



## MGMT304 CHINESE ENTREPRENEURSHIP AND ASIAN BUSINESS NETWORKS

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### COURSE DESCRIPTION

Since the mid-1980s intra-regional trade and investment links in East and Southeast Asia have expanded rapidly with the shift of production by firms from Japan and newly industrializing countries to lower-cost, neighboring countries. Ethnic Chinese from Hong Kong, Taiwan, Singapore, Malaysia or Indonesia are actively involved in these massive transformation and integration processes. The course will scrutinize their role as well as some of the (culturally biased) misperceptions about their business conduct. The degree, to which their extensive business networks succeed because of ethnic characteristics, or simply because of the sound application of good business practice, is a key issue that will be discussed throughout the course. Based on various corporate case studies and a multi-disciplinary explanatory framework, we will assess the role, characteristics and challenges of Chinese entrepreneurship and business networks in the People's Republic of China, Vietnam, Malaysia, Singapore and Indonesia in an era of global market expansion.

### LEARNING OBJECTIVES

By the end of this course, students will be able to:

- Explain what makes ethnic Chinese business in Asia tick;
- Appreciate both structure and functions of Chinese business organizations, networks and their global reach;
- Challenge some of the culturally biased misperceptions about the business conduct of ethnic Chinese in Asia such as their homogeneity, tribal image and socio-economic exclusivity;
- Critically discuss the challenges, which the rapidly progressing integration of East and Southeast Asia's market cultures into the global market system pose, for ethnic Chinese entrepreneurs, their family businesses, conglomerates and network ties.

### PRE-REQUISITE/ CO-REQUISITE/ MUTUALLY EXCLUSIVE COURSE(S)

Please refer to the Course Catalogue on OASIS for the most updated list of pre-requisites / co-requisites for this particular course.

Do note that if this course has a co-requisite, it means that the course has to be taken together with another course. Dropping one course during BOSS bidding would result in both courses being dropped at the same time.

### ASSESSMENT METHOD

There is **no final examination** in this course.

Cumulative assessment (CA) constitutes 100% of the final grade, consisting of:

- 15% for completion of a **group-based critical review assignment** (journal article or book; presentation only\*),

- 20% for completion of an **individual writing assignment** (story writing\*; no presentation),
- 30% for participation in a **creative mobile learning group project** (research, documentation and media work only; no presentation\*),
- 15% for participation in further **developing the course wiki “Hall of Fame of Chinese Scholars”** (research and documentation work only; no presentation\*) and
- 20% for participation in discussions.

\* further details will be announced in class.

## Academic Integrity

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences.

All work presented in class must be the student’s own work. Any student caught violating this policy may result in the student receiving zero marks for the component assessment or a fail grade for the course. This policy applies to all works (whether oral or written) submitted for purposes of assessment.

Where in doubt, students are encouraged to consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at <http://www.smuscd.org/resources.html>.

## INSTRUCTIONAL METHODS AND EXPECTATIONS

The course approach is based on both analytical rigor and utilisation of concepts. During the course, a variety of teaching and learning techniques will be employed to enable students to think critically and imaginatively about the various implications of the topic. To realize the goal of a shared learning experience between students and instructor, the course is aimed at integrating actual issues faced by the course subjects, practical experiences of participants, problem-based interaction with experts, individual/group projects, and critical reflection on the various course materials.

### Internet / Web Resources

Students are encouraged to make use of the resources provided by the websites listed at the end of the outline (see below).

### Reading Assignments

To master classroom discussions and group activities, the timely completion of assigned readings / reviews (**references in bold –below- represent essential materials**) is necessary. Students are expected to come to each session well prepared to facilitate individual and group learning. This will result in successful course performance.

## 4 MAJOR ASSIGNMENTS

### **Assignment 1: Group-based Critical Review Assignment**

Alternative 1: Groups of max. 6 students will have to prepare a critical summary review of one *reference* (journal article or book chapter) and to present the findings in class (**max: 5 slides, time limit: 20 mins**).

or

Alternative 2: Groups of max. 6 students will have to prepare a review of a book and to present the findings in class (**max: 5 slides, time limit: 20 mins**). **No write-up is required!**

My TA will finalise the list of students per group and schedule by week 2. Altogether there will be 8 groups who will present their reviews in line with the thematic thrusts of the various sessions (please refer to outline below) as per the following allocation:

Group 1* + 2**	on ... tbc (Session 3)
Group 3	on ... tbc (Session 5)
Group 4	on ... tbc (Session 6)
Group 5	on ... tbc (Session 7)
Group 6*** + 7****	on ... tbc (Session 10)
Group 8	on ... tbc (Session 11)

\*Thematic focus on Chineseness; \*\* Thematic focus on Ethnic Chinese as Minorities

\*\*Thematic focus on Coping with Change; \*\*\*\* Thematic focus on the worldwide web of CB

During the presentations, students should introduce both author and his/her background, key hypotheses, research methods, findings, main conclusions and critical assessment. The verbal review should critically analyze and assess the theoretical-conceptual / empirical value added of the work. To prepare for these assignments, please consult the Book Review section of leading journals such as China Quarterly or Asia Pacific J of Mgt to see how scholars critique each other's work. No write-up is required. Only the presentations will be graded.

### **Assignment 2: Individual Story Writing Assignment**

This assignment allows you to follow-up and reflect individually about the various course components (the choice is yours) in form of a thematic story of **750 words**. There are two options here: 1. a story involving real people and 2. a story about an artifact such as a dress, a picture or a decorative item which symbolizes important elements of Chinese culture broadly speaking.

