

# The Hong Kong Polytechnic University

## Subject Description Form

<b>Subject Code</b>	ISE1BN03
<b>Subject Title</b>	The Belt and Road Initiative: Opportunities and Challenges
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>The Belt and Road Initiative (BRI) is a significant development strategy launched by the Chinese government with the intention of promoting economic co-operation among countries along the Belt and Road routes. The routes refer to the Silk Road Economic Belt and 21st Century Maritime Silk Road. The BRI has been designed to enhance the orderly free-flow of economic factors and the efficient allocation of resources. It is also intended to further market integration and create a regional economic cooperation framework of benefit to all. It is a collection of interlinking trade deals and infrastructure projects throughout Eurasia and the Pacific. Accelerating the building of the Belt and Road can help promote the economic prosperity of the countries along the Belt and Road and regional economic cooperation, strengthen exchanges and mutual learning between different civilizations, and promote world peace and development. It is a great undertaking that will benefit people around the world.</p> <p>The BRI will create new economic corridors to promote trade, investment, economic activities, technological innovation and social and cultural activities. It will also examine ways of promoting and protecting the rich cultural heritage along the Belt and Road. The influences of BRI cross national boundaries and involve people from different countries of different races, cultures, religions, languages, economic and political systems. Different countries can reap great economic and social benefits from the BRI and it provides many great incentives for the different countries to collaborate to overcome obstacles. BRI encourages people from different countries to work together and they need to have a better understanding of the different cultures and languages. To share the prosperity offered by BRI, the participants will need to work collaboratively and peacefully with each other to create positive and harmonious international relationships. The greatest benefit of the BRI is the increased understanding and tolerance of people of different backgrounds and the recognition of the need to collaborate peacefully with each other, in order to achieve the win-win objective.</p> <p>The subject studies the concept of the Belt and Road based on the strong potential of China's economic power, which has become an increasingly important policy for governments, businesses, educational institutions and non-government organizations around the world. The BRI is an excellent</p>

	<p>topic that is worthwhile to introduce to students for their further understanding. Studies have shown that, in many cases, there is a lack of understanding about the BRI concepts to link China's economic capacity and their implementation in different countries along the Belt and Road. Traditional economic policies have focused on solutions to short-term problems and have equipped local governments with the skills to resolve such problems within a relatively narrow area.</p> <p>The limitations of Hong Kong economy which is increasingly determined by the mainland's new economic strategies. This subject highlights the interdependence of the Belt and Road issues and how mainland, Hong Kong, and Silk Road countries' future developments are relying on its success. It also works on the development of academic, industrial, and cultural communication, the improvement of intercollegiate and international relationships, also cultivates students with high academic ability and leadership to work with mainland and foreign students, strong sense of innovation and competition by providing international exposure opportunities. It also demonstrates that the challenges and risks can be solved through changes in the way resources are used and risks are managed in different countries along the Belt and Road. This subject also stresses the critical issues when promoting the concept of BRI that the degradation of natural resources threatens the livelihood of people in the countries along the Belt and Road. Human health and well-being are increasingly determined by environmental conditions. This subject will also examine the interdependence of these issues and how people's daily lives are related to social, economic, environmental and technological processes.</p> <p>The overall objective of this subject is to promote commitment and skills so that students can develop an enhanced understanding of what it means to work for the BRI development by using the strength of China's economy, a sense of vision for long-term economy and a spirit of optimism and responsibility for the Belt and Road realization.</p> <p>The objectives of the subject are to enable students to:</p> <ol style="list-style-type: none"> <li>1. Understand the concepts of the BRI with the support of China's economic strength and development; the interdependence of industrial and economic systems at the local, national and global levels</li> <li>2. Develop skills related to social, economic, cultural and political factors with a view to achieving balanced growth and sustainability</li> <li>3. Develop an understanding of the international, economic, cultural, political and technological issues facing the world today for the collaboration with the Belt and Road countries and establish an understanding of the interrelationships among these issues</li> <li>4. Make critical reflection and decision making based on personal evaluation of the BRI</li> </ol>
<p><b>Intended Learning Outcomes</b></p>	<p>The study of the Belt and Road Initiative (BRI) relating to China's economic strength is intellectually stimulating and seeks to empower students to draw upon their capacity to engage in and for future thinking enhanced by the concepts, tools, and techniques. Students are increasingly concerned with BRI policies but feel unprepared as to what the future might bring. This subject is designed for undergraduate students by introducing</p>

