General Education Submission Form

Electronic submissions are preferred.

A. GE component for which course is being proposed: ____________________________

B. Submitted by ____________________________

C. Ideally, submissions should be discussed by the entire department prior to submission. Chair has reviewed and approved the course. __________ 10/9/14

D. Course being proposed (please attach syllabus): EB 192

The Modern Chinese and East Asian Economies

E. This course

☐ Has not been modified, but is being submitted to check its suitability
☐ Has had its syllabus rewritten to communicate the course’s contribution to GE
☐ Has had its contents modified to address the relevant GE issues
☐ Is a new course designed to fulfill the GE requirement

F. This course is being submitted as

☐ A Template. Applicable to courses with multiple sections which require only general training in the discipline. The submission should come from the department chair and should clearly identify what course content and what elements of the syllabus the department has agreed will common to all sections. Upon approval by the GE Committee, any course whose syllabus is determined by the department to meet the specifications of the template is approved to satisfy this area requirement. A copy of each syllabus should be forwarded to the G.E. committee for record keeping purposes.

☐ An Individual Course. Applicable to courses requiring specialized training in the discipline or are typically offered by a particular instructor. The course should be resubmitted and reassessed in the event of a change in staffing or syllabus.

G. Statement of rationale:

(Include a list of the area objectives. After each objective, list several course activities (lectures, readings, assignments, etc.) that address it. If it is not completely obvious, explain how the activities relate to the objective. Please attach a copy of the syllabus which has been annotated to identify the corresponding activities. Electronic annotations are preferred. Please use the Comment feature in Word to annotate electronic copies.)

See Syllabus

4/27/09 2:45 PM
Comment [1]: This is a comment
DATE: October 8, 2014

TO: General Education Committee

FROM: Edd Noell, Professor of Economics and Business

RE: Proposal for Understanding Society Credit: The Modern Chinese and East Asian Economies (EB 182)

Attached is the syllabus for a new course titled The Modern Chinese and East Asian Economies that has been recently approved by the Academic Review Committee. The Economics and Business Department has endorsed the offering of this course for the general education Understanding Society credit that will place the study of the modern Chinese economy in its East Asian social and political context (attached is the application for GE credit form signed by the EB department chair). Offering this class will provide students the opportunity not only to study the economic and social institutions of modern China but also examine and interact with them firsthand through the travel abroad portion of the program. To more fully understand the dynamics of the modern global economy, students need to think carefully about the evolving Chinese economy in light of the broader social and political changes ongoing in East Asia, particularly in Japan and South Korea. Intra-regional East Asian trade and currency policies will be studied alongside of consideration of the particular cultural, social and political factors associated with the ascent of the East Asian economies in recent decades.

This course will be offered as an upper-division economics and business elective for four units credit. Accommodation will be made in instruction for students taking the course who have not had the lower-division principles of economics courses.

Thank you for your consideration of this proposal.
Course Description for Catalogue:
EB 182 The Modern Chinese and East Asian Economies (4)

EB 182 examines the economic features of the modern Chinese economy in its East Asian context. Attention is paid to the particular features of the Chinese 'socialist market' economy in light of recent and ongoing economic reforms. Among the economic institutions and policies explored are banking, household savings, financial markets, intellectual property rights and manufacturing, labor markets and intra-China migration policy, working conditions and pension benefits, one-child policy, women's role in the Chinese economy, income inequality, poverty, agriculture, environmental pollution and natural resource usage. A comparative analysis of the historical rise of East Asian economies such as Japan and South Korea is offered as well as a discussion of China's role in the global economy through its trade and currency policies. Through travel in China students will visit small business firms, financial institutions and markets, nonprofit organizations tasked with aiding migrant workers and low-income Chinese citizens, and the business operations of leading multinational firms engaged in manufacturing and provision of services.
I. Course Description and Rationale
   This course examines the development of the Chinese economy alongside the modern social forces currently transforming East Asia. The purpose of this course is for students to develop a nuanced understanding and appreciation of the distinctive features of the Chinese economy and the causes of China’s economic transformation. Additionally, students will be directed in an analysis of the dynamics of the modern Chinese economy with an appreciation of their setting as part of the broader social and political changes ongoing in Asia. The underlying rationale for this course then is that students as informed citizens gain from a broad liberal arts approach which engages them with the complex elements of understanding China’s particular role in the twenty-first century global economy.

II. Understanding Society and the Specific Features of the Course
   A. Understanding Society and Economics
      Understanding Society is one the seven categories for the Common Inquiries component of Westmont’s general education curriculum. As such it is focused on the social sciences, those modern disciplines that examine human behavior and interaction.
B. How Does This Course Present the Elements of Understanding Society?

