

ECON343 ECONOMIC DEVELOPMENT OF EAST ASIA: Summer 2020

Main Theme: Issues on Economic Development in Asia

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Course Website: <https://sites.google.com/site/uscglobasia/>

I. Main Purpose:

In this course, we study some key issues on economic development in the Asian region by applying basic economic analysis.

The main objective is to understand various approaches to Asia's economic development and obtain insight into current issues in the global economy.

Such issues as "China vs the US", "Inequality vs Poverty", "Development vs Environment", "East Asia vs Pacific-Rim", etc. will be taken up this summer.

II. Key Points:

- (a) Students' interest and initiative will be crucially important in understanding key issues to be studied in this course, and lectures are given mostly via videos, which are to be posted and viewed by students before class
- (b) Each student's individual efforts to improve his/her own capacity for study and understanding will be encouraged, measured and evaluated constantly.
- (c) There will be either quizzes, polls, tests in every class, and a term paper on Asia's economy is required. Instead, no midterm or final will be given.
- (d) For these reasons, preparation and attendance are essential. In case of absence (only health reasons are acceptable), the student must contact the instructor in advance to make some makeup arrangement and avoid penalties.

III. Class Organization:

Preparation: Class materials on the web to be reviewed by students

Mondays: Overview of the current issue selected, and a quiz on the issue

Tuesdays: Students' debate on the issue, and a survey on each student's stance.

Wednesdays: Brief lecture and discussions on related issues, and a weekly test

IV. Grading:

Class participation (attendance, class discussion, communication).....	10%
Quizzes (Monday's quizzes).....	5%
Debate performance (Tuesday's debates).....	10%
Weekly tests (Wednesday's tests).....	40%
Term paper (topic due 6/17, draft due 7/1, final version due 7/8).....	35%

Class Schedule: May 20 – July 14

May

20 (W): Course Outline, Questionnaire, and Self-Introduction

26 (T): Intro – “East Asia’s Economy – Overview”

27 (W): Intro – “East vs West – Overview” Discussion & Quiz 0

June

1 (M): Issue 1 – “China vs US: Which Is Greater Now?” & Quiz 1

2 (T): Debate 1

3 (W): Related Topics, & Test 1

8 (M): Issue 2 – “China vs US: How About the Future?” & Quiz 2

9 (T): Debate 2

10 (W): Related Topics, & Test 2

15 (M): Issue 3 – “Inequality or Poverty” & Quiz 3

16 (T): Debate 3

17 (W): Related Topics, & Test 3 (Term paper topic, due midnight)

22 (M): Issue 4 – “Development or Environment” & Quiz 4

23 (T): Debate 4

24 (W): Related Topics & Test 4

29 (M): Issue 5 – “Economic Integration: Asia or Pacific-rim” & Quiz 5

30 (T): Debate 5

July

1 (W): Related Topics & Test 5 (Term paper draft, due midnight)

6 (M): Issue 6 – “More or Less Population for Development”, & Quiz 6

7 (T): Related Topics & Test 6

8 (W): No class meeting (Term paper final version, due midnight)

13 (M): No class meeting (Selected term papers to be posted on the website)

14 (T): No class meeting (Final grade to be given)

Debate Issues and Format:

Issues:

Issue 1: China vs US Now

Which, China or the US, is greater and more powerful economically now?

Side A: China

Side B: US

Issue 2: China vs US in the Future

Which, China or the US, is likely to be greater and more powerful economically in the future?

Side A: China

Side B: US

Issue 3: Inequality vs Poverty As Policy Target

Which, income inequality or poverty per se, should be focused as a key policy target?

Side A: Inequality

Side B: Poverty

Issue 4: Development vs Environment As Urgent Need

Which, development or environment, should be prioritized as an urgent need for human life?

Side A: Development

Side B: Environment

Issue 5: East Asia vs Pacific-Rim For Free Trade Agreement

Which, East Asia or Pacific-Rim, is more appropriate for a Free Trade Agreement?

Side A: East Asia

Side B: Pacific-Rim

Format: (see the reference: <https://youtu.be/xfLQAUzikkQ>)

(0) A total of 4 students (2 for each side) to be assigned to each issue as debaters

(1) Each debater to explain why he or she supports his or her side

(2) Side A and Side B debaters to exchange their questions and answers

(3) Other students to join the debate by asking questions to debaters

(4) Free discussions

(5) Conclusion and evaluation