	<p>selected issues that need to be addressed when participating in the development of BRI.</p> <p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) Develop an understanding of the emerging concepts of BRI development and China’s economic strength</li> <li>(b) Develop an understanding of the interrelationships among selected BRI development issues</li> <li>(c) Analyze the value base behind a range of different interpretations of BRI development</li> <li>(d) Develop key competencies in BRI, such as problem solving, linking knowledge to action, and the ability to collaborate successfully with experts and stakeholders that have a vested interest in BRI development</li> <li>(e) Develop collaboration models for BRI development between Hong Kong and a selected city in China</li> </ul>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>Due to its long history, once an important trading town on the old Silk Road, China is seeking to revive its fortunes and return to prominence as a future gateway to Central Asia and Europe in the “One Belt, One Road” initiative, the extensive network of rail lines and highways connecting Chinese factories with markets in the rest of Asia and Europe. Many cities in China established with geographical and cultural advantages, such as high-speed railroad to the Belt and Road countries, international tactic, transportation and humanity disciplines.</p> <p>The subject contains a series activities/events like international courses, field visit, seminars/forums, and workshops with BRI related companies, innovative and venture projects, campus cultural activities, interaction courses, etc. The purpose of the seminar/forum is to help students to examine the international issues raised by the BRI. It aims to build an exchange platform for Hong Kong, Mainland China, and BRI countries to expand the advantages of Hong Kong in logistics, infrastructure, and railroad management, etc.</p> <p>By visiting the leading organizations and institutions in China, students will have excellent hands-on experience. During the field visit, students are able to explore and familiarize themselves with the following issues related to BRI:</p> <p><u>BRI and its Background, Scope, and Objectives</u></p> <ul style="list-style-type: none"> <li>• The Current China Economy</li> <li>• Initiatives of the Belt and Road</li> <li>• Countries Involved and Transportation in BRI</li> <li>• Short and Long Term Objectives</li> <li>• Existing Development</li> </ul> <p><u>Strength of China to BRI</u></p> <ul style="list-style-type: none"> <li>• Industries Related to the BRI</li> </ul>

	<ul style="list-style-type: none"> <li>• Technical Development for BRI</li> <li>• China economic capacity to BRI Countries</li> </ul> <p><u>Opportunities and Resources in BRI</u></p> <ul style="list-style-type: none"> <li>• Loans from International Banks and Funding Resources</li> <li>• Basic Infrastructure, Energy, Materials, and Manpower</li> <li>• International Economic Collaboration</li> <li>• Internationalization of the RMB</li> <li>• Lower Customs Duty to Boost the Economy</li> <li>• Resources from the Hong Kong Government</li> </ul> <p><u>Challenges and Risks in BRI</u></p> <ul style="list-style-type: none"> <li>• Challenges in Developing BRI</li> <li>• Solutions for Existing Challenges</li> <li>• Risk Evaluation for BRI Countries</li> <li>• Risk Management for BRI Development</li> </ul> <p><u>Participating and Partnership in BRI</u></p> <ul style="list-style-type: none"> <li>• China’s Role in BRI</li> <li>• Hong Kong’s Role in BRI</li> <li>• Roles of BRI Countries</li> <li>• Partnership Development Strategies</li> </ul> <p><u>Long-Term Development and Future Perspectives of BRI</u></p> <ul style="list-style-type: none"> <li>• Long-Term Development of BRI</li> <li>• Future Perspectives of BRI</li> <li>• Development of Personal Careers in BRI</li> <li>• Impact on the Future Economy</li> </ul>
<p><b>Teaching/Learning Methodology</b></p>	<p>Providing students with quality learning activities outside the classroom is vital for helping them obtain first-hand experience from different perspectives. Experience outside the classroom enhances learning by providing students with opportunities to practice enquiry skills, value analysis and clarification, and problem solving. This unique learning opportunity helps students increase their understanding of BRI concepts. Supported by China local universities, local government, and industry partners, this subject will help students turn concepts and methods into practical competence. Through a carefully designed teaching/learning methodology, students will obtain real-world experience on how to link knowledge to action for BRI strategies. Most of the time, English will be used during the field visit; however, it is likely that some occasions may involve the use of Mandarin. Basically, three learning activities are included in this subject:</p> <p>(i) Preparation in class (Pre-field Stage)  (ii) Fieldwork (Field Stage)  (iii) Follow-up in class (Post-field Stage)</p>

