Unit Outline

ABUS2204

Asian Business Contexts

Semester: 2
Year: 2009
Campus: Crawley

Unit Coordinator: Dr Janaka Biyanwila

Business School
www.business.uwa.edu.au
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UNIT DESCRIPTION

Welcome to International and Comparative Employment Relations

This unit examines the broader social and institutional context of business operations in the Asian region. It is designed to complement the Foundations of Asian Business Unit, which developed an understanding of dominant business traditions in Asia. The aim of this unit is to develop your understanding of how firms are embedded in the wider community and the changes in these operating environments. It elaborates how business practices shape and are shaped by specific institutional settings and stakeholder groups, including workers, and local communities.

The unit is divided into three broad sections. The unit begins by locating the Asian business context within the global economy and transnational processes of neo-liberal globalisation. This section explores theoretical and conceptual frameworks to understand the context of business and management practices in Asian economies. The next section focuses on the changing institutional context of large Asian nations, particularly, China and India. This section explores how international, regional and national level economic changes impact on business strategies and socio-economic development in the Asian region. Engaging with debates around Corporate Social Responsibility in Asia, the final section examines the relationship between business and civil society, overlapping local, national, regional and global scales.

This unit brings together empirical and theoretical research to encourage critical perspectives on understanding business practices across the Asian region. Thinking critically is about examining the gaps and the absences in dominant ways of thinking, “everyday common sense” or received wisdom, and imagining possible and desirable alternatives. The main purpose is to understand, analyse and evaluate how business in Asia is embedded in relations power, and how this power is institutionalised, distributed and transformed. The ‘Asian’ reality is multidimensional, the aim of unit is to foster a multi-disciplinary approach to understanding this reality. I hope you enjoy this unit and I look forward to a stimulating interaction with you on many issues and topics.

Dr. Janaka Biaynwila
Unit Co-ordinator
Learning outcomes

On completion of this unit, you should be able to:

1. Develop a familiarity and a critical understanding of core concepts in analysing Asian business context
2. Develop an informed understanding of contextual factors that affect management practices in Asia
3. Develop and improve the ability to engage in comparative analysis
4. Learn to reflect on your own learning experiences throughout the semester and to apply this knowledge to various topical issues relevant to Asian business context.
5. Further develop research, essay and report writing, and verbal presentation skills.

Educational principles

In this unit, you will be encouraged and assisted to

• improve your analytical and problem solving skills,
• improve your written and oral communication skills,
• improve your ability to think and reason logically,
• increase your capacity to question accepted wisdom and be open to new ideas and
• increase your capacity to adapt knowledge to new situations.

CONTACT DETAILS

<table>
<thead>
<tr>
<th>Unit contact</th>
<th>UWA Business School, Level 1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Tel: 6488 3757/ 3976; Fax: 6488 1055</td>
</tr>
<tr>
<td>Unit coordinator/</td>
<td>Dr. Janaka Biyanwila</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Room 1220, Telephone 6488 1216</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:janaka@biz.uwa.edu.au">janaka@biz.uwa.edu.au</a></td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>By appointment</td>
</tr>
<tr>
<td>Tutor</td>
<td>Janaka Biyanwila</td>
</tr>
<tr>
<td>Lecture times &amp; room:</td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td>Mon 11:00_11:45 BUSN:G42</td>
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<td></td>
<td>Wed 11:00_11:45 BUSN:G42</td>
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<tr>
<td></td>
<td>Tutorials</td>
</tr>
<tr>
<td></td>
<td>Mon 13:00_13:45 BUSN:263</td>
</tr>
<tr>
<td></td>
<td>Wed 15:00_15:45 BUSN:261</td>
</tr>
</tbody>
</table>
**ASSESSMENT MECHANISM AND GUIDANCE NOTES**

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight (%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment : Essay</td>
<td>30</td>
<td>Monday, 21 Sept, 4.00 p.m.</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>10</td>
<td></td>
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<tr>
<td>Tutorial presentation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>10</td>
<td>Monday 12, Oct 4.00 p.m.</td>
</tr>
<tr>
<td>Final exam</td>
<td>40</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Note: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts. Students wishing to discuss any aspect of their assessment are encouraged to do so by contacting either their tutor or the unit co-ordinator.

