

**SIMPSON COLLEGE
2010 MAY TERM OFF-CAMPUS TRAVEL COURSE PROPOSAL**

Date: January 15, 2009

Completed forms should be submitted to the Office of International Education no later than Jan. 15, 2009 for international travel courses and no later February 17, 2009 for domestic travel courses.

Name of proposer(s): Tom Schmidt

Department(s): Business Administration and Economics

Please check one of the following:

INTERNATIONAL Off-Campus Travel Course

DOMESTIC Off-Campus Travel Course

I. Course Information

- A. Course number, if course has been offered previously: **Magt 190**
- B. Course title: **China: The Emerging Economic Leader**
(Note: The name of the place of study should appear in the title)
- C. Transcript Course Title (max. 21 characters): **China**
- D. Course level (100/200/300): What is the rationale for offering the course at this level? **Level 100 - Rationale is to keep the course open to as many students as possible.**
- E. Minimum enrollment: **10 students**
(For 1 instructor, must be at least 10 students; for 2 instructors, must be at least 20 students.)
If proposed minimum is less than the requirement, provide a rationale for receiving variance.
- F. Maximum enrollment: **30 students**

II. Course Description

- A. Course goals and objectives: Given that Simpson May Term Off-Campus Travel Courses aim to provide students with an active learning curriculum that integrates a rigorous academic program with experiential immersion activities, please outline the learning objectives for your course.

Travel to Hong Kong, Guangzhou, Shanghai and Beijing to experience the ancient and the modern in the world's most populous country (1.3+ billion). Students will learn how China is on the doorstep of overtaking the U.S. as the world's largest market.

Landing in Hong Kong, a former British colony, students will experience a vibrant Chinese city. Known as "The Wall Street of Asia," Hong Kong is the world's eighth-largest economy as well as one of the largest shopping centers in the world – attracting 14 million visitors a year. Dining on dim sum, watching tai chi in the parks, riding the Star Ferry in the Hong Kong Harbor, taking a tram to Victoria's Peak, and listening to the Hong Kong Chinese Orchestra will occupy part of our stay in Hong Kong. We will visit executives and trade representatives to learn how Hong Kong is the banking, insurance, advertising, publishing, toy and garment center that it has become. We will study and learn the importance of the Hong Kong sea port. Hong Kong is one of several hub ports serving the South-East and East Asia region, and is an economic gateway to mainland China. Hong Kong set a record in its container throughput in

2007 by handling 23.9 million TEUs (20-foot equivalent units of containers), maintaining its status as the largest container port serving southern China and one of the busiest ports in the world.

Our next stop will be Guangzhou, capital city of Guangdong Province, the largest province in China. While in Guangzhou we will visit the Canton Fair which is the largest trade show in China. After studying the fair we will have a greater understanding of how products are priced and how they make it to market.

The third city we will visit will be Shanghai, the designated host of the 2010 World Expo and a significant beneficiary of China's entry into the World Trade Organization. Shanghai is China's largest city. Shades of China's colonial past will be evident in the mansions, gardens and cathedrals of Westerners from a century ago. "Old China" will be discovered in the tea rooms, narrow streets and ancient pagodas. Modern China is evident in China's stock exchange and the world's tallest hotel, as well as the fast emerging design, culture and arts center.

Our final destination is Beijing, the capitol of China. The Forbidden City, Summer Palace, and Temple of Heaven will be sites through which we wander and marvel at China's magnificent past. We will walk the Great Wall and tour the Ming Tombs excavation site. In Beijing we will cross the vast expanse of Tiananmen Square to stand where the protesting students were camped in 1989, capturing the world's attention for a brief moment in history. Beijing will provide a clear example of China's move from planned markets to their current embrace of Western-style economics and an entrepreneurial spirit which may overtake the world's other economic powers.

Course Goals and Objectives:

- Instill in students an appreciation for the economic role China will play in their future lives and in the world.
- Interview a variety of individuals with business experience in Asia.
- Learn the do's and don'ts of contemporary Chinese culture and business etiquette.
- See first-hand what the major centers of economic activity look like and recognize China's growing economic power.
- Gain an appreciation of the vast expanse of China's history.
- Learn basic phrases of Chinese language.
- Understand the structure of the Chinese government and political life.
- See stunning examples of Chinese art forms.
- Get a glimpse of the practice of Chinese religious traditions.

The above may seem ambitious, but with careful planning the students will receive an excellent background to prepare them to make the most of what may be a once-in-a-lifetime opportunity. The idea of this type of preparation is that a liberal arts graduate who is going to practice his or her profession in a global arena (whether it is business, art, journalism or any other of the areas in which our students work) should have a well-rounded perspective.

We need to study China and learn all we can because:

- China is a huge trading partner.
- We have an enormous trade deficit with China.
- The world's companies outsource to China.
- Chinese investment groups are vying for the world's resources.