Option 1: This could be a kind of creative write-up about your own identity formation as an ethnic Chinese (non-Chinese are included as well) person and how it changed depending upon place, time, situations and encounters with others (e.g. during an overseas study stint) or it could feature a criminal breach of trust story which took place in the local or regional business scene, involving real business people. Please submit your story together with a photograph of yourself and other actors who might be featured in it. The deadline will be announced in class. **No presentation is required!** The quality of the story write-up will be graded.

What makes a good story? Check out: <http://www.aaronshep.com/youngauthor/elements.html> and the website of Singapore's National Heritage Board (NHB) which has initiated several story writing contests ([http://mystory.sg/content/1328/Storywriting\\_Contests.html](http://mystory.sg/content/1328/Storywriting_Contests.html)).



Option 2: Alternatively, you can write a story about an artifact which you might have seen in one of Singapore's museums such as ethnic garments, jade figures or even Chinese food items. If not, go and explore. Start working! An example of a very interesting place is Singapore's Peranakan Museum near SMU (<http://www.peranakanmuseum.sg/themuseum/galleries.asp>) or The Katong Antique House. Both have great collections of Peranakan artefacts. Another treasure box is the Asian Civilisations Museum ([http://www.acm.org.sg/the\\_museum/artefact\\_snapshot.asp](http://www.acm.org.sg/the_museum/artefact_snapshot.asp)). Whatever artifact you choose, please ensure that it has deep meaning in Chinese culture.

The **10 winning stories** will be published in the course wiki. For infos about NHB's winning stories in the artifact category check out: <http://mystory.sg/content/1275>.

### **Assignment 3: Creative Mobile Learning Group Project**

We will work with a new and innovative way of learning in this course: **blended mobile learning with mobile devices on location**. Suitable locations for these projects include:

1. Chinese Heritage Centre at NTU
2. Singapore's Chinatown
3. Asian Civilisations Museum (e.g. Singapore River Gallery)
4. Peranakan Museum (near SMU)
5. Sun Yat Sen Villa
6. Katong Antique House
7. Singapore Chinese Chamber of Commerce & Industry
8. Singapore Federation of Chinese Clan Associations (<http://www.sfcca.org.sg/>).
9. Geomancy Consulting Firms

This assignment allows students to tackle interesting and unique assignments which they have proposed and fine-tuned in close consultation with the instructor on location rather than in the classroom, at home or elsewhere by using mobile learning devices. Students may be asked to listen to a podcast lecture by the instructor either prior to a field trip or on location, e.g. in a museum, followed by a group discussion about the assignment at hand which will have to be tackled by preparing/writing/sending commentaries/informative texts/SMS, photos/images/short video clips based on the particular topic onto a central portfolio (our course wiki) via hand phones (and/or other mobile devices if available/suitable). The project will be handled as a group project. All students will receive the same grade/marks. Upon completion, all students will have enhanced their learning curve virtually so to speak by sharing their peer learning outcomes online.

#### **Example I of a Mobile Learning Group Project**

Students may visit the permanent Chinese identity exhibition at the Chinese Heritage Centre at NTU in conjunction with "Session 2: Ethnic Chinese and 'Chineseness' Defined". Prior to the visit or on location they may listen to my lecture on Chineseness either in class or via a podcast. They will have to develop a short assignment roadmap which outlines the mobile learning objectives, approach, tools and expected outcomes of the assignment in close consultation with the instructor. For example, students and instructor could agree that the main task could be to reflect and/or visualize students' own identity formation patterns (to be further specified) after having gone through the exhibits based on videotaped commentaries, photos, statements, short messages etc. which will have to be archived on the central portfolio (wiki) in line with the respective pedagogical goals. Practically, students might want to sms each other about their observations in the museum and send related, evaluative text messages plus meaningful images to 1-2 other students 'back in the virtual office' tasked with organizing/archiving/uploading the material. These 'wiki masters' would have to ensure that important insights, experiences and lessons learnt are properly edited and available on the same platform with short albeit meaningful debriefs (just like what museum folks do with exhibits/artefacts) so that their peers can benefit from students' cumulated learning insights.

#### **Example II of a Mobile Learning Group Project**

Another group may opt for exploring Lee Kong Chian's connection to Dr Sun Yat Sen, the prominent Chinese nationalist, based on a visit of the former Sun Yat Sen Villa named after him and thematically embedded in "Session 6: The Moral Economy".

As stated in the website of the Sun Yat Sen Memorial Hall, this villa became "a focal point of anti-Manchu activities outside of China. Sun Yat Sen stayed at the villa on three occasions. It is now known as the Sun Yat Sen Nanyang Memorial Hall. Originally called Bin Chang House and built around the 1880s by Boey Chuan Poh for his mistress called Bin Chang. It was renamed Wan Qing Yuan by the new owner, Mr Teo Eng Hock who bought it in 1905 for his mother to enjoy her later years in peace and tranquility. Mr. Teo was a keen supporter of the Nationalist cause in China and offered the place to Dr. Sun Yat Sen, as the Southeast Asian Headquarters of his revolutionary movement, Tong Meng Hui from February 1906. Sadly the owner's fortunes suffered during the depression and the house was bought over by 6 Chinese businessmen - Lee Kong Chian, Tan Ean Kiam, Chew Hean Swee, Lee Chor Seng, Yeo Kiat Tiow and Lee Chin Tian - who then donated it to the Singapore Chinese Chamber of Commerce and Industry (SCCCI) to be preserved. After the war, SCCCI converted the villa into a museum called Sun Yat Sen Nanyang Memorial Hall, exhibiting artefacts belonging to Dr. Sun and victims of war."

