

## **Short-term Travel to China: Planning and Pitfalls**

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*Almost all college campuses across the country now have international education offices to assist students from other countries, while also promoting study abroad and short-term travel courses. The primary premise is that exposing students to other cultures will improve their critical thinking and decision making skills while ultimately improving their intercultural competence. As boundaries between countries blur for business and trade, improving these skills is important for students to be successful in a global economy. The purpose of this paper is to describe the process involved in creating and implementing a short-term travel course to China.*

### **INTRODUCTION**

Almost all college campuses across the country now have international education offices to assist students from other countries, while also promoting study abroad and short-term travel courses. The primary premise is that exposing students to other cultures will improve their critical thinking and decision making skills while ultimately improving their intercultural competence. As boundaries between countries blur for business and trade, improving these skills is important for students to be successful in a global economy. The purpose of this paper is to describe the process involved in creating and implementing a short-term travel course to China. In addition, a planned survey of participants will be described.

At the authors' college, we have a program called May term or Intensive Learning term. All students are required to take at least one of these courses to meet graduation requirements and all tenure-track faculty are required to teach a May term every third year. The objectives of the program "are to foster intense and purposeful faculty-student interchange and to encourage thoughtful, creative exploration of a focused topic during a time when students are enrolled in one and only one course" (Authors College Catalog). All intensive learning courses must emphasize active student participation, which the college monitors through the rigorous review of course syllabi. A result of the restriction to teach experientially along with the requirement that students not take any other course concurrently has led to a large number of travel courses being offered. Since one of our college's principles is to foster in students "an understanding of community appropriate to American diversity and to the increasingly global experience of the 21<sup>st</sup> century", (Author's College Catalog) an overwhelming majority of the May terms courses require travel abroad.

China was selected for the trip that will be described for 2 primary reasons. First the importance of China in the global economy and the shift and/or expansion of many businesses to the Chinese market seems like an area worthy of deliberate study for college students. Also the Advisory Board for the Business Administration program at the Authors' College suggested the development of a course to China in order to offer students a firsthand glimpse at the world's new super power. The authors chose to partner in planning and teaching the class to help spread the workload and to provide more adult supervision in an international environment. The college's guidelines required a minimum of 10 students per instructor in order for both to fulfill the teaching credit unit (TCU) requirements.

In designing our course, the college's academic guidelines were followed, which require all new course proposals to be reviewed by the Curriculum Committee. A detailed syllabus and itinerary are reviewed by the committee to ascertain that all academic standards are met. In addition, there are numerous college procedures and rules about who is allowed to go on the trip, what information is required from all students, who holds passports, medical information, etc. Throughout the year prior to our course, monthly meetings were conducted by the Associate Dean in Academic Affairs responsible for May Term courses and the Director of International Education for all faculty offering a travel course. Meeting topics included recruitment and enrollment, safety, Cleary Act, Title IX, procedures to handle money and insurance coverage issues. These meetings were very important to minimize the college's liability and to help ensure that the students would receive needed assistance in a timely manner for any unforeseen circumstance. For example, establishing procedures for access to important information, such as, medical forms and passports while out of the country was discussed and planned for. Also providing students with insurance cards in the event of an emergency was another precautionary measure. In addition, two course specific pre-departure meetings were held in the semester before our course to discuss logistical issues, like, recommended immunizations, passports and VISAs. Also important information about banking and cell phone use were reviewed in an attempt to prevent problems in China. Another important issue was organizing transportation to the airport for a very early flight, since all students departed from the same airport closest to our campus.

