



Economic Integration and the New Silk Road

ASIA 3010 (3 Credits / 45 hours)

SIT Study Abroad Program:
Malaysia and China: International Relations and New Economies

PLEASE NOTE: This syllabus represents a recent term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.

Course Description

This course focuses on the future of trade, national economic policy, and global economic integration. Taking Malaysia's membership in ASEAN (Association of South East Asian Nations) and China's New Silk Road (aka One Belt, One Road) policy as operative lenses through which to understand the challenges and opportunities for Malaysia in the global economy, this course engages students in questions central not only to the future of Malaysia's economy but also to the future of global economic integration in general. An additional operative lens with particular relevance to the Malaysian context is the rapid growth of halal management practices in regional and global economic integration. Never far from our view of global integration is the role of the United States in current and future economic relations in Malaysia, China, and Southeast Asia.

From the program base in Malaysia, students understand the policies and practices of global trade from policy-makers, academics, global industry leaders, halal management practitioners, small- and large-scale enterprises, and individual entrepreneurs. This course then travels to China where global economic integration, in the form of New Silk Road policy debates, China's new development bank goals and practices in Southeast Asia, small commodities trading and private entrepreneurship, is brought to life from multiple perspectives. We also place global integration in historical perspective by understanding the legacies of Malay-China trade over the past millennia. The course concludes with student-led debates on global economic integration through trade relations and the New Silk Road policy in which Malaysia, ASEAN, and China as regional actors negotiate a more economically integrated future.

Learning Outcomes

At the conclusion of this course it is expected that students will be able to:

- Describe and analyze trajectories of change in Malaysia's trade, national economic policy, and global economic integration from multiple theoretical and economic sector perspectives;

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.

- Compare Malaysia's economic policies to ASEAN's goals for cooperation and integration in Southeast Asia;
- Analyze the strategic advantages and disadvantages of Malaysia's participation in China's New Silk Road (aka One Belt, One Road) policy initiative;
- Describe the challenges and opportunities for different segments and scales of Malaysia's economy, especially in the ASEAN and New Silk Road context, presented by the expansion of halal management practices;
- Articulate Malaysia's sustainability priorities in the context of regional and global economic integration;
- Analyze the New Silk Road policy from the perspective of key sectors and actors in China's economy;
- Discuss the historical foundations of Malay-China trade and economic relations and the relevance of historical relations to present-day economic change.

Course Requirements

Course Schedule

Typical schedule of 1.5 hours per session includes discussion and is supported by readings.

Module 1: Introduction: Global Integration and the New Silk Road

This module begins at our base in Kuala Lumpur and concludes on excursion to Melaka.

Topics:

- Global Trade and Economic Integration: Key Issues I
- Are Global Economies Inclusive?: Key Perspectives
- Trade, Investment, and Economic Development in Malaysia
- ASEAN: Regional Economic Integration and National Economies
- Malaysia's Green Economy and Sustainability Priorities + Current Events Discussion to prepare for excursion to two-day excursion to Melaka
- The New Silk Road in Context: Malaysia (excursion to Melaka)
This session is introduced in Kuala Lumpur and is discussed in more depth during two-day excursion to Melaka, Malaysia's historic center of maritime trade. Discussion and debriefing in Melaka.

Tasks:

- Current Events Presentations
- Peer learning discussion

Reading:

- Kone, Salif. 2012. Is Economic Integration Between Developing Countries a Singular Process?, *Journal of Economic Integration*, 27(3):386-409
- Miroslav N. Jovanovic. 2015. *The Economics of International Integration* (2nd edition). UK: Edward Elgar.
- Giddens, Anthony. 2003. *Runaway World: How Globalization Is Reshaping Our Lives*. New York: Routledge.

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.

Module Two: Economic Inclusion and Resilience in Malaysia

This module is delivered both in Kuala Lumpur and during excursion to Penang.

Topics:

- Malaysia's Economy: Key Actors
- Malaysia's Formal Economy: Key Issues (lecture, site visit)
- Malaysia's Informal Economy: Key Issues (lecture, site visit + 1 hour peer learning discussion)
- Information Networks and Economic Change in Malaysia (site visit + discussion)
- Religion, Ethnicity, and Social Hierarchy in Malaysia's Economy (site visit + Penang current events)
- The Family and Economic Change (site visits in Kuala Lumpur and Penang)
- Gender and Economic Change (site visit in Penang)
- The Role of Immigration Policy: New Malaysians and Economic Change (site visit in Penang)

Tasks:

- Current Events Presentations
- Peer learning discussion
- Op-Ed Assignment Due

Reading:

A combination of current events readings and academic texts appropriate to the given semester.