### Pre-Field Stage

There will be lectures to provide essential knowledge and information on various topics in BRI issues. Students are required to identify and discuss a real-world problem, evaluate whether and why it is an BRI challenge or risk, perform a stakeholder analysis, and formulate a problem-solving approach (what, why, who, and how). During this stage, students will be able to: (i) develop knowledge and skills, (ii) practice data collection techniques, (iii) know their group and personal responsibilities, (iv) be aware of the field trip arrangements and necessary materials, and (v) understand safety requirements. Students are required to read papers and related resources regarding to the BRI. Teachers will provide students with necessary extended readings through the Hong Kong Trade Development Council (HKTDC), China local governments and other professional associations to enable students to understand the important issues of BRI. Reading assignments will enhance students' capacity to understand, use and reflect on written texts to develop their knowledge and potential.

### Fieldwork

#### *(a) Field Teaching and Research*

This involves taking students to several field locations and delivering mini-lectures or seminars on-site, from which students are expected to take notes. This approach involves students in careful observation and description of a scene or activity and in suggesting possible explanations based on previously acquired information. This approach provides a structured way for students to find their own examples as an integral part of the learning experience. Pre-reading materials are made available to ensure students are well prepared before the fieldtrip.

#### *(b) Site Visits (Leading Companies/Organizations)*

Fieldtrips that involve local experts increase the exposure of students to the real world, and to its stakeholders, and thereby add interactive components. Students are required to ask relevant questions in order to explore the BRI dimensions of an issue on-site, in particular, how things are done, by whom, and why. During the fieldwork, students are able to: (i) make direct observations: identifying, describing, constructing, and measuring, (ii) collect and record data, (iii) make initial analysis and interpretations, and (iv) are aware of their own and other people's perceptions.

#### *(c) Seminars*

Interaction with guest speakers is an important feature of this subject. Experts involved in BRI development and specific fields from government, media, business, and related associations are invited to engage in dialogue with the students. The consideration of local and opinion leaders and experts to highlight the challenges of the areas forms an integral part of the subject.

### Post-Fieldwork

After completing fieldtrips, students need to (i) organize the information they have collected, (ii) check findings with others, (iii) test hypotheses, (iv) make generalizations, (v) discuss puzzling issues with others, (vi) research unanswered questions, and (vii) prepare project reports and presentations.

*(a) Group Project*

Students from Hong Kong and local students are required to form groups on chosen case studies, which run over the whole subject duration. Each group will conduct a project addressing BRI issues by researching, developing, and preparing a solution portfolio. Group projects are intended to be an enjoyable learning experience in which students become familiar with the *economic, political, social and cultural, environmental and technical* issues associated with the BRI topic that they are exploring. Depending on the project selection and nature, some projects can be compared with existing Hong Kong projects initiated by the government, corporations, or other institutions. It will stand out as a unique experience for Hong Kong students. Working through a group project can help students in:

- Identifying possible causes and effects of a problem
- Brainstorming potential solutions to the underlying problem
- Developing criteria for evaluating solutions
- Evaluating all solutions to determine the preferred one
- Developing an action plan for the best solution

*(b) Essay*

Each student will submit one research essay assignment based on their learning activities of the subject. This assignment will deal with important economic, social and cultural, political and environmental aspects associated with BRI. Also, it will foster students' understanding of the relationship between theory and real world experience. Students will review and critique the literature with respect to critical issues in BRI development.