From an academic perspective, the course covered a 15-day period starting with a pre-departure meeting on our campus in the U.S. The course syllabus is shown in Appendix 1, which includes a detailed breakdown of the grading components: journals, topic papers, class participation/citizenship and the Intercultural Development Inventory (IDI) each of which will be discussed in more detail throughout the paper. Students' readings included articles posted on the college course management system and a DVD Series entitled *On the Frontlines: Doing Business in China* (Fallows, Chang & Noera, 2009). The pre-departure meeting, which ran from 9:00 to 3:00 was our first academic session with the students. In the morning the students learned more about the IDI through activities led by the Director of International Education. Students worked through lunch to develop a presentation based on research of an assigned topic. Topics were selected based on background information the instructors felt was important to develop a basic understanding of China, as well as, industries that would be visited. Topics included: collective versus individualist society, overview of Buddhism, Chinese Economy, Sustainability in China, and focus on certain industries visited during the trip. Please refer to Appendix 2 for a more detailed description of each topic. Since access to the internet is unreliable and sometimes limited in China, we felt it was important for students to accomplish the most in-depth research prior to leaving the U.S. In addition, this saved on the cost of renting space to meet with students.

As noted on the syllabus 25% of the course grade related to the IDI, which is a cross-culturally valid and reliable assessment of intercultural competence. The "degree to which cultural differences and commonalities in values, expectations, beliefs, and practices are effectively bridged, an inclusive learning environment is achieved and specific differences that exist are addressed from a mutual adaptation perspective" is the meaning of intercultural competence (Intercultural Development Inventory Education). Students completed the IDI prior to departure and reviewed their results in individual meetings with the Director of International Education. In addition, our group profile was reviewed the day before we departed for China. At the end of the trip students completed the IDI a second time upon their return to the U.S. to assess whether they had progressed along the intercultural development continuum. The

continuum ranges from denial, polarization, minimization, acceptance, to adaptation. Individuals further along the continuum have a more “intercultural mindset with a greater capability for responding effectively to cultural differences and recognizing and building upon true commonalities” (Intercultural Development Inventory Education).

## **FRAMEWORK FOR EFFECTIVE SHORT TERM TRAVEL**

In reflecting on the trip, the assumption was that travel abroad is beneficial for students. When attempting to evaluate our course in relation to the literature for the elements of effective short-term study abroad courses limited research was found. An article by Janet Hulstrand (2006), entitled “Education Abroad on the Fast Track” and her “Key Elements to Create and Maintain Successful, High-quality Short-term Education Abroad Programs” was used as a framework to discuss our course. Below are the key elements along with an explanation of our approach.

### **Unassailable Academic Integrity**

All assignments were developed so that it was not really possible for students to violate academic integrity. Personal journals about experiences could not be plagiarized without being blatant. Other assignments were about personal growth and development with grading based on completing the assignment; since there was no right or wrong answer. In addition, a large percentage of the grade was based on class participation and citizenship. Please refer to the grading rubric for these components of the course grade embedded in the syllabus in Appendix 1.

### **Integration into the Curriculum**

Our course counted as an elective in the Business major or as a General Education May term course, which is required of all students to meet graduation requirements. True integration into the business curriculum would have drastically limited the number of students that could qualify for the course thereby minimizing demand. Also we needed 20 students for our course to be financially viable and provide each of us with a TCU. However if all students had similar background knowledge perhaps this would have changed the focus of the course, nonetheless based on the size of our institution and the previous requirements discussed the course was not fully integrated into a particular academic program.

### **Affordable Program Design**

Overseas travel courses taught during our May term typically cost between \$4,000 and \$5,000. It is competitive to get students so one must be very careful to plan a good trip but to do it on a budget. To put this in perspective, generally fourteen May Term travel courses are offered annually for a student body of approximately 2,100 students. We developed a plan that for twenty students would cost \$4,600 each. This included all travel, most meals, all tickets to required activities, and Chinese VISAs. Our initial budget worked well but we lost four students between the date of the initial deposit (December 1) and full payment (February 5). With four fewer students, the cost per student increased more than we had planned. We spent an inordinate amount of time during the spring semester looking for donations and cutting costs to eventually work out a viable plan.