Module Three: Economic Integration and The New Silk Road: Key Issues in Malaysia and China

Sessions of this module take place in Malaysia and while on excursion in China, in collaboration with faculty and student peers in China. This module includes two current events assignments related to the New Silk Road. The first focuses on current New Silk Road issues in Malaysia and the second is on Southeast Asia and Malaysia economic relations in the news in China.

Topics covered in Malaysia or while on excursion in China:

- One Belt, One Road Policy: Economic and Political Contexts
- One Belt, One Road, Capital, and the Spatial Fix
- The Role of Trust in Economic Relations, Investment, and Global Trade
- Halal Management and the Role Hui Migrants in Malaysia-China Trade (lecture + site visits in Malaysia and China)
- Resilience of Traditional Economic Sectors: Challenges and Opportunities (site visit(s))
- The New Silk Road: The View from Xiamen, China (multiple site visits in Xiamen)
- China-US Trade Relations and Southeast Asia: Positions, Debates (conducted in collaboration with Xiamen University's School of Economics faculty and students)
- China and ASEAN: Economic Policy Perspectives

Tasks:

- Two current events assignments related to the New Silk Road (one in Malaysia, one in China)
- Peer learning discussion and China excursion goal-setting
- Creative Project: Small Group Presentations, with Chinese student peers at Xiamen University's School of Economics

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.

Reading:

- Current Events Reading
- Katherine Hui Tseng, and Wen Xin Lim. 2016. China's One Belt One Road Initiative. London: Imperial College Press.

Module Four: Tracing the New Silk Road: Capital, Trade, Networks

This module takes place during excursion to key sites of small business entrepreneurship in mainland China's southeast coast – Fujian Province and Zhejiang Province – where provincial and local-level policy support combines with locally situated histories of entrepreneurship and global trade.

Key Terms and Concepts explored throughout this module:

Production; Consumption; Labor; (Access to) Credit; Ownership and entrepreneurship; Community-based economic strategies and resilience; Small-scale and family-owned enterprises; Gender; Migration; Networks; Actors and agents; Trust; Generational Difference; Sustainability; Current Trends and Future Prospects for trade and investment between China and Malaysia

Multiple Sessions in Quanzhou, China: Legacies of China-Southeast Asia Trade

Long distance trade is not new to China or Southeast Asia. Our time in Quanzhou, a small city in southeast China's Fujian Province, deepens our understanding of the historical legacies of China-Southeast trade dating from the great missions of Zheng He, a Chinese Muslim captain of Ming Dynasty's global ambitions via maritime trade in the 13th Century. Present-day relations between Southeast mainland China and Taiwan are also explored from the vantage point of this entrepreneurial seaport located a short distance from Xiamen.

Multiple Sessions in Wenzhou, China: The New Silk Road: Non-State Actors and Entrepreneurs

Wenzhou, located on the southern coast of Zhejiang Province, is considered one of China's most prolific centers of family-based entrepreneurship. Known as the world's center of button production in the 1980s, the scale and diversity of entrepreneurial activities, not to mention the global networks activated in the process, constitute an important case study in China's present and future global trade.

Multiple Sessions in Yiwu, China: The New Silk Road of Small Commodities Trading

Yiwu is a small city in Zhejiang Province known as the world's largest center of small commodities trading and a surprisingly cosmopolitan population of transient traders, entrepreneurs, and workers. Located a short train ride southwest of Shanghai, we will meet government officials, private sector entrepreneurs, and international traders engaged in small commodities trade and its public sector support. Special attention will be given to small commodities trade with Southeast Asia, Malaysia, and the impact of the New Silk Road policy on the present and future of small commodities trading in Yiwu.

Tasks:

- Student-led daily excursion briefing regarding each day's plans and learning goals
- Economic Integration and the New Silk Road Position Paper presentations
- Review Sessions: Reflection on Economic Integration and the New Silk Road (1 hours in Hangzhou, China; 1 hours in Kuala Lumpur, Malaysia)

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.

Reading:

- Katherine Hui Tseng, and Wen Xin Lim. 2016. China's One Belt One Road Initiative. London: Imperial College Press.
- Tai Wei Lim, Wen Xin Lim, Xiaojuan Ping, and Hui-Yi Tseng. 2016. Globalization, Consumption and Popular Culture in East Asia. USA: World Scientific Publishing Co.
- Additional readings assigned based on key issues and specific excursion content each semester

Module Five: Economic Integration: What's next in Trade and Investment

Tasks:

- Final Essay Exam & Debate: Key Course Themes
- ISP Field Study or Internship Presentations

Reference Texts

Kone, Salif. 2012. Is Economic Integration Between Developing Countries a Singular Process? *Journal of Economic Integration*, 27(3):386-409

Miroslav N. Jovanovic. 2015. *The Economics of International Integration* (2nd edition). UK: Edward Elgar

Giddens, Anthony. 2003. *Runaway World: How Globalization Is Reshaping Our Lives*. New York: Routledge.