Here the challenge might be to find out how pragmatic businessmen like Lee Kong Chian, Tan Ean Kiam, Chew Hean Swee, Lee Chor Seng, Yeo Kiat Tiow and Lee Chin Tian were socially and economically connected, their involvement and leadership roles in SCCCI and the business world, what they thought about the Chinese

revolution etc. Just like above, the challenge will be to develop interesting materials inspired by/on location (e.g. a short video featuring a board member of the Hall discussing the legacy of Sun Yat Sen) and to upload the results onto the course wiki to enhance shared peer learning.

**Be creative! Other suitable locations for mobile learning group projects** include Chinese Heritage Centre at NTU; Singapore's Chinatown; Asian Civilisations Museum (e.g. Singapore River Gallery); Peranakan Museum (near SMU); Sun Yat Sen Villa; Katong Antique House; Singapore Chinese Chamber of Commerce & Industry; Singapore Federation of Chinese Clan Associations (<http://www.sfcca.org.sg/>) etc. A prominent example of a Geomancy consulting firm is Way OnNet Group Pte Ltd (149 Rochor Road #02-11, Fu Lu Shou Complex, Singapore 188425) with their retail outlets at Orchard Central (181 Orchard Road #04-26/27) and Fu Lu Shou Complex (149 Rochor Road #02-10).

As you might sense you will have a lot of space for creative activities – some of you may not be comfortable with this but I strongly feel that it is something we should try out, and I am confident that all of you will succeed in doing so. Experts predict that this form of mobile learning will become very dominant in the near future. In this sense, we are all pioneers who are pushing the boundaries of learning at SMU. **No presentation is required for this assignment!**

As indicated above, groups have to develop a one page draft outline paper (assignment roadmap) of their proposed mobile learning project (the why, what, where, how etc of your mobile project work) by the end of term week 2 / 3 to be submitted as softcopy to TA Chris Goh. The instructor will meet each group and discuss the proposal in greater depth. It is expected that the final outcome will draw from class readings, primary (empirical) research on location and other relevant secondary sources (accepted in consultation with the instructor). **The use of mobile devices is compulsory!**

**The grades for these mobile learning assignments will be based on the quality and creativity of the draft proposal (10%), breadth, depth and innovativeness of the location-centric mobile learning implementation approach (50%) and the quality of the final outcome documented on the wiki (40%). Specific criteria will be clarified in class.**

Videos should be professional in nature (length: 5 mins max.). Grades for video productions will be largely based on sound/audio, presentation and technical (e.g. cutting) quality (40%) as well as the quality of the 'script'. Essential is a good storyline which students need to develop prior to recordings.

Potential alternative topics for these projects are listed at the end of this course outline. Should you have other ideas, please feel free to discuss them with the instructor.

#### **Assignment 4: Further Development of Course Wiki “Hall of Fame of Chinese Scholars”**

The main objective of this wiki assignment is to further develop an existing collaborative knowledge website (= wiki) on Chinese business whose creation started in AY 08-09 ([https://wiki.smu.edu.sg/MGMT304/Main\\_Page](https://wiki.smu.edu.sg/MGMT304/Main_Page)). So far, we have collated materials on Mayfair Yang Mei Hui; Wang Gungwu; Tan Chin Tiong; Claire Chiang; Tan Chee-Beng; Gary Hamilton and M Backman.

**Your task** is to continue to expand this “Hall of Fame of Chinese Business Researchers” featured in the wiki above by doing a bit of research on Chinese scholars such as Ang See, Teresita; Baker, Hugh D.R.; Chan Kwok Bun; Douw, Leo M; Gomez, Edmund Terence; Haley, George T; Hsin-Huang Michael Hsia; Huang Cen; Jacobsen, Michael; Kuah, Khun Eng; Lever-Tracy, Constance; Li, Peter S; Liu Hong; Luo Yadong; Mackie, Jamie; Nonini, Donald; Ong Aihwa; Tong Chee Kiong; Pan, Lynn; Redding, Gordon; Schlevogt, Kai-Alexander; Sinn, Elizabeth; Suryadinata, Leo; Tan Chee-Beng; Tracy, Noel; Tsui-Auch, Lai Si; Tu Weiming; Wertheim, W.F.; Wong Siu-Lun; Yao Souchou; Yeung, Henry Wai-Chung and to document your findings in form of a wiki.

Students will work in groups. Each group of students will have to focus on one (1) scholar.

Please look through the list and decide on one scholar you'd like to work on within the deadline which will be announced in class. TA Chris Goh will finalise the list of students/name of Chinese scholar so that Magnus Lars Bengtsson from SMU's “Integrated Information Technology Services” section can lock in all names into the wiki system as soon as possible. There will also be a short wiki briefing in class in week 2 or 3.

The kind of work that needs to be produced on your selected scholar should include:

- I. Picture and Short Biography.

2. Elaborations on why the respective scholar(s) started writing about 'Things Chinese' (if this can not be established via secondary literature, students are requested to find out, e.g. by emailing/asking the respective scholar which should be most rewarding; several of these scholars live and work in Singapore – so it should be relatively easy to meet them face-to-face).
3. Main Publications
4. Latest Publication and Abstract
5. Key Collaborators (if any)
6. Scholarly Legacy in terms of Main Ideas, Key Concepts, Theoretical Advances etc.