**Submission of assignments**

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the Students web page [http://www.business.uwa.edu.au/students/assessments](http://www.business.uwa.edu.au/students/assessments)

All Assignments submitted through the pigeon hole next to the Business School Undergraduate Student Centre on the dates and time specified.

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**Submitting all assessment items is a condition for sitting the final examination.**

**Assessment # 1. Essay**

**Length:** 2500 words

**Submission Date:** 4.00 p.m. Monday 21 September

**TASK:** Write a research essay* on one of the topics outlined below. Your reference list should have at least 10 scholarly publications.

**Aim:** To assist students understand and effectively use key concepts to analyse diverse Asian Business contexts.

**Topics:**

1. Critically examine the notion of ‘Asian values’ and consider how it is manifested in debates around neo-liberal globalisation and the promotion of ‘free’ markets. Use a concrete example to elaborate your argument.
2. Compare and contrast the present global financial crisis with the 1997 Asian financial crisis. What are the continuities and discontinuities of government and business relations.

3. Discuss how Asian business context relates to issues of socio-economic development and issues of climate change? Use a concrete example to elaborate your argument.

4. Compare the changing context of the state and communities in the Chinese and Indian business operating environment. Use concrete examples to elaborate your answer.

5. Discuss issues of Corporate Social Responsibility in the Asian business context and how it relates to the promotion of international labour standards. Use a concrete example to elaborate your argument.

6. Critically examine how women workers in Asia are positioned within the labour force and how it relates to "Asian" values and issues of social justice. Use a concrete example to elaborate your argument.

7. Examine a specific case of civil society activism (women, ecology, workers, human rights) that relates to changes in business operations or practices in Asia.

Guidance note: The purpose of this assignment is to provide you with an opportunity (i) to communicate your understanding of the central themes in this course, (ii) to demonstrate you have extended your knowledge and understanding by further independent research and reading, and (iii) to constructing a persuasive argument based on independent and critical thinking.

There will be several steps in the process of writing and finalising the essay. First, you will have to analyze the question: what does it mean, what does it require me to do, do I agree with it? Second, you should make a plan in which you set out the logical steps that you need to go through to address the topic (which issues to seek more information on, which points to try to substantiate). Thereafter you should decide how to find the information you need (electronic journals, data bases, which data bases, books etc). In writing your first draft, make sure that it has an introduction, a body and a conclusion. Leave enough time for revision, proof reading and checking of references and referencing.

* What is a research essay?

An academic paper is one that presents an argument or discusses a particular topic in reference to a field of scholarly literature. Correct and consistent referencing (including a reference list), preferably, using the Harvard system, is therefore an essential component of an academic essay. In addition, all Internet sources must be referenced.

Please also beware of over-using such sources of information. The quality of your paper, in many ways, will reflect the quality of the source material you have accessed. In general, leading academic journals and books are a far more reliable source than 'trade' journals or generalist web sites.

- Note: the essay must be submitted with a departmental cover sheet attached that indicates your name, Student ID, the date etc. It is your responsibility to ensure that your work is submitted by the due date and time- electronic submission of assignments is not acceptable. You are also advised to keep a copy of any work that you submit.