### **Faculty Buy-in and Participation**

We bought in 100%. The idea was initially suggested to develop a travel course to China by a board member in a planning meeting for the Advisory Board of the Business Administration program. The logic was that China is such an important part of the world economy that students should be exposed as much as possible. Our lives for two years revolved around this course to China. Furthermore, we have a native Chinese History professor who constantly seeks to expose students to China and she was thrilled that the largest department on campus was choosing to develop a travel course to China. She readily agreed to help and come as our assistant, which added not only buy-in but a lot of expertise that would have been unavailable otherwise.

### **Interaction with the Host Community**

We worked with an Academic Program Development company, CET Academic Programs, which worked with us to develop the best itinerary to meet our needs. CET has a full program at Donghua University (DU) in Shanghai where we stayed for the majority of our trip. We stayed in their guest house (nice dorms) and our students were paired with Chinese students in attendance at DU. The ability to interact with Chinese students their own age in a comfortable environment was extremely well-received and our students even shared that they would have enjoyed more time with their Chinese friends. We required directed journal assignments related to these interactions, which provided our students with some direction should they find communication difficult.

### **Incorporation of Local Language**

It is impossible for most people to learn Chinese in two weeks and our students were no different. During their time at DU they had four language classes. These were helpful for basics but our students returned home far from fluent (other than the three who had taken Chinese previously). It should be noted that most businesses do not have an English speaking employee, this included hotels, restaurants, cabs, etc. This is a real challenge that travelers should be prepared for when visiting China.

### **Opportunities for Cultural Enrichment and On-site Trained Faculty Leader**

Our course was quite structured with trips to either cultural sites or business sites daily. While in Shanghai, for day trips we always had a Chinese member of the CET staff with us for interpretation and support. We also had our own Chinese speaking faculty member. The last few days of the trip were spent in Beijing, which was coordinated through a travel agent we had found while planning our prep trip rather than by the CET staff. Our Beijing guide was excellent. His English wasn't perfect but his knowledge of the Beijing sites and his rapport with the students made him an effective teacher. The availability of this support was very important since most businesses do not have an English speaking employee, this included hotels, restaurants, cabs, etc.

### **A Safe and Secure Environment**

We lectured our students at every opportunity before leaving the U.S. about appropriate behavior and how to avoid trouble. We emphasized the government structure in China is very different from the U.S. and as visitors we really have no clout with the Chinese government. Behavior, entitled citizenship in the syllabus, composed a major part of the grade for added motivation. CET staff also gave basically the same lecture (both before they left the US and when they arrived in Shanghai). This message was reinforced yet again from our guide in Beijing. For the most part they listened, i.e., they travelled together and rarely participated in activities that could get them in trouble. All hotels and dorms where we stayed were secure and in seemingly safe parts of town.

### **Competent and Experienced Staff**

We relied heavily on the staff of CET and they performed admirably. This is crucial because we found China to not be extremely tourist friendly. For example, of the four hotels we stayed at during our trip only one location had English speaking employees at the front-desk. Several of the students encountered problems in certain restaurants even being allowed to enter.

### **Delivering What You Promise (Meeting Student Expectations)**

Our syllabus was very clear of what we would be doing and learning each day, so there were no surprises. One student evaluation suggested that he/she expected to learn more Chinese language - it was only one though and we believe that the one person must not have been listening in our pre-departure meetings because this had been addressed.

### **Opportunities for Guided Reflection**

Journals were assigned throughout our trip. The first two assignments were directed toward inner-cultural understanding and the last one was designed to select one activity or site visit to describe, examine interconnections, and finally articulate how it affected what was learned throughout the course. Please refer to Appendix 3 for examples of selected journal assignments and the grading rubric.