**The wiki contributions should have a word count of max. 2000-2500.**

The wiki page is available through this main link: [https://wiki.smu.edu.sg/MGMT304/Main\\_Page](https://wiki.smu.edu.sg/MGMT304/Main_Page).

You would need to log in with your student accounts before being able to access the page.

Grading criteria will be discussed in class. Some general recommendations for writing good wiki contributions can be found at: [http://en.wikipedia.org/w/index.php?title=Wikipedia:Your\\_first\\_article&oldid=41631731](http://en.wikipedia.org/w/index.php?title=Wikipedia:Your_first_article&oldid=41631731).

Caution: Please ensure that IP laws are followed when uploading material (e.g. photos). The following link (which is also available on the sidebar on the wiki) provides further infos: Intellectual property - <https://wiki.smu.edu.sg/ip.pdf>.

The presentation schedule and deadlines for the submission of the written reports will be specified in class. Students are expected to adhere to deadlines. Any problems should be discussed with the course instructor as soon as possible.

### **Class Participation and Contribution**

A high level of student participation is required both in the classroom and in the context of group projects. Students are required to read intensively and to participate actively in book reviews, group projects, presentations, discussions etc.

## **CLASS TIMINGS**

The course is taught in one 3-hour session per week.

## **RECOMMENDED TEXT AND READINGS**

### **Introductory Readings**

Wong, R., 2008, "A New Breed of Chinese Entrepreneurs? Critical Reflections" in Wong, R. (ed.), Chinese Entrepreneurship in Global Era. London: Routledge, pp. 3-22.

Menkhoff, T., 2006, "Chinese Business Networks - A Hypothetical Dialogue", in Pan, L. (ed.), Encyclopedia of the Chinese Overseas, Chinese Heritage Centre at Nanyang Technological University, Singapore, Singapore, pp. 94-95.

Menkhoff, T. and Gerke, S., 2002 "Asia's Transformation and the Role of the Ethnic Chinese" in Menkhoff, T. and Gerke, S. (eds.), Chinese Entrepreneurship and Asian Business Networks, London: RoutledgeCurzon, pp. 3-19.

### **Key Readings will be assigned from the following textbooks:**

Menkhoff, T. and Gerke, S., 2004, Chinese Entrepreneurship and Asian Business Networks, London and New York: RoutledgeCurzon.

Menkhoff, T., Pang, E. F. and Evers, H.-D. 2008, The Power of Knowing: Studies of Chinese Business in Asia, Special Issue of the Journal of Asian Business, Vol. 22, No. 2-3 2006 & Vol 23, No 1 2007 (released in 2008).

## CLASS SCHEDULE

<b>Week 22</b>	<b>Week 26</b>	<b>Week 30</b>
1 <sup>st</sup> Session: Introduction to Course – The Evolution of Chinese Communities in the <i>Nanyang</i>	5 <sup>th</sup> Session: Theory and Practice of Chinese <i>Guanxi</i> / Networking through Dialect / Regional Associations	8 <sup>th</sup> Session: <b>Chinatown Tour</b> <b>Meeting Point:</b> <b>Thian Hock Kheng Temple</b> <b>(9am sharp!)</b>
<b>Week 23</b>	<b>Week 27</b>	<b>Week 31</b>
2 <sup>nd</sup> Session: The Evolution of Chinese Communities (Cont'd) / Ethnic Chinese and Chineseness Defined	6 <sup>th</sup> Session: The Moral Economy of Qiaoxiang Ties	9 <sup>th</sup> Session: Mobile Learning on Location (no physical class time)
<b>Week 24</b>	<b>Week 28</b>	<b>Week 32</b>
3 <sup>rd</sup> Session: Ethnic Chinese as Minorities: Issues and Theories	7 <sup>th</sup> Session: What Makes Chinese Business Firms tick?	10 <sup>th</sup> Session: Coping with Change – Challenges Ahead for Chinese Business in Asia / The Worldwide Web of Chinese Business between Fact and Fiction
<b>Week 25</b>	<b>Week 29</b>	<b>Week 33 + 34</b>
4 <sup>th</sup> Session: <b>Site Visit</b>	<b>Recess</b>	11 <sup>th</sup> + 12 <sup>th</sup> Session: What Makes The New Chinese Transnational Enterprise Tick?  Wrap-Up

## Course Outline

### Session 1: Introduction - The Evolution of Chinese Communities in the Nanyang

- Chinese Migration in Historical Perspective
- Push and Pull Factors
- Labor Immigration, Working Conditions and Social Life
- Societal Responses

#### Readings:

Carney, M. and Dieleman, M. 2008, "Heroes & Villains: Ethnic Chinese Family Business in Southeast Asia" in Phan, P. and Butler, J.E., Theoretical Developments and Future Research in Family Business, Greenwich: Information Age Publishing, pp. 49-73.

Pan, L. 2006, "Migration" in Pan, L. (ed), The Encyclopedia of the Chinese Overseas, Singapore: Archipelago Press and Landmark Books, pp. 46-71.

Ong Jin Hui, 1999, "Chinese Indentured Labour: Coolies and Colonies", in Cohen, R. (ed.), The Cambridge Survey of World Migration, Cambridge: Cambridge University Press, pp. 51-56.