Through group projects and essay assignment, students' ability to apply and synthesize acquired knowledge can be evaluated on the basis of their performance in group discussions, oral presentations, and the quality of their project reports on these case studies. Based on some important activities, including seminar, workshop and site visits, students are able to exercise and demonstrate systematic, critical and creative thinking skills. Finally, when completing all these learning activities and events, students are able to have the capabilities of literacy, higher order thinking skills, and life-long learning.

***General Preparation and Implementation Plan***

**(1) Pre-Field Briefing Session at PolyU**

Prior to the trip, a briefing session will be held at the PolyU. Taking students outside the university involves a wide range of preparatory administrative, safety and legal responsibilities as well as educational plans. These tasks include:

- Prepare background information for students and other staff; students need to understand the purposes and the processes of fieldwork
- Provide information on the arrangements and necessary materials and equipment
- Pre-reading materials are made available to ensure that students are well prepared before the fieldtrip, and to help them develop prerequisite knowledge and skills.

- Form groups (Hong Kong and China) and understand personal responsibilities

(2) Field Stage in China

The Outbound learning activities will be planned as follows:

Day	Activities
Day 1	<ul style="list-style-type: none"> <li>• Hong Kong to China</li> <li>• To be familiarized with the campus and surroundings of the collaborative university and meet with counterpart groups</li> </ul>
Day 2-3	<ul style="list-style-type: none"> <li>• Lectures to provide essential knowledge and information on various topics in BRI issues</li> <li>• Pre-field trip and Group project discussion</li> <li>• Sites visit: Leading Companies/organizations of local area (mini-lectures or seminars on-site)</li> <li>• Students exchange activities and local cultural sites visit</li> </ul>
Day 4-5	<ul style="list-style-type: none"> <li>• Sites visit: Leading Companies/organizations of local area (mini-lectures or seminars on-site)</li> <li>• Seminar (experts involved in BRI development fields from governments, media, business, and related associations are invited to engage in dialogue with the students)</li> <li>• Group projects preparation and discussion</li> <li>• Student exchange activities and local cultural sites visit</li> </ul>
Day 6	<ul style="list-style-type: none"> <li>• Seminar (experts involved in BRI development fields from governments, media, business, and related associations are invited to engage in dialogue with the students)</li> <li>• Group projects preparation and discussion</li> <li>• Students exchange activities and local cultural sites visit</li> </ul>
Day 7-8	<ul style="list-style-type: none"> <li>• Site visits: Leading Companies/organizations of local area (mini-lectures or seminars on-site)</li> <li>• Seminar (experts involved in BRI development fields from governments, media, business, and related associations are invited to engage in dialogue with the students)</li> <li>• Groups projects preparation and discussion</li> </ul>
Day 9-10	<ul style="list-style-type: none"> <li>• Seminar (experts involved in BRI development fields from governments, media, business, and related associations are invited to engage in dialogue with the students)</li> <li>• Groups projects preparation and discussion</li> <li>• Site visits: Leading Companies/organizations of local area (mini-lectures or seminars on-site)</li> <li>• Students exchange activities and local cultural sites visit</li> </ul>
Day 11	<ul style="list-style-type: none"> <li>• Group Projects Presentation</li> <li>• Post-field trip discussion; students exchange activities</li> </ul>
Day 12	<ul style="list-style-type: none"> <li>• Summarize the study trip</li> <li>• Wrap-up Test</li> <li>• China to Hong Kong</li> </ul>

(3) Post Field Stage:

Students need to submit following items after the trip:

- Group project report
- Research essay
- Individual reflection journal

**Assessment Methods in Alignment with Intended Learning Outcomes**

Specific Assessment Methods/Tasks	% weighting	Intended subject learning outcomes to be assessed					
		a	b	c	d	e	
1. Test	20%	✓	✓			✓	
2. Research essay	30%	✓	✓			✓	
3. Individual reflective journal	10%	✓	✓	✓	✓	✓	
4. Group project report	30%	✓	✓	✓	✓	✓	
5. Project oral presentation	10%	✓	✓			✓	
Total	100%						

This subject involves students working in groups for study cases where they apply knowledge learnt and suggest preferred solutions to reduce risks on the selected BRI countries and enhance developments in specific areas/regions. Through such exercises, students' ability to apply and synthesize acquired knowledge can be evaluated on the basis of their performance in group discussions, oral presentations, and the quality of their written reports on these case studies. A test is used to assess students' knowledge, critical thinking, and values and attitudes regarding BRI issues.