**Marking criteria**

<table>
<thead>
<tr>
<th>Marking criteria</th>
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<tbody>
<tr>
<td>Introduction (main argument and the structure of the essay)</td>
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<tr>
<td>General content:</td>
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<tr>
<td>(Identification of relevant concepts &amp; issues)</td>
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<tr>
<td>Argument and Structure:</td>
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<td>Logical development of argument</td>
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<td>Quality of evidence to support argument</td>
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<td>Conclusion (does it briefly restate the key arguments?)</td>
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<tr>
<td>Reference material:</td>
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<tr>
<td>Selection</td>
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<td>Quality of use</td>
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<td>Presentation:</td>
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<td>Writing style. e.g. clear, concise</td>
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<td>Paragraphing</td>
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<td>Formal English (spelling, grammar, punctuation)</td>
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<tr>
<td>Use of Quotations (appropriate, necessary? sparing?)</td>
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<tr>
<td>Referencing (reference list)</td>
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<td>In-text Referencing</td>
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<td>Proof-reading</td>
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**Assessment # 2. Tutorial participation**

Tutorials are important part of your learning which allows you to engage with the ideas and issues presented to you in lectures and associated readings. You are required to attend and actively participate in the tutorials. Your assessment is based on your preparation (doing the relevant readings) and ability to contribute to class discussion and activities. Please note that the quality of your contributions is considered in your final mark. You must be present in order to participate. We understand that unexpected circumstances may prevent you attending on some occasions. Absence for medical reasons generally requires you to present a medical certificate to your tutor. It follows, therefore, that failure to attend classes without good reason will have a negative impact on your participation mark.

**Assessment # 3. Tutorial Presentation**
Aims: To provide students with the opportunity to develop verbal and written presentation skill, stimulate interest in their presentation topic, and demonstrate research skills.

Task: You will have to select a topic from the list of available tutorial topics and prepare a 10 minute presentation on the topic for your class colleagues.

Remember that the aim of the presentation is to act as a “discussion leader” for the suggested tutorial topic. In this respect, you may choose to focus on only one suggested discussion question or, alternatively, to provide a broad overview of the topic area. You should use a range of sources and attempt to provoke interaction with your class members. Your assessment, in part, will be based on your ability to engage your class members in discussion.

You will have to hand in a short summary after your presentation.

Summary Length: 500 words

Assessment # 4. Journal

Task: Maintain a journal of contemporary news that relate to course content. The journal should also include 2 summaries of scholarly journal articles.

Aim: To encourage critical personal reflections on the business context of the Asian region, and to engage with a diversity of sources.

Due: Monday 12 October 4pm

This will be a record of ongoing work throughout the semester. It should include relevant press clippings and magazine articles that have furthered your understanding of Asian business context over the course of the semester. Try to use a range of source material, including material available on the websites of relevant organisations (business associations, trade unions, NGOs, various international agencies etc.). You should include a minimum of 12 articles (around one per week). For at least 6 of these selected articles, you should include personal reflections (two or three paragraphs) analysing the source, the content and the representation of information. You can also elaborate on why these sources have been useful for extending your understanding of the subject.

Additionally, you should include concise summaries of the two academic article/chapter readings (not including the suggested readings!!) that you have read during the semester. Again, include some personal reflections on the source, the content and the standpoint of authors, along with how these articles have contributed to extending your understanding of the subject.

The journal will be assessed on the range, quality and relevance of sources and the depth and insight of your reflections on the material. Please ensure that it is well-
presented and that you have been consistent in collecting material throughout the semester (i.e. do not simply scribble some summary notes and print out the results of a ‘google’ search the night before the journal is due to be submitted!!)

Assessment item # 5. Final examination

The exam will consist of a short answer and a compulsory essay section. The aim is to examine students understanding of course concepts and ability to apply them.

Further details will be provided in the final lecture and tutorial.