Wang Gungwu, 1992, "A Short History of the Nanyang Chinese", in Wang Gungwu, Community and Nation, Sydney: Allen and Unwin (Chapter 2).

#### Books for Reviews:

Pan, L. 2006 (ed), The Encyclopedia of the Chinese Overseas, Singapore: Archipelago Press and Landmark Books.

Wang, Gungwu, 2000, The Chinese Overseas: From Earthbound China to the Quest for Autonomy, Mass.; London, England: Harvard University Press.

Cheng, L. and Bonacich, E. (eds.), 1984, Labor Immigration Under Capitalism, California: Berkeley University Press.

### Session 2: Ethnic Chinese and 'Chineseness' Defined

- Ethnic Chinese and Chineseness Defined
- Self-identification of Ethnic Chinese outside China
- Identities on the Move
- 'The Chinese Global Tribe' and other Misperceptions

#### Readings:

Menkhoff, T., Badibanga, U. and Chay Y.W., 2007, "Managing Change in Asian Business – A Comparison between Chinese-educated and English-Educated Chinese Entrepreneurs in Singapore", The Copenhagen Journal of Asian Studies, (Special Issue 'In the Shadow of Mainland China: Changing Ethnic Chinese Business Practices in Southeast Asia'), 25: 50-73.

Pan, L. 2006, "Definitions" in Pan, L. (ed), The Encyclopedia of the Chinese Overseas, Singapore: Archipelago Press and Landmark Books, pp. 14-19.

Kwok, K.W., 2006, "Being Chinese in the Modern World" in Pan, L. (ed.), The Encyclopedia of the Chinese Overseas, Singapore: Archipelago Press and Landmark Books, pp. 121-126.

Chan, K. B., 2004, "Interrogating Identity, Ethnicity and Diaspora: Three Case Studies of the Ethnic Chinese", in Joly, D. (ed.), International Migration in the New Millennium, Aldershot: Ashgate, pp. 180-199.

Wang Gungwu, 1998, "Upgrading the Migrant: Neither Huaqiao nor Huaren" in Sinn, E. (ed.), The Last Half Century of Chinese Overseas, H.K.: Hong Kong University Press, pp.15-33.



Tan, C. B., 1998, "People of Chinese Descent: Language, Nationality and Identity", in Wang, L.C. and Wang, G.W. (eds.), The Chinese Diaspora: Selected Essays, Singapore: Times Academic Press, Vol. 1., pp. 29-49.

**Wang Gungwu, 1992, "The Origins of Hua-Ch'iao", in Wang Gungwu, Community and Nation, Sydney: Allen and Unwin (Chapter 1).**

**Books for Reviews:**

Yeoh, B., Charney, M.W. and Tong, C.K. (eds.), 2003, Approaching Transnationalisms: Studies on Transnational Societies, Multicultural Contacts, and Imaginings of Home. Kluwer Academic Publishers.

Kotkin, J., 1993, Tribes: How Race, Religion and Identity Determine Success in the New Global Economy, New York: Random House.

Wang, Gungwu, 1991, China and the Chinese Overseas, Singapore: Times Academic Press.

Cushman, J. and Hirschman, C., 1988, Changing Identities of the Southeast Asian Chinese Since World War II, Hong Kong: Hong Kong University Press.

**Session 3: Ethnic Chinese as Minorities: Issues and Theories**

- The Trading Minority Hypothesis and Consequences
- Ethnic Chinese in Southeast Asia between Integration, Assimilation and Multiculturalism
- Prejudices, Stereotypes and Discrimination: Issues and Theories
- The Situation of Ethnic Chinese and other 'Asian Americans' in the US

**Readings:**

**Chan, K.B. and Seet, C.S., 2003, "Migrant Family Drama Revisited: Mainland Chinese Immigrants in Singapore", Sojourn: Journal of Social Issues in Southeast Asia, Vol.18(2): 171-200.**

**Chan, K.B. and Ng, B.K., 2000, "Myths and Misperceptions of Ethnic Chinese Capitalism" in Chan, K. B., 2000 (ed.), Chinese Business Networks – State, Economy and Culture, Singapore: Prentice Hall, pp. 261-284.**

Woo, D., 2000, Glass Ceilings and Asian Americans, California: Alta Mira Press, Chapter 1: "Inventing and Reinventing 'Model Minorities'; and Chapter 5: "The Glass Ceiling at 'XYZ Aerospace'".

**Chan, K. B. and Ong J. H., 1999, "The Many Faces of Immigrant Entrepreneurship" in Cohen, R. (ed.), The Cambridge Survey of World Migration, Cambridge: Cambridge University Press, pp. 523-531.**

Menkhoff, T., 1993, "Trade Routes, Trust and Tactics: Chinese Traders in Singapore" in Evers, H.-D. and Schrader, H. (eds.), The Moral Economy of Trade - Ethnicity and Developing Markets, London: Routledge.

Van den Berghe, P.L., 1981, The Ethnic Phenomenon, New York: Elsevier, Chapters 1 and 2.

**Wertheim, W.F., 1980, "The Trading Minorities in Southeast Asia" in Evers, H.-D. (ed.), Sociology of Southeast Asia, Oxford University Press.**

Kitano, H and Stanley S., 1973, "The Model Minorities", The Journal of Social Issues, 29: 1-9.

**Books for Reviews:**

Chan, K.B. 2005, Chinese Identities, Ethnicity and Cosmopolitanism. London: Routledge.

