

## General Education Submission Form

Electronic submissions are required.

A. GE component for which course is being proposed: Thinking Globally

B. Submitted by Edd Noell

C. Ideally, submissions should be discussed by the entire department prior to submittal.

~~Chair has reviewed and approved the course.~~

D. Course being proposed (please attach syllabus):

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 GE 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: Attached  
(Include a list of the area certification criteria (former called GE objectives) and GE Student Learning Outcomes (if applicable). These certification criteria and GE SLOs are listed in the GE Committee Combined document. After each certification criterion and GE SLO, list several course activities (lectures, readings, assignments, etc.) that address it. If it is not completely obvious, explain how the activities relate to the certification criterion or outcome. Please attach a copy of the syllabus which has been annotated to identify the corresponding activities. Electronic annotations are required. Please use the *comment* feature in Word to annotate electronic copies).

## **Statement of Rationale for Thinking Globally Certification**

### **EB 142 China, India, and Other Asian Economies**

Proposed by Edd Noell

EB 142 examines the features of major Asian economies in a global comparative perspective. Particular focus is placed on the economies of China, India, Japan and South Korea. Students engage in a historical, political, and cultural analysis of Asian economic institutions. This means we will critically push beyond a narrow parochial perspective in examining trade relationships, currency crises, poverty, racial and gender discrimination, and environmental issues. To truly think globally regarding economic issues is to consider how the nature of these economic problems are similar and yet different for economies in Asia, Africa, South America, Europe and North America, and to consider how these problems impact the connections between these economies.

To grapple with these issues and problems, we draw on historical, political, and cultural considerations for their interplay with economic institutions in Asia and raise multi-directional questions crossing disciplines. One example is the legacies of Asia's geopolitical history of both European colonial rule and intra-Asian colonial dominance which gave rise to internal and external resistance on the continent. How were China and Japan respectively shaped by these experiences? Why did each country end their economic isolation and enter as participants in the global economy? We examine the similarities and dissimilarities of economic reforms in China and India and their impact on cultural and social practices. How does the manner in which political economy decisions are implemented in China, the world's largest economy in absolute terms with an authoritarian government, differ from the practices of India, the world's largest democracy?

Students will explore how a Christian worldview matters for evaluating the performance of major Asian economies. We draw on biblical values in examining the current challenges and prospects facing these economies. As examples, concerns related to the role of caste, restrictions on the mobility of ethnic groups, urban and rural poverty, environmental pollution, and health care for the elderly in major Asian economies are examined in relation to central biblical themes such as creation and fall, covenant and law, incarnation, the Kingdom of God, redemption, and consummation.

Materials relied upon for this course include books, journals and internet materials on international economics and Asian economic history and policy. Articles published by the International Monetary Fund (IMF), World Trade Organization (WTO), and World Bank are provided. Both Western and non-Western perspectives are incorporated in the class readings and discussion.

### **Certification Criteria and Course Activities**

#### **1. Demonstrate substantial engagement of trans-regional connections**

A. Each student is required to make a presentation in class (25 minutes) on a particular Asian economy. This major assignment includes an analysis of the economy's leading export sector and trade relationship with an economy outside of Asia (including trade agreements, currency valuations, and World Trade Organization or European Union regulations governing the trade relationship).

B. Readings include "India and Africa: Prospects for Sustainable Energy Cooperation" and "The EU's Defensive Approach to a Rising China"

#### **2. Include multiple perspectives arising from these connections**

A. Each student is required to make a presentation in class (25 minutes) on a particular Asian economy. This major assignment includes a discussion stemming from both Asian and Western (e.g., North

American, European, Latin American) sources which examines the country's central economic institutions and policies.

B. Readings include "Poverty and Ethnicity in Asian Countries" (*Asian Development Bank*) and K.Yamaguchi, "Japan's Gender Gap" (*IMF Finance and Development*)

### **3. Evaluate the impact of global processes on various world contexts and life experiences**

A. Lecture presentation and class discussion of China's trade practices and their impact on European and North American manufacturing, services, and agricultural sectors; China's exchange market intervention to impact the value of its currency (the yuan) and the effect of its capital controls on the flow of funds in global financial markets; and South Korea's multinational conglomerates (the *chaebol*) and their role in international manufacturing competition.

B. Readings from *Economic Justice in a Flat World: Christian Perspectives on Globalization*. An example is the chapter "Trade, Growth, Environment, and Poverty" which examines economic research on how foreign direct investment is said to create a "pollution haven" in countries such as China and India.

### **4. Explore the ethical demands for Christians in light of major Asian economies**

A. Each student is required to complete a research paper that includes an evaluation of how a Christian perspective speaks to an economic issue/problem in an Asian economy. Examples include a just wage and working conditions for laborers in Chinese state enterprises and the use of prison labor; fair trade regulation and Chinese protectionist practices; effective strategies employed by Christian non-profit organizations (such as micro-financing of enterprise) to address extreme poverty in India; and the measures utilized by South Korean Christian business firms to address famine in North Korea.

B. Readings from *Economic Justice in a Flat World: Christian Perspectives on Globalization*. An example is the chapter "Who Is My Neighbor?" which draws on biblical values to show how love of neighbor in light of globalization immediately applies to the child facing famine in India or the garment laborer facing poor working conditions in Vietnam. Another example is the chapter "Moral Values and the Rules of International Trade" which affirms a Christian framework for evaluating global trade that attends to moral concerns such as the welfare of the world's poor, sustainability, the dignity of workers, and human rights more generally.

### **Student Learning Outcome and Activity**

**Students will be able to describe and analyze the dynamics of a particular economic, political, or social connection across cultural or regional boundaries.**

Each student is required to complete a research paper that analyzes how an economic issue/problem in a major Asian economy is connected to the global economy. Examples include the manner in which air pollution in China as an economic externality affects air quality in North America; how multinational corporations shape the rights of workers, local wages, and working conditions in establishing manufacturing facilities in India; and how the provision of retirement funds for Japan's growing elderly population impacts savings patterns and yields on investments in Europe.