TEXTBOOK(S) & RESOURCES

Required text(s) : Course Reader

Unit Website  - http://webct.uwa.edu.au

Reading list

(additional books, chapters in books, and journal articles that you may find useful)

London : New York : Routledge,
   - (2004) Contemporary Southeast Asia : regional dynamics, national differences,
   Houndmills, Basingstoke, Hampshire ; New York : Palgrave Macmillan,


http://ssrn.com/abstract=1315943 or DOI: mwn020


Dzever, Sam and Jacques Jaussaud, (1999) China and India : economic performance and business strategies of firms in the mid-1990s, Macmillan; St. Martin’s Press,


Lee Yeon-ho (1997) *The state, society and big business in South Korea* (338.95195 1997 STa)


**Journals**

- The Asian Wall Street Journal
- The Australian Financial Review
- The China Business Review (P 382.05 P43)
- The China Quarterly
- The Far Eastern Economic Review
- *Journal of Asian Business* (P 330.959 P4)
- *Journal of Asia-Pacific Business* (P 330.95 P10)
- Asian Business Review (available on-line)
- Asian Business (available on-line)
- Asia Pacific Review
- Critical Asian Studies
- Journal of International Business Studies (available on-line)
- Journal of World Business (available on-line)
- Contemporary South Asia,
- Journal of South Asia Women Studies
- Journal of South Asia Women Studies,
- Journal of Southeast Asian Studies
- Public Culture,
- Sino-Japanese Studies,
- Seminar,
- Social Scientist,

**Useful Web-sites**

Australian Trade Commission (Austrade)  
http://www.austrade.gov.au

The West Australian Chinese Chamber of Commerce  
http://www.waccc.com.au

Singapore Government Website  
http://www.gov.sg/

Japan Ministry of Foreign Affairs  
http://www.info.japan.org/

People's Republic of China homepage  
http://www.gio.gov.tw/

Korean Government homepage  
http://www.korea.net/

ASIACO, the Asia Search Engine  
(China, Japan, North Korea)  
http://search.asiaco.com/