1. Economic Methodologies Explored

The course introduces students to the particular methodologies of the social sciences that seek to explain human behavior and address social problems. In this course students are introduced to the major methods of economic research as they are applied to explain the workings of the Chinese economy. These include a) the deductive approach which is geared around supply and demand models built on specific economic assumptions; and b) an inductive approach which is aimed at formulating hypotheses, gathering data, modeling and testing hypotheses in order to interpret the economic data. This course will make use of both methods in looking at examples of Chinese GDP growth, labor force changes, financial market performance, export and import markets, and other elements of modern Chinese and other East Asian economies.

While this course satisfies an upper-division economics and business elective, it does not require students to have taken principles of macroeconomics and principles of microeconomics. Accommodation is made for students lacking these courses. The coursework is designed so that students become familiar with the major tools of the discipline by examining the particular ways in which people make choices in the Chinese economy among the alternatives available to them and subject to institutional constraints. Examples include economic decision-making in consumption and savings patterns, locating where to live and work, modes of employment, childcare arrangements, usage of natural resources and energy supplies, and acquiring credit in financial markets. In exploring patterns of economic choices students become familiar with and competent in utilizing graphical and verbal economic analysis.

2. Culture, Gender, Religion and Poverty Questions in the East Asian Context

Economic thinking is applied to understanding the unique cultural elements shaping Chinese market and governmental institutions. Students appreciate the importance of macroeconomic and socioeconomic policy measures linked to export-led economic growth, education and research initiatives, energy consumption, environmental pollution, promotion of savings patterns, factors impacting women’s role in the Chinese economy, and family size. For each policy area distinctive aspects of Chinese culture are accounted for in the analysis, such as the concept of ‘guanxi’, related
dimensions of honor and shame in Chinese culture, and the influence of various forms of religious commitments in impacting attitudes towards work, savings, family loyalty and other distinctive dimensions of Asian culture. Particular attention is paid to the Chinese poverty problem and possible poverty policy measures. In the program portion taught in China, students will visit non-profit charitable organizations for presentations on their work with urban Chinese refugee families and victims of natural disasters in East Asia.

3. Understanding Individual, Group and National Economic Dynamics in a Historical and Global Context

We link consideration of economic policies to a comparative examination of the economic ascent of the “Asian Tiger” economies, i.e., the Northeast Asian economies of Japan and South Korea and the Southeast Asian economies such as Taiwan and Singapore. Special attention is paid to the historical forces underlying the ascent of Hong Kong’s economy. Students appreciate the significance of the factors that make for differences in economic performance in China and other East Asian countries presently and over time. We’ll consider alternative explanations for the large differences in living standards among East Asian countries (such as North Korea and South Korea). Included in our discussion is consideration of how East Asian economies situate the individual relative to the group as a whole with respect to work, economic mobility, family size decisions, provision of retirement funds, and attitudes towards technological change and human capital development (educational institutions).

In addition, the course seeks to develop the student’s ability to analyze China’s role in the global economy. Policies towards the exchange rate for the Chinese yuan, its potential role as a global reserve currency, central banking and the money supply, and tariffs and quotas are discussed. China’s role in regional trade agreements and its participation in the World Trade Organization is also discussed.

4. Application of A Biblical Perspective

The course encourages students to bring a biblical perspective to a number of social policy questions surrounding the modern Chinese economy. Broadly speaking, these economic issues include income inequality, the quality of working conditions, economic and environmental justice, and trade patterns. Specific aspects of these issues to be addressed in the light of a Christian worldview include the economic power of multinational corporations and the practice of ‘sweatshop labor’, the limitations on urban migration of the ‘hukou’ system and its impact on child refugees and the availability of social services, population policy and
the future of the 'one-child policy', and environmental degradation and resource depletion.

III. Travel Component
After the week of class on campus, the remainder of the coursework will completed while we travel in China. Through visits to Chinese firms, nongovernmental organizations, and universities, and presentations by business, government, university, and nongovernmental leaders, students will be engaged more directly in the current economic issues facing China. Planned visits include major American firms in China, smaller-scale firms, the American Beijing embassy, rural schools, urban universities, and Christian non-profit organizations engaged in providing social services. Opportunities to dialogue with Chinese business and government leaders, scholars, and Chinese Christian business people and missionaries will be provided throughout the travel portion of the program.

IV. EB Program Learning Outcomes
The Economics and Business department includes among its program learning objectives the following:

- Students employ and analyze complex economics and business processes and policies.