### **Balance in Activities**

While planning the trip we thought about how many hours a day a given excursion/site visit would take and when the students would have free time. We also worked to balance visits to businesses with visits to cultural events/sites. In addition, we were very aware of the 12-hour time difference between China and the U.S. and intentionally scheduled the more difficult assignments later in the trip once students had acclimated to the new time zone. Finally, we were flexible and based on the energy level and feedback from students we did slightly adjust our schedule while traveling. We think the students appreciated our willingness to be flexible.

### **Maintenance of a Strong, Healthy Group Dynamic**

Using activities and assignments early on, we worked to help students get to know everyone in the group, with the ultimate goal of developing respect and rapport with each other. Unfortunately, we had a few that thought they were superior to the rest. It was a small portion though and the rest did a good job of letting slights not bother them and probably bonded more among themselves because of the few difficult ones.

### **Opportunities for Debriefing, Reflection, Reintegration upon Return to the Campus**

Due to timing of the May Term course leading into summer break upon completion and housing considerations, we did not require students to return to campus after the trip. We did however require a final reflection paper due a week after we returned home. This was intended to give them time to think and reflect. In a perfect world, we would have required them to spend some time on campus with us after the fact for thought and reflection, but this would have burdened our budget tremendously. The jet lag coming back from China also wreaked havoc with most of our systems so allowing time for us to get through that would have been nearly impossible.

## **STUDENT DEMOGRAPHICS**

We were fortunate to have a diverse group of students in our course. Our final enrollment ended up at 14 students. Key student demographic information included:

- Males vs. Females: 6 males, 8 females
- Race: 12 White, 2 Black
- Year in School: 7 rising seniors, 7 rising juniors
- Major: 6 business majors, 2 communications majors, 1 computer science major, 1, creative writing major, 1 international relations major, 1 political science major, 1 psychology major, and 1 sociology major

One student had traveled to China previously during high school. Several students were well traveled and have semesters abroad scheduled for the current academic year.

## **NEXT STEPS**

Student outcomes on the IDI were quite discouraging. Only three students progressed along the continuum while seven actually regressed. We attribute these results to the manner in which the IDI was presented to them. It was clear that the students thought the whole thing was a joke, particularly one very vocal student who scored at the very bottom and told students that he had been labeled

culturally incompetent by someone who knows nothing about him and had only met him for one half hour meeting. Others experienced difficulties when dealing with the individual in charge of the IDI and thus thought anything she did could not be of value to them. Due to this debacle, we plan to try another approach to see if students will be more forthcoming with us and give us an indication of the course's value. As a result, we plan to survey students to gauge the students' perceptions of the value of the course. A survey developed by Finley, Taylor and Warren (2007) will be used which includes seventeen statements about the value of the course on their educational experience and three statements about the value the international travel course added to their experience with classmates. The seventeen educational value scale statements include:

- Sophisticated Global Mindset: The experience laid a foundation for the development of a sophisticated global mindset in a manager.
- Broad Global Issues: The experience changed my attitudes about broad global issues.
- Critically Think: The experience helped me to think critically about broad global issues.
- Cultural Complexities: The experience allowed me to discover the complexities of dealing with a culture which may be at times, very different from my own.
- Cultivating Global Clients: The experience increased my willingness to cultivate foreign clients or competitors.
- Understanding Global Clients: The experience increased my willingness to understand foreign clients or competitors.
- Analyze Cultural Differences: The experience improved my ability to analyze cultural differences systematically.
- Economic and Political Interactions: The experience enhanced my understanding of the interactions between changes in economic and political systems and pre-existing culture.
- Big Questions Exposed: The experience exposed me to "big" questions related to global issues.
- Motivation for Globalizing: The experience improved my understanding of motives for and degrees of global participation by a wide variety of organizations.
- Multi-Disciplinary Integration: The experience helped to integrate multiple disciplinary constructs.
- Macroeconomic Influences: The experience improved my understanding of macroeconomic influences.
- Improved Decision-Making Skills: The experience enhanced my decision-making skills.
- Economic Environments Addressed: The experience addressed macro-level, industry- level, and firm-level environments.
- Appreciation of Strategic Mentalities: The experience enhanced my appreciation of different strategic mentalities employed by organizations in the international context.
- Comprehend Global Implications: The experience helped me to comprehend the reasons things happen and their implications for conducting business domestically and internationally.
- Global Understanding: The experience helped me to move from global awareness to understanding.