Wang, L.C. and Wang, G.W. 1998 (eds.), The Chinese Diaspora: Selected Essays, Singapore: Times Academic Press, Vols. 1+2.

Suryadinata, L. (ed.), 1997, Ethnic Chinese as Southeast Asians, Singapore: Institute of Southeast Asian Studies.

Guibernau, M. and Rex, J. (eds.), 1997, The Ethnicity Reader, Cambridge: Polity Press.

#### **Session 4: Visit of Asian Civilisations Museum**

#### **Session 5: Theory and Practice of Chinese Guanxi and Networking through Dialect / Regional Associations**

- Guanxi Defined
- A Typology of Guanxi Bases
- Dialect/Regional Associations and Business Networking
- Impact of Globalisation on Traditional Chinese Associations
- Towards a Global Chinese Cyber-Community

#### **Readings:**

Pan, L. 2006, "Origins" in Pan, L. (ed), The Encyclopedia of the Chinese Overseas, Singapore: Archipelago Press and Landmark Books, pp. 20-43.

**Yeung, H. W-C, 2002, "Transnational Entrepreneurship and Chinese Business Networks: The Regionalization of Chinese Business Firms from Singapore" in Menkhoff, T. and Gerke, S. (eds), Chinese Entrepreneurship and Asian Business Networks, London and New York: RoutledgeCurzon.**

Yao, S., 2002, "Guanxi: Sentiment, Performance and the Trading of Words" in Menkhoff, T. and Gerke, S. (eds), Chinese Entrepreneurship and Asian Business Networks, London and New York: RoutledgeCurzon.

Kuah, K.E., 2000, "As Local and Global Cultural Brokers: A Fujianese Territorial Based Association in Hong Kong" in Ang See, T., Intercultural Relations, Cultural Transformation and Identity: The Ethnic Chinese, Manila: Kaisa Publication, pp. 226-235. (co-author: Wong Siu-lun).

**Kuah, K.E., 1998 "Rebuilding Their Ancestral Villages: The Moral Economy of the Singapore Chinese", in Wang, G.W. and Wong, J. (eds.), China's Political Economy. Singapore: Singapore University Press, pp. 249-276.**

**Liu, H., 1998, "Old Linkages, New Networks: The Globalisation of Overseas Chinese Voluntary Associations and Its Implications" in China Quarterly, No. 155: 104-131.**

Sinn, E., 1997, "Xin Xi Guxiang: A Study of Regional Associations as a Bonding Mechanism in the Chinese Diaspora: The Hong Kong Experience", Modern Asian Studies, 31(2): 375-397.

**Menkhoff, T. and Labig, C., 1996 "Trading Networks of Chinese Entrepreneurs in Singapore", SOJOURN – Journal of Social Issues in Southeast Asia, Vol. 11, No. 1: 130-154.**

**King, Ambrose Y.C., 1994 "Kuan-hsi (guanxi) and Networking Building: A Sociological Interpretation", pp. 109-126 in Tu, Weiming (ed.), The Living Tree: The Changing Meaning of Being Chinese Today, Stanford: Stanford University Press.**

Yang, M.M.H., 1994, Gift Favors and Banquets: The Art of Social Relationships in China, Ithaca: Cornell University Press, Chapter 3: The Art of Guanxixue: Ethics, Tactics and Etiquette.

#### **Books for Reviews:**

Ang See, T. (eds), 2000, Intercultural Relations, Cultural Transformation and Identity: The Ethnic Chinese, Manila: Kaisa Publication.

Luo Yadong, 2000, Guanxi and Business, Singapore: World Scientific.

Wang, G.W. and Wong, J. (eds.), 1998, China's Political Economy, Singapore: Singapore University Press.

Baker, H., 1979, Chinese Family and Kinship, New York: Columbia University Press.

### **Session 6: The Moral Economy of Qiaoxiang Ties**

- Bonds and Collaborations between Ethnic Chinese and their Ancestral Villages in the PR China
- The Moral Economy of Qiaoxiang Ties
- Insight: How the Chinese Overseas do Business with China
- Investments of Chinese Overseas in China

#### **Readings:**

**Tan Chee-Beng, 2006, "Chinese Overseas, Transnational Networks, and China" in Tan Chee-Beng ed., Chinese Transnational Networks. Richmond: RoutledgeCurzon, pp. 1-21.**

**Tracy, N. and Lever-Tracy, C., 2002, "A New Alliance for Profit: China's Local Industries and the Chinese Diaspora" in Menkhoff, T. and Gerke, S. (eds), Chinese Entrepreneurship and Asian Business Networks, London and New York: RoutledgeCurzon.**

Schlevogt, K-A., 2002, "Chinese Entrepreneurship and Resilient National Development - How Overseas "Web-based Chinese Management" Can Help To Grow China's Multiple Ownership Economy" in Menkhoff, T. and Gerke, S. (eds), Chinese Entrepreneurship and Asian Business Networks, London and New York: RoutledgeCurzon.

Kuah, K.E., 2000, Rebuilding the Ancestral Village – Singaporeans in China, Aldershot: Ashgate Publishing Ltd, Chapters 4-6 and 8.

**Kuah, K.E., 1999, "The Changing Moral Economy of Ancestor Worship in a Chinese Emigrant Village", in Culture, Medicine and Psychiatry, 23: 99-132.**

**Cheng, J.Y.S. and Ngok, K.L., 1999, "Government Policy in the Reform Era: Interactions between Organs Responsible for Overseas Chinese and Qiaoxiang Communities" in Douw, L., Huang, C. and Godley, M.R. (eds.), Qiaoxiang Ties, London and New York: Kegan Paul International, pp. 113-142.**

Huang, C., 1997, "Qiaoxiang Ties and China's Economic Modernisation" in Welde, van der P. and McKay, A. (ed.), New Developments in Asian Studies, London, KPI: 123-139.