China Daily Business Weekly  
http://www1.chinadaily.com.cn/bw/bw.html

China Update  
http://www.ChinaUpdates.com

The McKinsey Quarterly  
http://www.mckinseyquarterly.com/links/577

Hyundai  
http://www.hyundai.com

Samsung  
http://www.samsung.com

Toyota  
http://www.toyota.com

China Labour Bulletin -  
http://www.chinalabour.org.hk

Asia Monitor Resource Center (AMRC) -  
http://www.amrc.org.hk

gender and sexuality in Asia Pacific  
http://intersections.anu.edu.au/

Asian Food Worker  
http://asianfoodworker.net/?cat=26

One World South Asia  
http://southasia.oneworld.net/article/archive/1893/

Isis -  
http://www.isiswomen.org
## UNIT STRUCTURE

### Lectures

<table>
<thead>
<tr>
<th>week</th>
<th>Dates</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>20 - 24 July</td>
<td><strong>Introduction: ‘Asian’ values and Neo-liberalism.</strong></td>
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<td>Introduction to frameworks of analysis. How has the institutional</td>
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<td></td>
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<td>and societal context of Asian business changed under globalisation?</td>
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<td></td>
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<td>To what extent is the relationship between state and business</td>
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<td>changed under globalisation? How does culture and economy</td>
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<td>interact in shaping normative issues surrounding business practices?</td>
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<td>2</td>
<td>27 – 31 July</td>
<td><strong>Asian Business and the state</strong></td>
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<td>What role does the state play in shaping the institutional and</td>
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<td>societal context of Asian business? What role does business play in</td>
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<td>terms of ‘developmental’ state strategies addressing issues of</td>
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<td>socio-economic development? How can we understand the ‘national</td>
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<td>security’ discourse and the Asian business context, which also</td>
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<td></td>
<td>relates to issues of democratisation?</td>
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<td>3</td>
<td>3 - 7 Aug</td>
<td><strong>Asian business and community</strong></td>
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<td>In which ways are Asian businesses embedded in communities?</td>
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<td>What was the impact of the 1997 Asian Financial crisis on</td>
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<td>communities?</td>
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<td>4</td>
<td>10 - 14 Aug</td>
<td><strong>China: Confucian capitalism</strong></td>
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<td></td>
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<td>What institutional, organisational and cultural factors shape the</td>
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<td>Chinese business context? What is the nature of the new production</td>
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<td>regimes that shapes the Chinese context? How can we understand the</td>
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<td>elaboration of ethnic Chinese business networks in the region?</td>
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<td>5</td>
<td>17 - 21 Aug</td>
<td><strong>The ‘shining’ and ‘suffering’ India</strong></td>
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<td>What is the relationship between dominant business groups in India</td>
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<td>and the state? In which ways is Indian business investing in regional</td>
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<td>economies? In which ways are women workers incorporated within</td>
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<tr>
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<td>the Indian business context?</td>
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<tr>
<td>6</td>
<td>24 – 28 Aug</td>
<td><strong>Asian-Australian interactions</strong></td>
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<td></td>
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<td>What geo-political factors are influencing trade and business</td>
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<td>week</td>
<td>Dates</td>
<td>Topic</td>
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</tbody>
</table>
| 7    | 31Aug-4sept | **CSR in Asia**  
How does the dominant discourse on CSR intersect with notions of corporate philanthropy? In which ways are social movements in the Asian business contexts engaging with issues of CSR? |
| 8 - 12 Sept | Study Break |                                                                       |
| 8    | 14-18 Sept  | **Trade unions in Asia**  
How are unions in Asia embedded in specific institutional and cultural settings? In which ways are Asian unions revitalising their capacities? What does it mean for women workers and other unorganised workers? |
| 9    | 21-25 Sept  | **Video Presentation:**                                               |
| 10   | 28-2 Oct    | **Women workers in Asia**  
In which ways are women positioned within the Asian business context? What are the demands of the women's movements at local, national and regional levels in Asia? |
| 11   | 5-9 Oct     | **The ecology and Asian Business**  
In which ways does Asian business practices contribute to urgent issues of global warming and other ecological issues? What roles do environmental groups play in shaping business practices in Asia? |
| 12   | 12-16 Oct   | **Civil society and business in Asia**  
How does business relations with the state impact on civil society in Asia? What roles does businesses play in shaping the context of civil society in Asia? |
| 13   | 19-23 Oct   | **Course Review and Exam Preparation**  
Exams Nov 2 - 13                                                                 |
# Tutorial Program

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>week</td>
<td>Topic</td>
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<tr>
<td>3</td>
<td><strong>Asian business and community</strong></td>
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<tr>
<td></td>
<td>The workers, managers and owners of businesses are embedded in communities. They all draw on community identities and resources for maintaining or contesting dominant business practices. How can we understand different business groups and their location within society? Among the key features of the Asian communities is the persistence of economic inequality and poverty. The trade of talks of the Doha development Agenda of the WTO remains stalled, particular around issues of agriculture. What types of business systems and global institutions are likely to address the issues of poverty and equity in Asia? The export economies of Asian economies continue depend on women workers, illustrating a feminisation of global assembly line. In which ways are transnational corporations sites for the production of dominant gender relations or hegemonic masculinity and femininity?</td>
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<tr>
<td>4</td>
<td><strong>China : Confucian capitalism</strong></td>
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<td></td>
<td>The business systems in India and China, the largest Asian economies, are embedded in an institutional fabric, which is in turn embedded in a societal culture. What organisational, institutional and cultural factors shape the nature of Chinese business? What is the significance of Chinese business context to enhance internal investments? How do new production regimes under global business strategies relates to access to women's labour? How does a localised view, emphasising interdependencies of local and global processes of change, enable a better understanding of women's work and lives?</td>
</tr>
<tr>
<td></td>
<td>Lie, Merete and Ragnhild Lund (2005) &quot;From NIDL to Globalisation: studying women workers in an Increasingly globalised economy&quot;, <em>Gender, Technology and Development</em>, 9:1</td>
</tr>
<tr>
<td>5</td>
<td><strong>The <code>shining' and </code>suffering' India</strong></td>
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<td></td>
<td>What organisational, institutional and cultural factors shape the nature of</td>
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<td>Week</td>
<td>Topic</td>
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<td>------</td>
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<tr>
<td>6</td>
<td><strong>Asian-Australian interactions</strong></td>
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<td></td>
<td>While trade and economic concerns are significant for Asian-Australian interaction, these interests are often tied with geo-politics and broader foreign policy objectives. What are these geo-political and strategic consideration influencing Australian economic cooperation or &quot;preferential trade agreements&quot; in Asia? The concept of cross cultural management is central for Australian expatriates working in Asia. How does the Chinese notion of &quot;guanxi&quot; (connections, networks, trust) relates to Australian expats' experiences working in China? How can we understand local responses to mining in the Asia Pacific?</td>
</tr>
<tr>
<td></td>
<td>Ann Capling (2008) &quot;Preferential trade agreements as instruments of foreign policy: an Australia-Japan free trade agreement and its implications for the Asia Pacific region&quot;, <em>The Pacific Review</em>, 21:1,</td>
</tr>
<tr>
<td></td>
<td>Hutchings, Kate and Georgina Murray (2002) &quot;Australian Expatriates' Experiences in Working Behind the Bamboo Curtain: An Examination of guanxi in post-Communist China&quot; <em>Asian Business and Management</em>, 1</td>
</tr>
</tbody>
</table>