The intended learning outcomes can be achieved through various learning activities of field trip:

Learning Activities	Intended Learning Outcomes (ILOs)
Field Trip (field teaching and research, sites visit, and seminars)	Providing students with high quality learning activities beyond the walls of the classroom is vital for helping students appreciate their first-hand experiences from a variety of different perspectives. Furthermore, experience outside the classroom also enhances learning by providing students with opportunities to practice skills of enquiry, value analysis and clarification and problem solving in everyday situations. (ILOs: a, b, c, d, e)
Test (short answer test)	Providing students with (ILOs: a, b, e): <ul style="list-style-type: none"> <li>▪ <i>Knowledge</i> - what a person knows</li> <li>▪ <i>Thinking Processes</i> - advanced ways of thinking, such as applying, analyzing, synthesizing and evaluating</li> <li>▪ <i>Values</i> - standards and principles that can be used to judge the worth of an idea or action</li> </ul> <i>Short-answer test requires students to create an answer, used to assess the basic knowledge and understanding of a specific topic.</i>



	<p>Research Essay</p>	<p>Providing students with (ILOs: a, b, e):</p> <ul style="list-style-type: none"> <li>▪ <i>Knowledge</i> - what a person knows</li> <li>▪ <i>Thinking Processes</i> - advanced ways of thinking, such as applying, analyzing, synthesizing and evaluating</li> <li>▪ <i>Values</i> - standards and principles that can be used to judge the worth of an idea or action</li> </ul> <p><i>It can foster student understanding of the relationship between theory and real world experience. Students will review and critique the literature with respect to critical issues about OBOR development.</i></p>
	<p>Individual Reflective Journal</p>	<p>Providing students with (ILOs: a, b, c, d, e):</p> <ul style="list-style-type: none"> <li>▪ <i>Knowledge</i>- what a person knows</li> <li>▪ <i>Skills</i> - the ability to do something</li> <li>▪ <i>Thinking Processes</i> - advanced ways of thinking, such as applying, analyzing, synthesizing and evaluating</li> <li>▪ <i>Values</i> - standards and principles that can be used to judge the worth of an idea or action</li> <li>▪ <i>Actions</i> - what people do as a result of other kinds of learning</li> </ul> <p><i>Students will be reminded of the ILOs midway through the field trip to ensure that program activities are aligned with outcomes. Reflections also allow students to see their own progress and encourage them to speak up if their needs are not being met. This practice also refocuses students on the intended learning outcomes of the program.</i></p>
	<p>Group Project Report</p>	<p>Providing students with (ILOs: a, b, c, d, e):</p> <ul style="list-style-type: none"> <li>▪ <i>Knowledge</i>- what a person knows</li> <li>▪ <i>Skills</i> - the ability to do something</li> <li>▪ <i>Thinking Processes</i> - advanced ways of thinking, such as applying, analyzing, synthesizing and evaluating</li> <li>▪ <i>Values</i> - standards and principles that can be used to judge the worth of an idea or action</li> <li>▪ <i>Actions</i> - what people do as a result of other kinds of learning</li> </ul> <p><i>Group projects can help students develop skills specific to collaborative efforts, allowing students to (1) Tackle more complex problems than they could on their own, (2) Delegate roles and responsibilities, (3) Share diverse perspectives, (4) Pool knowledge and skills, (5) Develop new approaches to resolving differences, (6) Find effective peers to emulate, and (7) Develop their own voice and perspectives in relation to peers.</i></p>
	<p>Project Oral Presentation</p>	<p>Providing students with (ILOs: a, b, e):</p> <ul style="list-style-type: none"> <li>▪ <i>Knowledge</i> - what a person knows</li> <li>▪ <i>Thinking Processes</i> - advanced ways of thinking, such as applying, analyzing, synthesizing and evaluating</li> </ul>