#### **Books for Reviews:**

Tan Chee-Beng ed., 2006, Chinese Transnational Networks, Richmond: RoutledgeCurzon.

Kuah, K.E., 2000, Rebuilding the Ancestral Village – Singaporeans in China, Aldershot: Ashgate Publishing Ltd.

Douw, L, Huang, C. and Godley, M.R., (eds.), 1999, Qiaoxiang Ties: Interdisciplinary Approaches to 'Cultural Capitalism' in South China, London: Kegan Paul International.

### **Session 7: What Makes Chinese Business Firms Tick?**

- Chinese Business and Family Firms in Southeast Asia
- Corporate Governance Systems in Chinese Family Firms
- Development Challenges of Chinese Family Firms
- Programs to Help Chinese Family Firms grow
- Case studies of Chinese Family Firms

#### **Readings:**

**Wong, R., 2008, "The Spirit of Chinese Entrepreneurship: Management Practices Among Hong Kong Business Owners" in Wong, R (ed.), Chinese Entrepreneurship in Global Era. London: Routledge, pp. 177-200.**

Mackie, J.A.C., 2006 “Chinese Business Organizations” in Pan, L. (ed.), 2006, The Encyclopedia of the Chinese Overseas, Singapore: Archipelago Press and Landmark Books, pp. 91-93.

Kopnina, H. 2005: Family Matters? Recruitment Methods and Cultural Boundaries in Singapore Chinese Small and Medium Enterprises, Asia Pacific Business Review, Vol. 11, issue 4, Dec., pp. 483-499.

**Hornidge, A.K., 2004, “When the Younger Generation Takes Over – Singaporean Chinese Family Businesses in Change”, Internationales Asienforum, Vol. 35, No. 1–2, pp. 101–131.**

Gomez, E. T., 2002, “Chinese Business Development in Malaysia: Networks, Entrepreneurship or Patronage?” in Menkhoff, T. and Gerke, S. (eds), Chinese Entrepreneurship and Asian Business Networks, London and New York: RoutledgeCurzon.

**Tong, C. K. and Yong, P. K., 2002, “Personalism and Paternalism in Chinese Business” in Menkhoff, T. and Gerke, S. (eds), Chinese Entrepreneurship and Asian Business Networks, London and New York: RoutledgeCurzon.**

**Haley, G.T., Tan, C.T. and Haley, U.C.V., 1998, “Concepts of Strategic Management” in Haley, G.T., Tan, C.T. and Haley, U.C.V., New Asian Emperors, Oxford: Butterworth/Heinemann, pp. 104-125.**

Redding, G., 1993 “The Chinese Family Business” in Redding, S. G., The Spirit of Chinese Capitalism, Berlin and New York: Walter de Gruyter, pp. 143-181.

**Wong, S.L., 1985 “The Chinese Family Firm: A Model” in: British Journal of Sociology, 36, pp. 58-72.**

#### **Books for Reviews:**

Phan, P. and Butler, J.E., 2008, Theoretical Developments and Future Research in Family Business, Greenwich: Information Age Publishing.

Wong, R. (ed.), 2008, Chinese Entrepreneurship in Global Era, London: Routledge,

Haley, G.T., Tan, C.T. and Haley, U.C.V., 1998, New Asian Emperors, Oxford: Butterworth/Heinemann.

Chan, K.B. and Chiang, C., 1994, Stepping Out: The Making of Chinese Entrepreneurs, Singapore: Prentice-Hall.

Menkhoff, T., 1993, Trade Routes, Trust and Trading Networks - Chinese Small Enterprises in Singapore, Bielefeld Studies on the Sociology of Development, edited by Prof. H.-D. Evers, Saarbruecken, Fort Lauderdale: Breitenbach Publishers, Vol. 54.

Redding, S. G., 1993, The Spirit of Chinese Capitalism, Berlin and New York: Walter de Gruyter.

### **Session 8: Chinatown Tour**

#### **Important Notice:**

**\*\*\* Session 9 will be devoted to mobile learning activities on location. There is no physical classtime on March 8! The topic “Coping with Change” will be covered in Session 10!**

### **Session 9: Coping with Change – Challenges Ahead for Chinese Business \*\*\***

- Organisational Change Management Matters
- The Difference between Small Business and Entrepreneurial Ventures
- Organisational Change Practices in Local Firms
- Case Studies of Organisational Change Projects in Chinese Business

**Readings:**

**Menkhoff, T. and Chay, Y. W., 2008, "Technological Change Management Strategies in Asian Small-Scale Businesses", International Quarterly for Asian Studies, Vol. 39, No. 3-4, pp. 305-324.**

**Yeung, H. 2006, "Change and Continuity in Southeast Asian Ethnic Chinese Business", Asia Pacific Journal of Management 23(3): 229-54.**

**Tsui-Auch, L. S. 2004, "The Professionally Managed Family-ruled Enterprise: Ethnic Chinese Business in Singapore", Journal of Management Studies, Vol. 41, No. 4: 693-723.**

Lever-Tracy, C. & Ip, D. 2002, "Small Chinese Businesses after the Asian Crisis: Surviving and Reviving", in Harvie, C. (ed.), Globalisation and SME's in East Asia. Edward Elgar, Cheltenham, U.K.

