

**City University of Hong Kong
Course Syllabus**

**offered by Department of Economics and Finance
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Asia-Pacific Economies
Course Code:	EF3460
Course Duration:	1 Semester
Credit Units:	3
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	CB2402 Macroeconomics or EF2401 Economics II or FB2401 Economics II
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims

- (i) to apply economic concepts and techniques to examine economic and financial development among economies in the Asia-Pacific region;
- (ii) to help student to think and form their analytical ability and skill in understanding economies in and beyond the Asia Pacific region.

The lectures will provide student with basic understanding of the theories and models regarding Asia Pacific economies, as well as motivate students to discover and innovate. The group project of Country Risk Analysis and its presentation/debate will help students apply the theories and models to current issues and evaluate the economy of a country. The students' accomplishment in discovery and innovation will be showcased in the project report and the presentation/debate.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Gain knowledge of the experience of economic development in the Asia Pacific region; discover the interrelations between theories and their applications	35 %		√	
2.	Comprehend and assess the economic and financial performance and development of selected Asia Pacific countries; learn to make decisions after reflecting on the criticisms they receive and reassessing the economic situations of these countries.	35 %	√	√	
3.	Assess the opportunity for development, trade and investment in selected Asian economies; combine the knowledge they acquired from the lectures, information from database and analyst reports to examine the real issues in Asia Pacific economies and develop their problem solving skills.	15 %	√	√	
4	Apply knowledge acquired in the Asia Pacific region in analyzing economies in other parts of the world. Students are encouraged to discover and innovate through their own analyses of certain economies.	15 %			√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Provide concepts and knowledge. Students are encouraged to interact with the lecturer to get a better understanding.	√	√			3 hours per week

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
<p>Group Project Country Risk Analysis, debate or presentation</p> <p>Peer evaluation: students are required to comment on their team members in terms of their contribution to the group project near the end of semester. This practice avoids the free-rider problem.</p>	<p>Students will form small groups (up to three members each) and apply the models and theories they learned and integrate the data consolidation in order to analyze the country's risk and its "economic health" .</p> <p>Students are required to: :</p> <ol style="list-style-type: none"> Select one Asian economy for their project; Collect relevant data for a period of time; Read up materials related to the data collected; Analyse the data by applying the knowledge they learned; Write up a semester report. <p>Students will practice the use of computer software and database such as CEIC Database. They are also encouraged to read country reports from IMF, World Bank, Asia Development Bank, the <i>Economist</i> or other major financial institutions.</p> <p>The final report will reflect the students' accomplishment in discovery and innovative practice. The students' ability to discover and innovate is improved by conducting an independent report on the performance of an economy.</p> <p>An in-class debate or presentation of the final report will be arranged. The debate/presentation will enhance students' understanding of Asian Pacific economies, and familiarize them with contemporary economic issues in the Asia Pacific region within the context of the global economy.</p>			√	√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: 40%						
Country Risk Analysis semester project			√	√	40%	
Examination: 60% (duration: 3 hours, if applicable)						
Final exam	√	√			60%	
<i>* The weightings should add up to 100%.</i>					100%	

The final examination contains mainly essay questions. The essay questions will help students integrate theories and concepts and develop their problem solving skills. The project helps to develop students' discovery and innovative ability.

Students either single or in groups are asked to choose and Asia economy for their "country risk" analysis. This study 5 board on the data students collected and their analysis provide a rick experience in economics-discovery which may even go beyond classroom teaching. By having a good understanding in the economic concepts, students can develop the ability to master the big picture on the contemporary Asian Pacific economies.

Students are required to pass both coursework and examination components in order to pass the course.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Country Risk Analysis semester project	Ability to apply concepts to Asia Pacific economies.	Very Strong	Strong	Some	Weak	Inadequate
Final Examination (3 hours)	Evidence of knowledge on the economic background and development in Asia Pacific economies. Ability to assess the economic systems of Asia Pacific economies.	Very Strong	Strong	Some	Weak	Inadequate

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Topics to cover in the course

1. The Asia Pacific Economies
2. Expansion of Asian Economic Pie
3. Economic Growth and Inequality
4. Development Strategies
5. Economism and Role of Government
6. The Internal Economic Dimension
7. Economism and Political Regimes
8. The External Dimension
9. Globalization and the Asia Pacific Region
10. Regional Cooperation and Growth
11. Asian Financial Crisis

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Li, Kui-Wai, 2002, Capitalist Development and Economism in East Asia: The Rise of Hong Kong, Singapore, Taiwan and South Korea, Routledge. (HC460.5 .L53 2002)
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Chowdhury, Anis, and W. Mahmud, 2007, A Handbook on the Northeast and Southeast Asian Economies, Edward Elgar. (HC412 .H257 2007)
2.	Chowdhury, Anis and Iyabatul Islam, 1993, The Newly Industrializing Economies of East Asia, Routledge. (HC460.5 .C48 1993)
3.	Nafziger, E. Wayne, 1997, The Economics of Developing Countries, Third Edition, Prentice Hall International. (HC59.7 .N23 1997)
4.	The World Bank, 1993, The East Asian Miracle, Oxford University Press. (HC460.5 .E275 1993)
5.	McLeod, Ross H. and Ross Garnaut (ed), 1998, East Asia in Crisis, Routledge. (HC460.5 .E27 1998)
6.	Jomo, K.S. (ed), 1998, Tigers in Trouble, Zed Books. (HG5770.5 .A3T54 1998)
7.	Stiglitz, Joseph and Shahid Yusuf, 2001, Rethinking the East Asian Miracle. Washington DC: The World Bank. (HC460.5 .R48 2001)
8.	Thirlwall, A. P., 1999, Growth and Development with Special Reference to Developing Economies (6th Edition), The Macmillan Press Limited. (HD82 .T48 1999)
9.	Woo, Wing Thy, Jeffrey D. Sachs and Klaus Schwab (ed.), 2000, The Asia Financial Crisis: Lessons for a Resilient Asia. The MIT Press (HB3808 .A859 2000)
10.	Dutta, M., 1999, Economic Regionalization in the Asia-Pacific: Challenges to Economic Cooperation, Edward Elgar. (HC412. D88 1999)
11.	Online Resources Students are encouraged to search data either online or government statistical sources. These include data and reading materials from: CEIC Database, World Bank, Asia Development Bank, International Monetary Fund, United Nations, UNDP, OECD and so on.