

BUEC 444– China Study Tour
Doing Business with China
Winter Term 2019
Course Outline

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This document details the ACADEMIC issues for BUEC 444 (China Study Tour). You will be provided with other detailed information regarding TRAVEL related issues by the Study Tour coordinators who will be responsible for the logistics arrangements of this course.

COURSE DESCRIPTION AND LEARNING OUTCOMES

This is a full 3-Credit academic course in the School of Business. Each student will receive a letter grade for the course (A+, B- etc.). The purpose of this course is to provide students with an opportunity to learn about the economic environment and business practices in China in an experiential way by including a study tour to China. The course will comprise of lectures, company visits and other cultural or historic site visits in China. Its focus will be on understanding the political and economic model as well as the business culture and practices of China. Learning outcomes of this course will include an understanding of the differences in business and political culture and practices between Canada and China, an appreciation of the challenges posed by China to the West, an awareness of the unique challenges of entering the China market, and an enhanced ability to work with potential Chinese partners and investors. Incidental to these outcomes will be an increased capacity to operate in today's global environment.

PEDAGOGY

Crucial economic, political and social concepts about China will be covered through class discussions of current events and emerging issues in and around China. Class lectures will not be a linear in nature or in progression. Students will be able to suggest topics and issues that will enable the accomplishment of course objectives. At the end of the process, students should be able to identify unique features of China's political and economic systems, the role of the state and state owned enterprises, economic developments and trends as well as international implications of the rise of China. Canada's relations with China will form an important backdrop to our discussions and analyses in this course. A number of PPT decks will be provided as background materials and references.

SESSION DATES

The classroom component of the course will take place during the Winter 2019 semester. In addition to lectures with the course instructor, there will be one or two preparatory sessions with the program coordinators for orientation, practical matters, and pre-departure issues. All sessions will take place in a School of Business room TBA. The following session dates have been scheduled for the 2019 Study Tour:

- January 12, 2019 (9:00 am – 12:00 pm)
- February 2, 2019 (9:00 am to 2:00 pm)
- March 23, 2019 (9:00 to 1:00 pm)

An additional date for logistics issues and pre-departure orientation will be announced in January

LEARNING MATERIALS

There is no required textbook for this course. PPT slides from class presentation will form the core learning materials, supplemented by references below.

Supplemental Reading List & Lecture References

The reading list is intended to provide students with additional references for various China related issues. They are not meant to be exhaustive and more current materials will be provided throughout the course.

Books

- Starr, John Bryan, *Understanding China: A Guide to China's Economy, History, and Political Culture*, 3rd Edition, Hill and Wang, New York, 2010, ISBN 978-0-8090-1651-8 (alk.paper)
- McGregor, Richard, *The Party: The Secret World of China's Communist Rulers*, Penguin Books, 2011.

Reference Articles

Economy, Business and Management

- Abrami, Regina, William C. Kirby, and F. Warren McFarlan, "Why China Can't Innovate," *Harvard Business Review*, March 2014, pp.107-111.
- AMCHAM Shanghai, American Chamber of Commerce in Shanghai, China Business Report, 2013 – 2014; Highlights at <http://www.slideshare.net/JuhaMoilanen1/china-business-report-2013-14-highlights-amcham-shanghai>.
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- Bremmer, Ian, "The New Rules of Globalization," *Harvard Business Review*, January-February 2014, pp.103-107.

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- Cornish, Margaret, *Behaviour of Chinese SOEs: Implications for Investment and Cooperation in Canada*, Canadian Council of Chief executives, February 2012
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- Cui, Lin & Fuming Jiang, “Behind ownership decision of Chinese outward FDI: Resources and institutions,” *Asia Pacific Journal of Management* (2010) 27:751–774.
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- Fewsmith, Joseph, Debating “the China Model,” at <http://media.hoover.org/sites/default/files/documents/CLM35JF.pdf>
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- Meisel, Nicolas and Jacques Ould Aoudia, “Is ‘Good Governance’ a Good Development Strategy?” *AFD Working Paper* No. 58, January 2008.
- Nee, Victor, “Developmental State and Corporate Governance in China,” *Management and Organization Review* 3:1 19–53.
- Pritchett, Lant and Lawrence H. Summers, “AsiaPhoria Meets Regression to the Mean, NBER Working Paper Series, 20573, October 2014; <http://www.nber.org/papers/w20573>.
- Robins, Fred, “China: A new kind of ‘mixed’ economy?” *Asian Business & Management* (2010) 9, 23–46. Nee, Victor, Sonja Opper and Sonia Wong, “Developmental State and Corporate Governance in China,” *Management and Organization Review* 3:1 19–53.
- Rosen, Daniel H., “Avoiding the Blind Alley: China’s Economic Overhaul and Its Implications,” An Asia Society Policy Institute Report, Asia Society and the Rhodium Group, October 2014.
- Soderman, Sten et.al., “A Quest for Repositioning: The Emerging Internationalization of Chinese Companies,” *Asian Business & Management*, 2008, 7, (115–142).
- Szamosszegi, Andrew & Cole Kyle, *An Analysis of State-owned Enterprises and State Capitalism in China*, U.S.-China Economic and Security Review Commission, October 26, 2011.
- So, Sten, et.al, “A Quest for Repositioning: The Emerging Internationalization of Chinese Companies,” *Asian Business & Management*, 2008, 7, (115–142)
- Wong, Edy, “China’s Move up the Value Chain: A framework for Analysis,” *Journal of Globalization, Competitiveness and Governability*, Vol. 6, No.1, April, 2012, pp.136-155.