In addition, three questions to assess students' perceptions concerning the value the international travel course impacted their experiences with other students in the class are as follows:

- Shared Memories: I benefited from the creation of shared group memories.
- Same Experiences Differently: I benefited from recognizing that fellow students understand the same experiences differently.
- Enhanced Student Interactions: The experience enhanced my interactions with other students.

With the small number of students in our class, this limits the ability to make generalizations to the larger college student population based on conclusions. However, we feel there is still value in further studying students' perceptions that can be helpful in planning future classes.

## REFERENCES

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## APPENDIX 1

### DOING BUSINESS IN CHINA SYLLABUS

#### INQ 277

**Course Objective:** The objective of this course is to provide an overview of the magnitude and diversity of China's economy, including an understanding of cultural differences and how they affect behavior and doing business in China. By the end of this course students are expected to be able to understand the cultural underpinnings of business etiquette in China.

**Course Description:** How do cultural differences between China and the U.S. result in different business practices? Through travel to different businesses in China, students will learn how business is conducted in various types of organizations; students will also have the opportunity to meet with Chinese students in an informal social setting to discuss differences in business practices. Our travels in China will take us to different types of business: examples include: Chinese and American car factories, an organic farm, retail/concession areas, and a tea plantation. The course will include guest lectures by Chinese Business people on China's Economy and International Scrap Business. The course will end with a visit to the Great Wall in Beijing.

**Prerequisites:** none

**Course Readings/Videos:**

Stoller, Gary, *Expert Etiquette Tips for Doing Business in China*, USA Today, 12/30/13. Witt,

Michael A., *The Ten Principles for Doing Business in China*, Forbes, 12/3/06.

*On the Frontlines: Doing Business in China*, James Fallows, et. al., 2009. There are other short articles posted on Inquire that are optional reading.

**Other required materials:**

Laptop or 2 Bound Journal

- If you opt to use a laptop you will need 1 flash drive labeled with your name
- Notebook

**Intended Learning Outcomes:**

Students will be able to:

- Understand (articulate) the magnitude of the Chinese economy and what this means for the US.
- Business in China today:
  - Learn about the Chinese financial markets
  - Learn about the textile industry in China
  - Learn about the tea industry in China
  - Learn about car manufacturing industry in China.
  - Learn what China is doing to make their food source safer
  - Learn about the tourism industry in China

Understand cultural differences that result in very different acceptable business behavior

- Explore some of these cultural differences through dialogue with Chinese Students



- Explore the correlations between Chinese cultural values and accepted business practices
- Etiquette
- Learn/experience the etiquette required to succeed in doing business in China
  - Critically reflect on personal behavior and understand what changes would be necessary to be successful conducting business with Chinese companies

**Attendance.** Attendance is crucial to your success in the course and is expected. Attendance is mandatory, since there is significant daily activity requirements. Failure to attend class sessions noted below can have significant ramifications on your final grade. A class is defined as any time we meet as a group for lecture, touring, or discussion.

There are serious repercussions for lack of attendance. As follows:

Unexcused classes / activities	Point adjustment to final grade
1	0
2	-10
3	Dropped from the class - DF

After the second unexcused absence, a student will be given a written warning (and the registrar and International education office copied) notifying him/her that one more absence will result in a DF and being sent home at the student's expense.

**Journal Reflections:** Students will maintain a journal while traveling. Journal assignments will include a mix of directed and free choice responses that require students to reflect on their experiences, what was learned, and how concepts could be applied. Several journal assignments will require a response to a directed issue or theme relevant to a site visit or activity. Journals will be collected periodically for grading and feedback. Journals may be completed electronically or on paper in a bound notebook/journal (no loose papers please).