		<ul style="list-style-type: none"> <li>▪ <i>Values</i> - standards and principles that can be used to judge the worth of an idea or action</li> </ul> <p><i>There are several reasons for the oral presentations:</i>  <i>(1) Test cognitive skills,(2) Allow student to demonstrate the ability to generate and synthesize new ideas, (3) Give students the opportunity to demonstrate what they have learnt in an analytical way, (4) Give students a chance to learn from peers and to share their knowledge</i></p>
<b>Student Study Effort Expected</b>	Class contact:	
	Lectures	12 Hrs.
	Tutorials/Seminars/Case studies	13 Hrs.
	Site visits/mini-lectures	14 Hrs.
	Other student study effort:	
	Research/preparation for site visits and information gathering	56 Hrs.
	Preparation for the essay, project presentation and report writing	22 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. Vision and Actions on Jointly Building Silk Road Economic Belt and 21st-Century Maritime Silk Road, Ministry of Foreign Affairs, and Ministry of Commerce of the People's Republic of China, with State Council authorization, 2015/03/28, <a href="http://en.ndrc.gov.cn/newsrelease/201503/t20150330_669367.html">http://en.ndrc.gov.cn/newsrelease/201503/t20150330_669367.html</a></li> <li>2. The Belt and Road Initiative, Hong Kong Trade Development Council, 13/09/2017, <a href="http://china-trade-research.hktdc.com/business-news/article/One-Belt-One-Road/The-Belt-and-Road-Initiative/obor/en/1/1X3CGF6L/1X0A36B7.htm">http://china-trade-research.hktdc.com/business-news/article/One-Belt-One-Road/The-Belt-and-Road-Initiative/obor/en/1/1X3CGF6L/1X0A36B7.htm</a></li> <li>3. Hong Kong - A key link for the Belt and Road, May 2017, The Government of the Hong Kong Special Administrative Region.</li> <li>4. One Belt, One Road, An Economic road map, 2016, The Economist Intelligence Unit</li> <li>5. Collaborating along the Belt and Road - Leveraging Hong Kong as a super-connector to the region and beyond, KPMG, March 2018.</li> <li>6. <a href="http://en.xinfinance.com/html/OBAOR/">http://en.xinfinance.com/html/OBAOR/</a></li> <li>7. <a href="https://www.clsa.com/special/onebeltoneroad/">https://www.clsa.com/special/onebeltoneroad/</a></li> <li>8. "Getting lost in 'One Belt, One Road'". Hong Kong Economic Journal. 2016-04-12.</li> <li>9. <a href="http://www.ejinsight.com/20160412-getting-lost-one-belt-one-road/">http://www.ejinsight.com/20160412-getting-lost-one-belt-one-road/</a></li> <li>10. The Belt and Road Initiative-Reshaping the global value chain, The Shanghai Stock Exchange (SSE) and ACCA (the Association of Chartered Certified Accountants), July 2017</li> <li>11. Shannon Tiezzi, "China Pushes 'Maritime Silk Road' in South, Southeast Asia" The Diplomat, <a href="https://thediplomat.com/2014/09/china-pushes-maritime-silk-road-in-south-southeast-asia/">https://thediplomat.com/2014/09/china-pushes-maritime-silk-road-in-south-southeast-asia/</a></li> </ol>	

	<ol style="list-style-type: none"><li data-bbox="520 197 1489 338">12. Liu Cigui, "Reflections on Maritime Partnership: Building the 21st Century Maritime Silk Road", China Institute of International Studies, Sep 15, 2014, <a href="http://www.ciis.org.cn/english/2014-09/15/content_7231376.htm">http://www.ciis.org.cn/english/2014-09/15/content_7231376.htm</a></li><li data-bbox="520 344 1489 412">13. Jeremy Page (8 November 2014). "China to Contribute \$40 Billion to Silk Road Fund". WSJ.</li><li data-bbox="520 418 1489 524">14. Wan, Ming (2015-12-16). <i>The Asian Infrastructure Investment Bank: The Construction of Power and the Struggle for the East Asian International Order</i>. Palgrave Macmillan. p. 70. ISBN 9781137593887.</li><li data-bbox="520 530 1489 598">15. "Belt and Road Initiative". Xinhua Finance Agency. Retrieved 2018-04-25.</li></ol>
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