| Study Break | |

| 7     | **CSR in Asia** |
|       | In the present global financial crisis CSR is increasingly relevant as a mechanism for promoting socially responsible investment and green consumerism. In which ways are Asian Business contexts engaging with issues of CSR? How does CSR relates to key features of the business context of Asia such as government-business cooperation, industry policies and general 'intervention' into market processes? |
|       | Robins, Fred (2005) "Future of Corporate Social Responsibility", *Asian
<table>
<thead>
<tr>
<th>week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8</td>
<td><strong>Trade unions in Asia</strong>&lt;br&gt;&lt;br&gt;The growth of Asian businesses continues restrain effective trade unionism or effective work participation in political and economic arenas. While labour activism is not entirely absent, new forms of labour activism have increasingly contested the paternalist labour regimes in Asia? How can we understand the character and the diversity of unions in Asia? How are they embedded in specific institutional and cultural settings? What is the significance of the South Korean trade union movement to the Asian business context? What is the nature of labour NGOs in Asia and what role do they play in the area of labour organising?</td>
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<tr>
<td>9</td>
<td><strong>Discussion on the progress of journals and the video Presentation</strong></td>
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<tr>
<td>10</td>
<td><strong>Women workers in Asia</strong>&lt;br&gt;&lt;br&gt;Women workers remain central to the export oriented industrialisation strategies in Asia. While a few women have benefited from the neo-liberal changes, most remain located in the informal sector with increased insecurities. How can we understand the role of women's movement in Asia? In which ways are women integrated within the globalisation process? What is meant by the &quot;feminisation of migration&quot; and how are women's organisations responding to issues of violence against women?</td>
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<td>week</td>
<td>Topic</td>
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</table>
| 11 | **The ecology and Asian business**  
The rapid growth of Asian economies and businesses continue to put pressure on the ecosystem that we all depend on. Climate change or global warming is already affecting Asia in multiple ways illustrated by frequency of extreme weather events and growing water shortages, which has amplified food insecurity in region. In which ways are Asian business practices engaging with ecological issues? How can we understand the key issues linked with climate change and global justice?  
Welker, Marina A. (2009) "Corporate security begins with the community": Mining, the Corporate Social Responsibility Industry and Environmental Advocacy in Indonesia, *Cultural Anthropology*, 24:1, |
| 12 | **Civil society and business in Asia**  
The spread of capitalist market systems have long been regarded as a force for promoting liberal civil societies, undermining authoritarian regimes that suppress such civil societies. Nevertheless, domestic and international businesses continue to work with authoritarian state strategies to secure their business objectives. How can we understand the diverse nature of civil society in Asia? What roles do businesses play in shaping the context of civil society and media freedom in Asia? What impact do territorial internal conflicts have on democracy and civil society in the region?  
Peter Wallensteen1, Karl DeRouen Jr.3 Jacob Bercovitch4 and Frida Möller1 (2009) “Democracy and mediation in territorial civil wars in Southeast Asia and the South Pacific”, *Asia Europe Journal*, 7:2, |
| 13 | **Course Review and Exam Preparation**  
Exams Nov 10 - 21 |
TEACHING AND LEARNING RESPONSIBILITIES