- Students conduct qualitative and quantitative research appropriate to economics and business.

- Students exhibit effective writing skills in economics and business documents.

In line with these learning objectives, this course includes the following course learning outcomes:

1. Students produce a comparative analysis of the ascent of China (primarily) and South Korea and Japan (secondarily) as economic powers in the light of their historical relationship to each other and their engagement with major European nations over the course of the past two centuries.

2. Using foundational economic theory and concepts, students construct a research project on the significant economic reforms associated with China's economic transformation from peasant agricultural economy to central planning with command directives to a 'market socialist' approach. A summative research paper on a particular facet of the economic reforms (for labor markets, financial markets, population policy, environmental policy, agricultural policy, or poverty policy, for example) is required and to be submitted after the conclusion of the travel portion of the course.

3. Students formulate an appreciation and nuanced understanding of the particular role in Chinese society of the family, ancient
traditions and religion, educational systems, and governmental structures.
4. Using a biblical perspective, students appraise the particular economic challenges facing Christians in East Asia.
5. Students develop a deeper understanding of the role of Christianity and Christian missions in China's recent social transformation.

V. Readings (Required)

VI. Students with Special Needs
Students who have been diagnosed with a disability (learning, physical or psychological) are strongly encouraged to contact the Disability Services office as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Disability Services office. These accommodations may be necessary to ensure your full participation and the successful completion of this course. Please contact Sheri Noble, Interim Coordinator of Disability Services (x6186, snoble@westmont.edu) as soon as possible.

VII. Grading
There are 4 major elements of the course grading structure:
1. Students will read *The Miracle* and write a review paper evaluating the book's thesis, strengths and weaknesses of its arguments and evidence, and policy proposals. This paper will be due on Tuesday May 12.
2. One exam will be given. It will feature multiple choice, short-answer and essay questions. Makeup exams will be given only on the basis of notice prior to the exam of illness or emergency.
3. Participation in class and question/answer sessions related to site visits is very important. Each class meeting has assigned materials which the student is expected to have read. Non-profit organizations and company visits in China will involve speaker presentations. Students will engage in research on these organizations and prepare specific questions related to the institution's performance and prospective challenges.
   Attendance is mandatory for class and guest lectures. One unexcused absence is allowed before a grade penalty occurs. Excused absences involve illness or college-sponsored activities.
4. Students will complete a research paper. A choice for the topic is offered between one of two subject areas:
a. the question of labor conditions in the manufacturing centers of East Asia, including wages, working conditions, and work hours; and
b. the development of a real estate/housing bubble in China, its current status and the economic consequences of the ‘bursting’ of the bubble.
A detailed handout will be provided during the first week of class.

Students are expected to abide by the Westmont College policy on academic honesty.

The various elements of the course structure will be weighted as follows:

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>BOOK REVIEW PAPER:</td>
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<tr>
<td>EXAM:</td>
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<tr>
<td>QUIZZES AND CLASS PARTICIPATION</td>
<td>10%</td>
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<tr>
<td>RESEARCH PAPER:</td>
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VIII. Course Outline

May 12
Introduction to the Asian Economies
The Miracle, Introduction
The South Korean and Japanese Economies
The Miracle, Ch.2, 8, Epilogue

May 13
The Drama of the Twentieth-Century Chinese Experience: Civil War and Communist Revolution, Great Leap Forward, and the Cultural Revolution
Kynge, Ch.1

May 14
Deng Xiaoping and Economic Reforms: Household Responsibility, Township and Village Enterprises, and Special Economic Zones
Kynge, Ch.2
China’s Economic Transformation and the East Asian Miracle; SOEs, Privatization and Doing Business in China
The Economist, “Still in the Way.”

May 15
Population Policy, Chinese Labor Markets, Income Inequality, Government Social Services, and Poverty in China
Kynge, Ch.3

May 18
China’s Megamarkets and a Surging Middle Class; Women’s Role in the Chinese Economy
Ecological and Energy Challenges Facing China  
Kynge, Ch.5 and 6

May 19  
The Chinese Financial System: Banking Structure, Monetary Policy,  
Equity Markets  
Kynge, Ch.7  
Economic Reform and Political Change in China  
Kynge, Ch.8

May 20  
China as Competitor in East Asian Transformation and Global Competitor  
Kynge, Ch.4 and 9, Epilogue

May 21  
EXAM  9:00-11:00 am

May 22-June 9  
Travel in China: company, university and government visits; class  
reflection.

June 12  
The research paper is due by 5:00 pm.