
Don’t take tangents or bring irrelevancies to your main arguments and themes. This is closely aligned with the imperative to address the question at all stages of the essay.

**Structure, expression, clarity**
These are the usual requirements and expectations for most effectively presenting your case and your material.

**Quality of analysis**
The essay must be plausible, explaining a situation and not just asserting it. It is crucial that you don’t just replicate the ideas from source material but critically assess the usefulness of those ideas, whilst substantiating your criticism 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%)

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
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<td>C</td>
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<td>C-</td>
<td>70-72</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>below 60</td>
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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, The East Asia Forum (http://www.eastasiaforum.org) and The Australian Financial Review occasionally include useful articles. The inclusion of items of contemporary
relevance into seminar discussions will advance your knowledge and your overall assessment mark.

**Required Reading**

**Required Reading for each Session**

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Core Elements</th>
</tr>
</thead>
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| 1    | Monday | **Introduction: Dimensions & character of the Asia Pacific region**  
| 1    | Tuesday | **Western colonialism**  
| 2    | Monday | **Japanese Imperialism**  
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<tbody>
<tr>
<td></td>
<td>Tuesday</td>
<td>Australia and the Asia Pacific</td>
<td>Dark, Eleanor (2015), <em>The Timeless Land</em> Fontana (first published 1941)</td>
</tr>
<tr>
<td></td>
<td>Monday</td>
<td>Chinese Immigration</td>
<td>Latrobe University, Asian Studies Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Chinese Australia Brief History of the Chinese in Australia</em></td>
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</tbody>
</table>
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.

Add Appendix doc
Appendix

All students are encouraged to include relevant aspects from this appendix when preparing their assessment responses. By doing so, there will be a favourable impact on the grade of each assessment.

‘The fundamentals of audio-visual communication’

Communication skills for EC464 students’ workshop, seminar, role-play and case-study audio visual coursework presentations.

The logical and effective construction, organisation and production of audio visual coursework is carried out in five phases:

1. **Project assembly, logistics**: the elementary production starting-point is the logistics of the intended project: its duration or presentation time; the choice of presentation medium – the project’s format, the audio-visual production equipment that will be used (devices); and the available sources of the research material.

2. **Project question or thesis**: it is important to construct the audio-visual presentation around a topic that effectively engages with the course-content, is entertaining, and has the capacity to stimulate class discussion and debate. Where the project is nominated by the professor, the useful basis for a ‘hook’ question that can encourage effective research and evaluation of source material is a hypothesis shaped around a possible short presentation on a contemporary issue. (the Gruen Transfer competitive advertisement would be a useful approach.)

(Gruen-Transfer style hook questions in an EC464 Course context

- Selling cheap East Asian labour: economic benefits of exploitation
- Selling the ‘weaponising’ of (US’) trade to regional governments.
- Selling PRC exploitation of the Yangtze or Mekong to downstream countries (Cambodia, Vietnam etc.)
- Selling Xie Jinping to ASEAN)

3. **Research**: having decided on the topic, all projects must be based on extensive investigation of the websites, videos, and podcast sources covering the nominated topic area. The source material must be evaluated as to its veracity, logic and usefulness. Students approach the research task applying qualitative and quantitative research techniques. For the qualitative - primarily exploratory research, students investigate the reasons, opinions, and motivations driving the
source authors and actors. These can form the basis for ideas that drive the subsequent quantitative empirical material designed to substantiate the project themes and argument.

The research forms the basis for an outline that forms the project ‘story line’. This outline must indicate continuity – have a clear introductory statement of intent, sustaining logic and evidence and a clear conclusion summarising what has been proven. NB: It is vital that each project be based on – and designed to answer or address – a question or thesis. This provides a more interesting and stimulating basis for class discussion and debate than merely a descriptive overview of the topic. To this end it is useful for each section of the project to incorporate a question for class discussion.

4. **Production**: understanding of the role and impact of colour, composition, rhythm, and acoustics. This core element is expanded in detail below.

5. **Presentation**: it is vital for students to present their ‘story’ and address the key question or thesis in an intellectually stimulating and entertaining way. This requires a capacity to master verbal syntax and rhetoric and to discuss the material in an informal style – i.e. not relying on reading a script. Students should have the capacity to ‘talk around’ the topic, backing up the ideas with source anecdotes and evidence, and to stimulate the class’ engagement with ideas and arguments.

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## Audio visual production values

### Colour

Colour is an essential aspect of production design that includes: depth of colour, saturation of colour, composition, and the tonal palette. An example of the use of the tonal palette is to base a context on a particular colour, and build the emotional and intellectual response around the use of that colour and variations. The role of colour in production design is to obtain the viewers’ focus on a key actor, event, phenomenon or historical context. (Check award-winning Australian production designer Felicity Jane Abbott’s web material to elaborate this aspect).

### Composition

This aspect is primarily a consideration for the use of video-recording in the production of an audio-visual project. It concerns the way the camera shot is setup including the framing’ of the subject matter, the ‘golden rule of proportion’ and the assessment of what is visually pleasing or – deliberately - visually jarring. This is crucial in ensuring, for example, the effective vs awkward interview presentation. (An Australian TV program *The Drum* where interviews are carried out with interviewees on high chairs, at a distance from the anchor/moderator means that all means that the commentary from such people is undermined by the image.)

### Rhythm

This is a further technique of utility for video-recording in the production of an audio-visual project. This includes the pacing, continuity and schematic organisation of the video production – pacing of the video – what scene goes with what; and the most effective development of ideas towards the resolution, conclusion.
**Acoustics**
Ensuring the most effective and high fidelity application of sound images, modulation, and music editing or interview quality audio production. Consider impact on a student presentation to class audience?

**Style**
Production values Incorporate impressions, images, and artefacts to create an impact or effect or advance an appreciation of the dominant theme.