



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Emerging Economies				
Module Code	UMED8R-15-2	Level	2	Version	1.1
Owning Faculty	FBL	Field	Economics		
Contributes towards	BA (Hons) Economics, BA (Hons) Business/Management with Economics, BA (Hons) Business Studies/and Management				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	Economic Principles in a Contemporary Context (UMED8D-15-1) or equivalent.		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2012		Valid to		

<b>CAP Approval Date</b>	QMAC Dec 11
--------------------------	-------------


Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Critical analysis of the economic histories and growth patterns of developing countries, transitional countries in the 20<sup>th</sup> and 21<sup>st</sup> century (Component A, Component B).</li> <li>2. Critical analysis of the importance of trade in development of emerging economies and the industrialisation strategies that have brought both economic success and failure (Component A, Component B).</li> <li>3. Analysis of the role of national and international governance in market liberalization, privatization, industrial concentration and international competition policy (Component A, Component B).</li> <li>4. An understanding of the economic evolution of post-communist economies on Eastern Europe and a critical analysis of this evolution (Component A, Component B).</li> </ol> <p>In addition the educational experience may explore, develop, and practice but not formally discretely assess the following</p> <ul style="list-style-type: none"> <li>• Working within a group/team in seminars.</li> <li>• Summarizing and presenting concepts and ideas.</li> </ul>
Syllabus Outline	<p>This module typically will cover:</p> <ul style="list-style-type: none"> <li>• The East-Asia Economic 'Miracle' – Tiger economies and how growth occurred; industrial policy; import substitution industrialisation (ISI), Export orientated industrialisation (EOI); Hong-Kong as an alternative to the East</li> </ul>

	<p>Asian economic model.</p> <ul style="list-style-type: none"> <li>• Trade Theory and Evidence - comparative advantage, 'Dutch'-disease, protectionism and infant country hypothesis, dynamic gains and risks of integration, trading blocs and the role of the World Trade Organisation (WTO).</li> <li>• China - 'open door policy', causes of Chinese growth, capital market controls, exchange rate policy, China as an industrial superpower and constraints to future growth.</li> <li>• India - causes and effects of growth, economic reforms, outsourcing &amp; call centres, education policy, regional income inequality.</li> <li>• Transitional States - The history and context of the transition process in Eastern Europe; Analysis of hyperinflation coupled with high unemployment; emergence of market institutions; privatisation.</li> <li>• Case Study Evidence on Albania, Kosovo and Macedonia.</li> </ul>
<p>Contact Hours/Scheduled Hours</p>	<p>There are 3 hours of contact time with staff that a student can expect in a week. This will include lectures and a mixture of seminars, tutorials, group presentations and practical classes.</p>
<p>Teaching and Learning Methods</p>	<p>Lectures will focus on core material, with a particular focus on theory and its application. Seminars will focus on investigating and practising the lecture material; and will involve a mixture of tutorials, group presentations and practical classes.</p> <p>In addition staff will be available during the semester during their office hours (2 hours a week) for face to face meetings. Queries and extended discussions with staff can also be approached virtually through e-mail.</p> <p>Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning; to facilitate interactions between students e.g. for group project work and to provide feedback with quizzes and forums.</p> <p>Students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. In addition a number of e-learning resources will also be used:</p> <ul style="list-style-type: none"> <li>• The MySkills Study Skills website at <a href="http://www.uwe.ac.uk/library/resources/hub/">http://www.uwe.ac.uk/library/resources/hub/</a></li> <li>• Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism]</li> <li>• iSkillzone <a href="http://iskillzone.uwe.ac.uk">http://iskillzone.uwe.ac.uk</a> [workshops for information retrieval, referencing, evaluation skills and literature reviewing <a href="http://www1.uwe.ac.uk/library/help.aspx">http://www1.uwe.ac.uk/library/help.aspx</a></li> </ul>
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

**Key Information Set - Module data**

Number of credits for this module

15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test  
**Coursework:** Written assignment or essay, report, dissertation, portfolio, project  
**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

**Reading Strategy**

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.

**Blackboard** – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard

**UWE Libraries** – Engagement with online resources available through the library will be a core requirement of this module.

There is no essential text for this module; however, we will suggest useful foundational texts to which they could refer. Students will be provided with a wide variety of written, audio and video texts that will be taken from recommended text

	books, journal articles, national and international newspapers and websites. Journal articles will be available electronically, or in the library. Students will be guided throughout the module as to the appropriate texts. Module guides will also reflect the range of reading to be carried out. Students will be told texts to read from books and from academic papers within the module handbook. Online videos and audio recordings will be recommended too of economists and policy makers.
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. CURRENT advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Recommended Readings from -</p> <p>Montiel, P.J. (2003). <i>Macroeconomics in Emerging Markets</i>, Cambridge: Cambridge University Press.  Chow, G. W. (2002). <i>China's Economic Transformation</i>, Oxford: Blackwell.  Chung, D-K &amp; Eichengreen, B. (2004). <i>The Korean Economy Beyond the Crisis</i>, Cheltenham: Elgar.  Estrin, S. (2004). <i>Investment Strategies in Emerging Markets</i>, Cheltenham: Elgar.  Kolodko, G W. (2003). <i>Emerging Market Economies</i>, London: Ashgate.  Reuven, G. et al. (2001). <i>Financial Crises in Emerging Markets</i>, Cambridge: Cambridge University Press.  Roland, G. (2000). <i>Transition and Economics</i>, Cambridge, MA: MIT Press.</p> <p>Journals:  Emerging Markets Review  Emerging Europe Monitor  Emerging Markets Finance and Trade  Economics of Transition  Regional Studies  Journal of Development Studies  Development Policy review  Economist Intelligence Unit Country Reports</p> <p>In addition, students will be encouraged to use websites of organisations such as the World Bank, IMF and UNDP.</p>

### Part 3: Assessment

Assessment Strategy	<p>This module deploys a mix of formative and summative assessment. Formative assessment takes various forms and will occur throughout the module; it may include peer feedback on informal activities. Formative assessment will be important because the summative assessment all occurs late in this particular module. Summative assessment will be multi-faceted. The first opportunity for summative assessment is a guided research project. The examination will assess the entire module content and will occur at the end of the module.</p> <p><b>Summative Assessment</b></p> <ol style="list-style-type: none"> <li>2 hour examination at the end of the semester. This will comprise 50% of the final mark. The examination will be based on the topics covered and will reward understanding and analysis.</li> <li>Assessed essay – 2,000 words, worth 50% of final mark</li> </ol> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Engagement with other students in seminars that encourages a sense of belonging.</li> <li>Weekly individual/group presentations on the themes covered in the syllabus.</li> </ul>
---------------------	--

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	50%	50%
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. Examination 2 hours	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. 2,000 word essay	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. Examination 2 hours	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. 2,000 word essay	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		