Culture and Society

- Anderson, Jonathan, “The Myth of Chinese savings,” *Far Eastern Economic Review*, November 2009, Vol.172, number 9, pp.24-30.
- Asia Pacific Foundation of Canada, *National Opinion Poll: Canadian Views on Asia*, Asia Pacific Foundation of Canada, 2014.
- Brewer, Paul A., “Operationalizing Psychic Distance: A Revised Approach,” *Journal of International Marketing*, 2007, Vol. 15 Issue 1, p44-66.
- Economy, Elizabeth, China's Imperial President. By: Economy, Elizabeth C., *Foreign Affairs*, 00157120, Nov/Dec2014, Vol. 93, Issue 6
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- Jacques, Martin, “We see Chinese governance in Western terms,” *The Globe and Mail*, Mar. 18 2013; <http://www.theglobeandmail.com/commentary/we-see-chinese-governance-in-western-terms/article9833493/>
- Lampton David M., “How China is Ruled,” *Foreign Affairs*, Jan/Feb 2014, Vol. 93, Issue 1.
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- Meyer, Erin, “Navigating the Cultural Minefield,” *Harvard Business Review*, May 2014, pp.119-123.
- Redfern, Kyle and John Crawford, “Regional differences in business ethics in the People’s Republic of China: A multi-dimensional approach to the effects of modernization,” *Asia Pacific Journal of Management* (2010) 27:215–235.
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- Zeng, Guoan and Hu, Jingjing, “Urban-Rural Income Gap Needs Urgent Reduction,” *China Economist*, No. 16, Sept-Oct 2008, pp.116 -124.

EVALUATION METHODS

Student performance in this course will be assigned on the basis of (1) an academic project, and (2) class participation and participation in activities during the China Trip. The project has a weight of 80% and the participation in classroom and China activities combine for a weight of 20%. This will be the *preliminary* grade that will be submitted to the MBA Office before we leave on the trip. In addition, (3) behavior on the trip can affect the final grade as described below.

A single grade would be assigned for the project. However, the grades for individual members would be calculated according to the following formula: Group grade * x% = individual grade for the project. In turn, “x” is assigned by the group in accordance with contributions and efforts demonstrated by each individual for the project. Each group of 4 would be given 400 points to be allocated to each of the 4 members. The total points assigned must equal to 400. For example, an individual who is assigned 90 points by the group would receive 90% of the assigned grade for the group project. This means an individual with above average efforts might receive 110 points. The allocation of these points must be submitted together with the project.

1. The Academic project

- The Project is to be done in groups of 4.
- The Project can be on any topic contained in the contents of the required text or one relating to the business environment of China that is approved by the instructor.
- The project should be between 15 and 20 pages, 1 and ½ spacing. Standard font.
- When evaluating the project I will be looking for *originality, organization, creativity, analytical contribution and careful documentation of sources*. If the topic is one chosen from the required text, additional research materials should be also used in the project.
- The type of “analysis” you can use in your project may be anything that you have been exposed to in the MBA or undergraduate program, e.g. case study; statistical analysis; marketing analysis; financial analysis, economic analysis, or any other kind of business analysis. For example, analyses of current economic problems and trends in China, specific business practices or government policies, and issues related to business culture are acceptable topics.
- The due date for the project is **April 10, 2019 at 11:59 pm**.

2. Participation

Your grade for participation will be determined by your contribution to success of the lectures prior to departure as well as host academic sessions, company visits and other activities within China through questions and discussions.

3. Behavior on the trip

Based on our experience with previous China Trips in past years, we use a *Three Strikes* rule to evaluate “good behavior” on the course. We have listed a few actions by individuals, which can cause significant problems to the group as a whole, and can therefore affect final grades. Further verbal clarification will also be provided.

- Missing deadlines for submitting payments, required paperwork or providing information to coordinators.
- Late by five minutes or more for any activity on the course.
- Inappropriate attire - business casual dress is required for lectures, meetings and company visits.
- Inappropriate behavior of any kind, which could complicate group arrangements, potentially damage relationships or reflect poorly on the Alberta School of Business.

These actions will impact your grade as follows.

1. First Offence – Warning
2. Second Offence – Warning
3. Third Offence – Lose one grade symbol (i.e. A+ becomes A; A- becomes B+, etc)
4. Fourth Offence – Lose one FULL letter grade (i.e. A+ becomes B+ etc).
5. Fifth Offence – Failure of the Course

NOTE: The “Three Strikes Rule” is for minor offenses. For any offense which significantly embarrasses the University of Alberta, I reserve the right to give a failing grade for BUEC 444 to any student and/or to request the student immediately leave the trip without any reimbursement.

These grade changes are non-negotiable.

TRIP SCHEDULE

An overview of the tentative schedule for the China Study Tour portion of this course is available to students online. The final itinerary is to be distributed at the pre-departure orientation session.