**Topic Research/Presentations:** In groups, students will research and present at least 1 time on assigned topics during the course.

**Citizenship and Class Participation** is extremely important in this course and is heavily weighted at 30% of the overall grade. Students will be held accountable for practicing the highest levels of moral and ethical standards during this course by showing respect at all times for people, places, and things encountered during this course. *Please turn off cell phones prior to entering facilities for site visits.* Class participation includes active listening and constructive discussion, focused brainstorming, and debate.

Grading is as follows:

- A Student participates every day unless unable to because of injury of illness – gives much effort – takes responsibility for own learning – is positive. Works well with others – doesn't complain – follows rules – is on time and prepared – acts responsibly.
- B *With one or two minor exceptions,* student participates every day unless unable to because of injury of illness – gives much effort – takes responsibility for own learning – is positive. Works well with others – doesn't complain – follows rules – is on time and prepared – acts responsibly.

- C With one or two minor exceptions, student participates every day unless unable to because of injury of illness – *gives average effort – attitude may be wanting*. Works well with others – doesn't complain – follows rules – is on time and prepared – acts responsibly.
- D Student behavior *contributes negatively to the learning/activity environment – gives low effort – has poor attitude – inconsistent in meeting requirements for participation – late for activities and/or classes*.
- F Student's behavior is *completely inappropriate*.

**Intercultural Development Inventory** is a cross-culturally valid and reliable assessment of intercultural competence. Group and individual profiles will be available based on our classes results and will help us reflect on our experiences around cultural differences and similarities. A goal of this course is to increase our cultural self-awareness and hopefully progress along the continuum. Due to the importance of all class members completing the IDI prior to departure, and again upon return, as well as, developing an understanding of their IDI results 25% of the course grade is allocated to this assessment.

The grading breakdown is as follows:

5% pre-departure IDI

5% individual meetings with Director of International Studies

15% Completion of IDI a second time upon return to U.S.

Remember there are not “right or wrong” answers to this assessment.

**Course Grading Weights**

Journal Reflections	30%
Topic Presentations	15%
Class Participation/Citizenship	30%
IDI	<u>25%</u>
Total	100%

DATE			Activity
11-May	Wed		<b>9:00 am to 11:00</b> Pamela Serota discussing IDI
			<b>11:00 -11:30</b> Syllabus and Assignments
			<b>11:30 - 3:00</b> Topic Research and Presentations
12-May	Thur		<b>6:00 a.m. depart</b> Fly out of US
13-May	Fri	<b>Day 1</b>	<b>1:55 p.m.</b> Arrive in Shanghai, Airport pick-up
			Welcome dinner
14-May	Sat	<b>Day 2</b>	<b>8AM</b> Meet in Hanting Lobby to have breakfast in school cafeteria
			<b>8:10-8:35AM</b> Breakfast on your own
			<b>8:45-10:45AM</b> Orientation
			<b>11AM</b> Check out Hanting and check in Xitianyong
			<b>12AM</b> Group Lunch in Campus cafeteria (CET payment)
			<b>1-3PM</b> <b>Chinese Class1&amp;2</b>
			<b>3-5PM</b> Tour of University with Roommates
			<b>6PM</b> Dinner on your own
15-May	Sun	<b>Day 3</b>	<b>8:30-9AM</b> Breakfast on your own
			<b>9-10:30AM</b> <b>Class/movie1 by Roanoke</b>
			<b>11AM</b> Transport to the French Concessions for lunch
			<b>NOON</b> Lunch on your own
			<b>1-3PM</b> Guided walking tour in the Former French Concession
			<b>3-5PM</b> Tour the Urban Planning Museum
			<b>5-6PM</b> Back to campus by bus
			<b>6PM</b> Dinner on your own
16-May	Mon	<b>Day 4</b>	<b>8AM</b> Breakfast on your own
			<b>8:30-10:00AM</b> <b>class/movie2 by Roanoke</b>
			<b>10:00-11:00AM</b> <b>Chinese class3 with Xu laoshi</b>
			<b>12AM</b> Group Lunch in Campus cafeteria (CET payment)
			<b>1:30-3PM</b> Transport to VolksWagen
			<b>3-5PM</b> Visit VolksWagen
			<b>5PM</b> Group Untour Shanghai - Night Street Food Tour
			<b>7PM</b> Back to campus by metro
17-May	Tue	<b>Day 5</b>	<b>8AM</b> Breakfast on your own
			<b>8:30-10:00AM</b> <b>class/movie2 by Roanoke</b>
			<b>10:00-11:00AM</b> <b>Chinese class4</b>
			<b>11:30AM</b> Group lunch
			Free afternoon
			<b>6PM</b> Dinner on your own
			<b>7PM</b> Evening Speaker - Graham Earnshaw