- **China is a member of the U.N. Security Council, and North Korea and Taiwan are critical flash points in relationship to the U.S.**
- **Intellectual property infringement is one of our most contentious issues with China.**
- **Environmental degradation and income disparities in China pose threats to China's stability.**
- **We should acknowledge and respect China's historic contributions to civilization's advances.**
- **Forging relationships and understanding between our students and Chinese students, teachers, businesspeople, government officials, and possibly journalists, politicians and artists is worthwhile to work toward.**

B. Rationale for the course: Please explain how the course fits in with your department and/or the college's curriculum.

This course, while having a business emphasis, embraces the liberal arts philosophy of exposing students to many disciplines, i.e. art, history, philosophy and sociology.

C. In-country activities: Describe how the planned immersion activities (these could include home stays, service learning opportunities, interviews with locals, Q & A sessions with local guest lecturers/speakers, etc.) will be integrated into educational goals of the course.

We will have meetings with students at one or more of the following universities: Beijing Normal University, Shanghai International Studies University and/or Hong Kong University of Science and Technology. These schools have Students in Free Enterprise (SIFE) chapters and we will arrange interviews with their chapters to ask them to tell us about Chinese culture and business practices and establish possible relationships. Being able to visit with Chinese students presents a unique opportunity for our students. Appointments with a variety of executives, trade representatives and governmental officials will be arranged. Each organization presents a unique view of the economic picture emerging from China.

The following companies and organizations are available for our students to interview:

- **Economic Advisors to HSBC – Hong Kong Shanghai Bank**
- **Deloitte Touche Tohmatsu Accounting Firm – one of the largest accounting and business advisory firms in China**
- **U.S. Chamber of Commerce officials in China**
- **Senior officials of the U.S. Embassy and the U.S. Commercial Services**
- **CEO of Dang Dang, the Chinese version of Amazon**
- **Chinese and foreign journalists reporting from China**
- **Senior executives of Alticor-China (formerly Amway)**
- **ChinaLoop, a data consolidation company**
- **Officials of MOFCOM, the ministry in charge of foreign investment**
- **Executives at Principal Financial Group International in Hong Kong**
- **Visit E-Bay China offices**

D. Required course assignments and evaluation

1. Explain specific course requirements and indicate when they would occur (e.g., P=during the on-campus spring semester prep course, O=off-campus, and D=during the de-briefing portion of the off-campus experience; it's possible that some assignments will happen in all of the periods, e.g., Readings could be P-O-D.)

A one credit hour prep class will be required of all students. We will meet in person four times during Spring 2009. The remainder of the work will be conducted through Simpson College's

Scholar online classroom.

a. Participation

Participation will be measured by attendance and work posted on the Scholar site.

b. Readings (please specify what these will be)

Each student will purchase a guidebook on China. Examples: *China DK Eyewitness*, *Frommer's China*, *Frommer's Hong Kong*, *Fodor's Beijing and Shanghai*. A map of our cities will also be required.

Current 2009-2010 articles from *The Economist* and *The Wall Street Journal* will be read.

Websites: The CIA website has very good basic information on statistics about China: "World Factbook—China" <http://www.cia.gov/cia/publications/factbook/geos/ch.html>

Our State Department has a good website with information: <http://dos.gov/china>

Wikipedia websites are also good on China, Hong Kong, Shanghai and Beijing:

- <http://en.wikipedia.org/wiki/china>
- http://en.wikipedia.org/wiki/Hong_kong
- <http://en.wikipedia.org/wiki/Shanghai>
- <http://en.wikipedia.org/wiki/Beijing>

The Iowa Department of Economic Development has a very good website for the international segment of their work: <http://www.iowaexports.com/stats.html>

Short Segments from the following books:

- *Kiss, Bow, or Shake Hands – How to Do Business in Sixty Countries*, by Terri Morrison, Wayne Conaway, and George Borden
- *The World is Flat*, by Thomas Friedman
- *China on the Brink, The Myths and Realities of the World's Largest Market*, by Callum Henderson
- *Cowboys and Dragons, Shattering Cultural Myths to Advance Chinese-American Business*, by Charles Lee
- *Asia Rising, Why America Will Prosper as Asia's Economies Boom*, by Jim Rohwer
- *Singular and Different, Business in China, Past, Present and Future*, by Ian Rae and Morgen Witzel
- *Made in China, What Western Managers Can Learn from Trailblazing Chinese Entrepreneurs*, by Donald Sull and Yong Wang
- *One Billion Customers: Lessons from the Front Lines of Doing Business in China*, by James McGregor

c. Journal reflections

Each student will keep an extensive journal beginning in January 2010 when the orientation seminar begins. The journal will continue through the date of return and final meetings. Criteria will be specified explicitly. Senior grades will be emailed.

d. Exams

Students will take two online quizzes prior to departure.

e. Papers/Presentations/Field reports, etc.

Each student will select one topic (e.g., a historical site, political figure, artist, company) and write a research paper on the topic. When we arrive at the site or appropriate spot, the student will become the “expert,” and give a talk on his/her research. (This idea is taken from Ron Warnet and Pat Singer who implemented the idea on their trip to Spain and Italy.) This approach increases the students’ sense of “ownership” of the topic.