Charter of student rights and responsibilities

This Charter of Student Rights and Responsibilities upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University’s role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

Please refer to the guild website the full charter of student rights, located at http://www.secretariat.uwa.edu.au/home/policies/charter

Student Guild contact details

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Use of student feedback

Units in the Business School are periodically evaluated and the feedback students provide contributes to improvements when units are updated. For example, student feedback has led to improved assessment criteria and more relevant reading lists for some units. In Work, Power and Society, students will be requested to complete a survey known as Students’ Unit Reflective Feedback (SURF) which focuses on students’ assessment of general issues related to the unit. They will also be asked to respond to a survey entitled Student Perceptions of Teaching (SPOT) which encourages ongoing development of teaching.

Standard of Assessment

The Business School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system:

- HD (Higher distinction) 80-100%
- D (Distinction) 70-79%
- CR (Credit pass) 60-69%
- P (Pass) 50-59%
- N+ (Fail) 45-49%
- N (Fail) 0-44%
The School awards marks leading to these grades by using the following general criteria which are presented here as a clear indication of the School's expectations. These general criteria may be supplemented by specific standards with regard to a particular assignment.

**HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic framework presented in the unit. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

**D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the unit and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

**CR** The student demonstrates an understanding of the analytic framework developed in the unit and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions. The student is able to draw upon an adequate range of references and other materials.

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytic framework which had been developed in the unit. Draws primarily upon unit materials for referencing.

**N+** The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in the unit, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

**N** The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to unit framework and shows not effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes is an acceptable academic practice. The School and Board of Examiners have the right to scale marks where it is considered necessary to maintain consistency and fairness.

**Supplementary Assessment**

Supplementary Assessment is not offered by the Business School, however, students who achieve a grade between 45-49 in the last unit for their undergraduate degree taken in the last semester of study, will be eligible for a supplementary assessment.

**Ethical Scholarship, Academic Literacy and Academic Misconduct**

**Ethical scholarship** is the pursuit of scholarly enquiry marked by honesty and integrity.
**Academic Literacy** is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

**Academic misconduct** is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. **Students must not engage in academic misconduct.** Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct located on the University’s website at http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct

**Acknowledging sources of information**

In the course of your individual and team work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within the quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is
copied, the source must be acknowledged with a reference citation, including the page number.

If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

**Appeals against academic assessment**

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal. It is recommended that students contact the Guild Education Officers to aid them in the appeals process.

There is a 20 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found at http://www.secretariat.uwa.edu.au/home/policies/appeals

**Special Consideration and Deferred Exams**

If something exceptional and beyond your control has interfered with your ability to study in the normal way you should consider completing an application for special consideration. The forms can be obtained at the Undergraduate Student Centre or Postgraduate Student Centre, or from the Student Administration website.

http://www.studentadmin.uwa.edu.au/welcome/forms

In exceptional circumstances you can also apply for a deferred mid-semester/trimester exam or a deferred end of semester/trimester exam within three (3) university working days from the date of the exam. Application forms can be obtained at the Undergraduate Student Centre or Postgraduate Student Centre.

A student may be granted a deferred examination in one or more of their units if the Sub-Dean of the Business School is satisfied that on the basis of medical or other exceptional reasons the candidate was either:

- substantially and unusually hindered in their preparation for an examination; or
- unavoidably absent from or unable to complete an examination.

Further information concerning Special Consideration and Deferred Examinations is available on the Business School website http://www.business.uwa.edu.au/students/assessments