Chacko, George, Carolyn L. Evans, Hans Gunawan, and Anders Sjoman. 2011. *The Global Economic System: How Liquidity Shocks Affect Financial Institutions and Lead to Economic Crises*. USA: Pearson Education

Katherine Hui Tseng, and Wen Xin Lim. 2016. *China's One Belt One Road Initiative*. London: Imperial College Press.

Tai Wei Lim, Wen Xin Lim, Xiaojuan Ping, and Hui-Yi Tseng. 2016. *Globalization, Consumption and Popular Culture in East Asia*. USA: World Scientific Publishing Co.

Evaluation and Grading Criteria

Student Assessment

Assessment for the course is based on a variety of tasks and assignments. Assessment tools include:

Participation & Effort

10%

Attendance for all lectures and seminars is compulsory. Active participation includes: note taking and active participation in discussions. Engaging lecturers, asking questions, excursion briefings, and expressing evidence-based positions during class discussions or debates are essential parts of participation. The pre-departure assignment is assessed as part of participation and effort.

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.

Economic Integration and the New Silk Road Position Paper

20%

Like a debate, a position paper presents one side of an arguable opinion about an issue. The goal of a position paper is to convince the reader that one's opinion is valid and defensible. The task is to take one side of the argument and support the validity of one's claims as well as to refute the counterclaims to show that one is well informed about both sides. Students may choose a topic related to social change, aid and development, climate change, remittances and migration, or gender and identity. Topics will be decided early in the semester with an oral presentation late in the course.

Current Events/Op-ed

10%

A series of activities will encourage students to keep up with current events on a local and regional level.

- 1) On a weekly/biweekly basis pairs of students will present a 15-20 minute news report followed by a short discussion of current events of the week.
- 2) Students will read at least 10 articles in local media and write a 500-800 word Op-ed on the issues of concern among Malaysians to an audience outside Malaysia, potentially to your university's newspaper or another venue. Letters to the editor usually respond to something in the written in the newspaper but the topic of op-eds are the writer's choice and call attention to an issue. Student should choose an issue of interest and aim to promote discussion, controversy or response. An op-ed includes a brief paragraph or two which explains this necessary background information and supports an action. The conclusion should be supported with three key points- one paragraph to each supporting point. This paragraph breakdown will help maintain focus and aid in effective organization of the Op-ed as a unified piece.

Peer Learning Discussions and ISP/Internship Presentations

20%

Pairs of students will lead a discussion on one of the following themes. Each discussion session should include a 10-15 minute presentation by the leaders and approximately 30 minutes of group discussion. Leaders are encouraged to supplement the discussion with different perspectives and ensure that everyone contributes. Participants will evaluate the leaders, their own participation and the reading.

Creative Project

20%

This exercise is an opportunity to present an issue in the relation to the global economic integration and the New Silk Road in a **creative** way. The 5-10 minute presentation/ activity should examine the issue and how it is / can be addressed. The project maybe done individually, in pairs or in trios. The oral presentation should be accompanied by a 250-500 word essay explaining why the issue was chosen, its significance, and how it is being addressed. The project is prepared in collaboration with Chinese student peers attending Xiamen University, the university partner for the China excursion.

Final Exam & Debate

20%

A final exam, followed by a debate, will help students reflect and synthesize learnings and demonstrate critical thinking with regard to key course themes. Information should be drawn from lecture notes, readings, and excursions. Students will be asked to write a concise, accurate, and informed answers to selected questions. The essays require reflection and integration of material rather than simple "regurgitation."

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.

Assessment:

Participation & Effort	10%
Position paper	20%
Current Event/Op-ed	10%
Peer learning discussions	20%
Creative activity	20%
Final exam & Debate	20%

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Expectations and Policies

- Attend and Participate. Students are expected to attend all class sessions, participate in all sessions, and keep careful notes,
- Ask questions in class and engage the lecturers.
- Comply with academic integrity policies: No plagiarism or cheating.
- Complete assignments on time according to requirements.
- Respect the opinions of classmates, lectures and local constituents.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the program handbook given to you at Orientation, particularly the code of conduct, the policy on blogging and taking photographs, and the grading policy.

Disability Services: For information about and support from Disability Services (DS) to facilitate an accessible educational experience, please contact disabilityservices@sit.edu or +1-802-258-3390. Additional information regarding SIT Disability Services can be found on the DS website at: <http://studyabroad.sit.edu/disabilityservices>.

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.