Non-seniors will write a final reflective piece describing how their world view has changed because of the trip and its preparations.

f. Other assignments

Video Resources in Simpson College Library (to be shown on campus in May Term before departure):

- **From Yao to Mao: 5000 Years of Chinese History**
- **Ancient Civilizations: China (Civilization) and Ancient China**
- **The Confucian Tradition**
- **Management in Chinese Cultures**
- **Touring China**
- **Cross-Cultural Comparisons**
- **China: The History and the Mystery**

2. Approximately what percentage will each of the above course requirements contribute toward the final course grade?

Journals must contain a clear description of activities, events and people we have visited. More importantly, students will be asked to reflect on personal feelings regarding being in a completely different culture, being a minority and being disoriented. Students will also comment on challenges they face (as a way to process what will be quite an all-encompassing experience.) Students will be graded on attendance and participation at all activities and experiences. We will have several group meetings which focus specifically on the students’ adjustment and learning experience.

Students will assess the one-credit orientation course using the normal college instrument. The same instrument will be used while in China, but additional and relevant questions will be added to the second section.

- E. Catalog course description of about 100 words which includes a statement of expected course work (papers, exams, journal writing, presentations, etc.)

- F. Are there prerequisites for this course? Yes No
If yes, please list them and briefly provide a rationale.

III. Other Information

- A. Has this course been offered in a previous May Terms? Yes No
If yes, please indicate *when* it was offered and the approximate enrollment. **It was offered in 2007 with an enrollment of 25 and in 2009 with an enrollment of 5, this trip was cancelled. I have revised the trip to give it a little more business focus while still appealing to non-business students. I can adjust the course content to make it a business/marketing elective if the review committee believes that would be an advantage. I am relatively confident that I can work out the details to add a service learning component.**

- B. Department(s) in which credit is to be awarded: **Management or Economics**

- C. If this course will meet requirements for a departmental major or minor, please explain briefly:

(To be determined)

- D. Proposed dates of the travel course, including dates you anticipate being abroad: **May 1 – May 20, 2010**
(*Note: It is highly recommended that the group should depart no earlier than Sat., May 1, 2010, and should return no later than Thurs., May 20, 2010.*)

- E. Proposed location(s) and how the site location(s) relate to the core objectives of the course:

(See course description)

- F. Indicate your level of familiarity with the site(s) visited during the course.

I have visited most of the sites once before. We will have a full-time professional guide with us at all locations.

- G. Will the off-campus component of this course require a significant amount of physical exertion on the part of the course participants? On a scale of 1-5, with 1 being little physical exertion and 5 being a tremendous amount of physical exertion, please rate the anticipated activities related to this course. Do you anticipate that the course activities would pose any significant challenges for someone with physical disabilities? Physical rating is a "2".

No, but students will be able to opt out of a visit that they feel will put them at risk.

- V. Proposed Budget for the Course

The approximate cost of this trip is \$3,500 – \$4,000. Because of the highly customized requirements of this trip, Discovery Tours in Chicago will be the company with whom we contract for the trip. The above cost covers airplane tickets, most meals, 3 Star hotel accommodation, transportation (depart from Des Moines, fly to Hong Kong, fly to Shanghai, fly to Beijing, and fly back to Des Moines from Beijing), guides, gratuities and entrance fees. Note: Tom Schmidt is teaching this May Term. Frank Colella will go only if enough students sign up and she will not be compensated for teaching this course.

International ID card:

Passport: Approximately \$90.00

Miscellaneous: souvenirs, shopping (\$250 – \$500)

Lunches are typically not covered (\$150)

First, estimate expenses for instructor(s) and course assistant(s), if any, (in total, not per student)

Air transportation	\$
In-country transportation	\$
Lodging	\$
Meals	\$
Events: tickets, admissions, excursions, etc.	\$
Any necessary entry visas	\$
Misc.	\$
Other (explain):	\$
Total instructor(s) and course assistant expenses	\$

Next, estimate the cost per student, based upon the minimum enrollment number () from page 1 of this document:

Air transportation	\$
In-country transportation	\$
Lodging	\$
Meals	\$
Events: tickets, admissions, excursions, etc.	\$
Honorariums	\$
Tips	\$
Int'l Student I.D. card is now optional, \$25 each if desired	\$
SC Study Abroad Program Fee	\$ 100
Any necessary entry visas	\$
Contingency fund (\$100 recommended)	\$
Other (explain):	\$
Subtotal per student expenses (based upon minimum enrolled #)	\$3,800.00

Finally, divide the "Total instructor(s) and course assistant expenses" by "the minimum enrollment number () from page 1 of this document" to get a "per student instructor cost." Then add

Subtotal per student expenses (based upon minimum enrolled #)	\$
+ per student instructor cost	\$
= Total per student cost	\$

Additional expenses not covered by the program for which students need to budget:
For example, passport @ \$100, books, meals, immunizations, trip cancellation insurance, etc.

Total estimated additional expenses not covered by the course: \$20.00 (books)

Instructor signature: _____ Date: _____

Instructor signature: _____ Date: _____

Dept Chair approval: _____ Date: _____
(department(s) in which credit is to be awarded)

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(department(s) in which credit is to be awarded)

Div. Head approval: _____ Date: _____
(division of the instructor)

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