

AAE/Econ 473

Economic growth and development in Southeast Asia

Syllabus, Fall 2021

This version: Tuesday, September 7, 2021

Instructor:	Prof. Ian Coxhead
Schedule:	TR 2:30–3:45
Location:	1257 Computer Sci. Bldg.
Credits:	3
Prerequisite:	AAE215, ECON 101, or ECON 111, or graduate/prof'l standing

Introduction

Southeast Asia is a group of 11 countries geographically identified as “Asia east of India, south of China.” The region’s population of more than 600m people are living through an amazing economic transition. The regional average rate of economic growth is far ahead of most other developing areas and matched only by China. This record has persisted in spite of considerable internal instability as well as exposure to global market shocks. Tens of millions have been lifted out of poverty as a result. However, improvements in economic wellbeing and stability remain uneven, both within and among countries.

As a result of this experience, SE Asia is a great “laboratory” in which to ask some of the truly big questions of economics: what causes growth, and how is growth sustained? How do economies change as they grow? How does international engagement interact with growth? Do the benefits of growth reach the poor, and if so how? Can government policy influence development?

In this course we focus on issues of greatest relevance to the Southeast Asian experience, but we also use that experience as a lens to study problems of development in a more general way. Responding to the particular circumstances of this region, we will focus on the role of historical and geographical conditions, resource endowments, international trade and the global economy, and government policies. We trace their effects on indicators of human wellbeing including economic growth, poverty alleviation and income distribution. Empirically, we spend most time on the biggest economies (Indonesia, Malaysia, the Philippines, Singapore, Thailand, and Vietnam); however we also trace implications for those coming behind, notably Laos, Cambodia, and Myanmar.

To understand economic growth and development requires formal economic models as well as careful scrutiny of relevant data. Theoretical material is woven into the course content and readings, and we derive empirical and policy insights by using relevant theory to analyze data and key events.

Texts and sources

The core text is I. Coxhead (ed., 2015), [Routledge Handbook of Southeast Asian Economics](#). The publisher’s site (linked here) offers a range or purchase and rental options. I receive a royalty equal to 5% of any sales (not rentals) so if you buy it, send me the receipt and I will refund you 5% of what you paid.

If you haven’t studied development economics before, it will be a good idea to spend serious time with at least one standard text. I recommend: D. H. Perkins, S. Radelet and D. Lindauer, 2006: *Economics of Development* (Norton; 6th or later edition). This is a generic textbook on the economics of development.

Current information and analysis about SE Asian economies is available from a variety of internet sources. [East Asia Forum](#) has great coverage, by country and by topic. [EABER](#) is an equally good site

with mostly full-length research papers; it's also searchable by country and topic. The [Asian Development Bank](#) offers a rich trove of data, as does the [World Bank](#), whose online database (data.worldbank.org) is a standard source for a wide range of economic data. The ADB recently published a book-length [review of regional growth and development](#) and parts of this may be useful to read. Likewise, the World Bank's [Global Economic Prospects](#) page has a lot of current information on global economic trends, including impacts of the coronavirus pandemic.

Economic concepts and theory will be covered in class notes and in resources that I will post. The [New Palgrave Dictionary of Economics](#) is a great one-stop source for standard concepts; the content is all freely available if you go in through the [UW Library online catalog](#). I'll also distribute some chapters from D. Weil, *Economic Growth* (Routledge, 3rd ed.). This is an excellent textbook on economic growth.

I will assign or recommend readings, websites or resources in connection with specific topics. Check the class schedule for these. The [reading list](#) has links to a broader list of publications. Nearly all the course materials are available in electronic format.

Course page on Canvas

The course Canvas page is the location for all lecture notes, homework assignments, data sets, answer sheets and other materials.

Office hours and contact information

Online office hours are Tuesday 11-12 and Thursday 12-1 pm. If you want to meet in person, let me know after class or contact me by email to make an appointment.

Expectations

This is an elective course, so I assume that you will want to invest in reading, thinking and discussing the issues we address. As a learning experience, what you get from the course will be proportional to the effort that you put in. I expect you to complete assigned readings before class and participate actively in discussions. I hope that you'll be motivated to read more broadly with the help of reliable news sources, bibliographic search engines and other online resources. Nearly all assignments are designed to reward independent reading and thinking. There will be a moderate emphasis on small-group work. I'm always available for discussions about content, broader issues, and other things that get your attention.

Assessment and grading

Assessment will evaluate your learning from classes and readings. There will also be some peer-to-peer activities. Grading breakdown is as follows:

- 30%: Short assignments and quizzes
- 10%: Participation
- 30%: Two exam-like midterm assignments (format will depend on whether we are meeting in class or online)
- 30%: Research paper and presentation

The research presentation and paper is in lieu of a final exam. I'll work with you on the design and drafting of the research paper. But you should also take your draft to [The Writing Center](#).

Grading scheme (out of 100): A: 92-100, AB: 86<92, B: 80<86, BC: 74<80, C: 68<74, D: 62<68, F: <62.

Moving online (if needed)

At present we are scheduled to meet face to face. This could change anytime and with little notice. If we go online, I will hold online classes live at the same scheduled times. If you have problems with internet access that will prevent you from participating in these sessions, please try to tell me in advance.

Policies and pro-forma statements

Course description

Evaluates economic development strategies in Southeast Asia and their implications for growth, distribution and environment. Students learn trade and development theory as well as specific knowledge of Southeast Asian economic development.

Learning outcomes

- Acquire basic economic and statistical literacy relevant to the study of economic development.
- Understand basic models of international trade and economic growth.
- Gain working knowledge of available data on the economies of Southeast Asia.
- Identify and analyze problems of economic development in Southeast Asia (Undergrad students)
- Identify and analyze problems of economic development in Southeast Asia using formal methods of economic theory and evidence (Graduate students)

Course credit information

This class meets for two 75-minute class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 3 hours out of classroom for every class period.

Instructional Mode

Classroom-based instruction (lectures, in-class discussion).

Rules, rights & responsibilities

See the Guide's [Rules, Rights and Responsibilities](#)

Academic integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

Accommodations for students with disabilities

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Diversity and inclusion

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”
<https://diversity.wisc.edu/>