DATE			Activity
			"Textiles and Fashion" day
18-May	Wed	Day 6	TBD
			Breakfast in cafeteria
			9 to 10:30
			Roanoke class
			lunch
			cafeteria
			12:15
			depart for garment factory
			1:30 to 3:00
			visit factory
			3:30 to 4:30
			visit the studio owned by the former DHU roommate
			4:30
			Visit shop of the brand founded by former roommate
			TBD
			back to campus
			TBD
			Dinner on your own
			A "Pudong Day"
19-May	Thur	Day 7	8AM
			Breakfast on your own
			9:30-11AM
			Professor Joe Yuan speaks on Chinese Economy, joins group for
			11-12AM
			Lunch on your own in campus cafeteria
			12-1PM
			Metro to Pudong Financial District
			1-4PM
			Afternoon Tour Pudong Financial District with visit to top a
			4-5PM
			Sundown cruise on the Bund
			5PM
			Dinner on your own
			6PM
			Metro back to campus
20-May	Fri	Day 8	8AM
			Breakfast on your own
			8:30-9:30AM
			Travel by Bus to Car Factory
			9:30-11:30AM
			Electric Car Factory Tour
			12AM
			Group Lunch with Farmers
			1-4PM
			Organic Farm and Homes
			4-5PM
			Back to Campus
			5:30-6PM
			Dinner on your own
21-May	Sat	Day 9	5:30AM
			Breakfast on your own
			6AM
			Metro to railway station
			7:28-8:36AM
			Fast train to Hangzhou
			8:36-9:30AM
			Bus to Lingyin Temple
			9:30-12AM
			Buddhist Temple
			12-1:30PM
			Group Lunch
			1:30-2PM
			Bus back to West Lake
			2-2:30PM
			Check in hotel
			2 : 30PM
			Tour West Lake with Boat Ride (if time permits)
			5PM
			Free evening on West Lake
22-May	Sun	Day	8:30-9AM
			Breakfast on your own, check out of hotel
			9:45-11:30AM
			Bus to tea field, tea field hike
			11:30AM
			Group Lunch in tea fields
			3:53-4:59PM
			Train back to Shanghai, metro back to campus
			5PM
			Metro to campus
			6PM
			Group Closing Banquet

23-May	Mon	Day	TBD	Check out of rooms
				Metro to train station
				Fast Train to Beijing - arrive at 6:48
				Peking Duck Dinner
				Check into hotel - Grand Mercure Beijing Central Hotel
23-May	Mon	Day	TBD	Check out of rooms
				Metro to train station
				Fast Train to Beijing - arrive at 6:48
				Peking Duck Dinner
				Check into hotel - Grand Mercure Beijing Central Hotel
24-May	Tues	Day	TBD	Full day city tour to:
				Tian' an men Square
				Forbidden City
				lunch at local restaurant
				afternoon visit the Silk Market
				Evening Dinner and Acrobat Show
25-May	Wed	Day	TBD	Visit Jade Factory
				visit Great Wall (Badaling section)
				lunch at Great Wall
				summer Palace including dragon boat ride
				dinner at local restaurant
26-May	Thurs	Day	TBD	Check out and be ready at 12:30 to head to airport for 4:10

## APPENDIX 2

### Doing Business in China – May Term

#### Topic Research and Presentations

##### General Guidelines

- o Presentations should be completed in PowerPoint
- o Presentations should be 10 minutes or less in length
- o Proofread and spellcheck your file
- o Avoid wordy slides
- o Use pictures as appropriate
- o Submit your file to Inquire through link provided.

- Topic 1**
- o Collective vs. individualist society
    - Define each term (the “Cultural Difference Continua” might be a start)
    - Explain how these differences result in different behaviors
    - The effect that these different behaviors may cause – give examples using China vs. the US.
- Topic 2**
- o Overview of Buddhism (religion and temples)
    - Brief history
    - Prevalence in China
    - Basic beliefs
- Topic 3**
- o Overview of Chinese economy
    - Top industries in China (textiles, vs. banking, Vs. auto manufacture, etc.)
    - per capita income, GDP, unemployment, population size (growth trends in these) growth of middle class, anything else of interest and relevance
- Topic 4**
- o Sustainability in china
    - Pollution – how bad is it?
    - Organic farms (we will visit one)
    - Wind energy (and other forms of green energy)
    - Scrap industry
- Topic 5**
- o Focus on Industries we will Visit during trip
    - Manufacturing/agriculture/financial services today in China (emphasis on auto, fabric/fashion, farming, tea, and banking)
    - Size of individual industries
    - Typical company size
    - Company ownership (who owns the company?)

### APPENDIX 3

#### Grading Rubric for Reflective Journal Entries

You will earn **6 points for turning in your journal on time, 2 if it is late, and 0 if not turned in.** Otherwise, the journals will be scored according to the categories and definitions below for a **maximum total of 20 points.**

Category	Point Values		
	4	1-2	0
Content	Entry contains complete answers to ALL questions prompts	Entry provides answers to most question prompts but may miss 1 or 2	Entry significantly misses key question prompts or does not answer important questions
Fluency	Entry manifests good grammar, sentence structure, and spelling If handwritten the journal entry is legible/easy to read.	Entry has no more than 2-3 simple or basic grammatical errors If handwritten, one must struggle to decipher 2 or more words or phrases.	Entry contains one or more sentence fragments, run-on sentences, or serious grammatical problems If handwritten, illegible/can't read the entry.
	6	3-4	0
Quality and Mastery of content	Answers reflect honest, thoughtful responses As appropriate responses are linked to the student's own life and experiences AND go beyond just answering the questions by connecting the student's experiences to the course	Answers are vague, but appear to be sincere attempts to answer the questions; they demonstrate some understanding of course material, but the journal does not clearly connect the student's experiences to the course.	Answers are superficial and do not reflect thoughtful consideration or reflect important aspects of the student's experiences or are irrelevant to the issues/questions posed in the journal

Journal	Date		Location	Description
	Assigned	Due		
1	6-May	12-May	Chicago Airport	Reading Prompt Chinese Business Etiquette
2	6-May	14-May	Orientation Meeting	IDI Assessment Activity
3	11-May	15-May	Class Meeting	Take-away from May 11th Topic
4	16-May	17-May	Class Meeting	Reflection on VW Plant and Street Food Tour
5	17-May	18-May	Class Meeting	Reflection on "Free Afternoon"
6	20-May	21-May	Train Station	Reflection on Electric Car Factory/Organic
7	21-May	22-May	Lobby of Hotel at	Reflection on Tea Fields/West Lake
8	26-May	30-May	Submit thru Inquire	Summary Reflection on Trip