Menkhoff, T. and Loh, B. 2002 "Champions of Change or Petty Dinosaurs? A Survey of Organisational Change Management Practices of Chinese SMEs in Singapore" in Suryadinata, L. (ed.), The Chinese in Singapore and Malaysia: A Dialogue between Tradition and Modernity, Singapore: Times Books, pp. 277-298.

**Redding, G., 1993 "Sources of Efficiency and Failure" in Redding, S. G., The Spirit of Chinese Capitalism, Berlin and New York: Walter de Gruyter, pp. 205-225.**

**\*\*\* In Term 2, session 9 will be devoted to mobile learning activities on location. There is no physical classtime on March 8! The topic "Coping with Change" will be covered in Session 10!**

**Session 10: The Worldwide Web of Chinese Business: Fact or Fiction?**

- Chinese Guanxi Networks and Economic Development
- Guanxi Bases and Guanxi Strategies of Ethnic Chinese Entrepreneurs
- SWOT Analysis of Chinese Business Networks
- Insight: How China does Business with Singapore

**Readings:**

**Tong, C.K., 2007, "Rethinking Chinese Business Networks: Trust and Distrust in Chinese Business" in Menkhoff, T., Pang, E.F. and Evers, H.-D. eds., The Power of Knowing: Studies of Chinese Business in Asia, Journal of Asian Business, Vol. 22, No. 2-3 2006 & Vol. 23, No. 1 2007. Ann Arbor: Stephen M. Ross School of Business at the University of Michigan, pp. 145-167.**

**Li, P.S., 2000, "Overseas Chinese Networks: A Reassessment" in Chan, K. B., 2000 (ed.), Chinese Business Networks – State, Economy and Culture, Singapore: Prentice Hall, pp. 261-284.**

**Wong S.L. and Salaff, J.W., 1998, "Network Capital: Emigration from Hong Kong", British Journal of Sociology, 40(3): 358-374.**

Hsing, Y.T., 1997, "Building Guanxi Across the Straits: Taiwanese Capital and Local Chinese Bureaucrats" in Ong, A. and Nonini, D. (eds.), Ungrounded Empires, New York and London: Routledge, pp. 143 –164.

Redding, S.G., 1996, "Societal Transformation and the Contribution of Authority Relations and Cooperation Norms in Overseas Chinese Business", in Tu, W.M. (ed.), Confucian Traditions in East Asian Modernity, Cambridge: Harvard University Press, pp. 310 – 327.

**Kao, J., 1993 "The Worldwide Web of Chinese Business", Harvard Business Review, March/April: 24-36.**

Hamilton, G. (ed.), 1991, Business Networks and Economic Development in East and Southeast Asia, Hong Kong: University of Hong Kong, Centre of Asian Studies, Chapters 2, 6, 9 and 11.

**Books for Reviews:**

Backman, M., 2001, Asian Eclipse – Exposing the Dark Side of Business in Asia, J. Wiley & Sons Pte. Ltd.

Chan Kwok Bun, 2000 (ed.), Chinese Business Networks – State, Economy and Culture, Singapore: Prentice Hall.

Ong, A. and Nonini, D. (eds.) 1997, Ungrounded Empires, New York and London: Routledge.

Ch'ng, D. C. L., 1993, The Overseas Chinese Entrepreneurs in East Asia: Background, Business Practices and International Networks, Melbourne: Committee for Economic Development of Australia.

### **Session 11: What Makes the New Chinese Transnational Enterprise Tick?**

- Globalization, Chinese Network Organizations and Conglomerates
- The Emergence of the New Transnational Chinese Business Elite
- Case studies of Chinese Conglomerates and Transnational Enterprises

#### **Readings:**

Jacobsen, M. 2007, “Re-Conceptualising Notions of Chinese-ness in a Southeast Asian Context. From Diasporic Networking to Grounded Cosmopolitanism”, East Asia 24(2): 213-227

Mackie, J.A.C., 2006 “Network Organizations” in Pan, L. (ed.), 2006, The Encyclopedia of the Chinese Overseas, Singapore: Archipelago Press and Landmark Books, p. 93.

Mitchell, K., 1997, "Transnational Subjects: Constituting the Cultural Citizen in the Era of Pacific Rim Capital", in Ong, A. and Nonini, D. (eds.), Ungrounded Empires: The Cultural Politics of Modern Chinese Transnationalism, New York and London: Routledge, pp. 228-258.

#### **Books for Reviews:**

Yeung, W. C., 2004, Chinese Capitalism in a Global Era – Towards Hybrid Capitalism, London: New York: Routledge.

Gomez, E.T. and Hsin-Huang, M.H. (eds.), 2003, De-essentializing Capitalism: Chinese Enterprise, Transnationalism, and Identity. London: Routledge Curzon.

Yao Souchou 2002, Confucian Capitalism: Discourse, Practice and the Myth of Chinese Enterprise. Richmond: RoutledgeCurzon.

Douw, L, Huang, C. & Ip, D.(ed.), 2001, Rethinking Chinese Transnational Enterprises: Cultural Affinity and Business Strategies, Richmond, Surrey: Curzon Press.

Yeung, W. C., 1998, Transnational Corporations and Business Networks: Hong Kong Firms in the ASEAN Region, London: New York: Routledge.

### **Session 12: Wrap-Up**

- The Future of Chinese Capital in Asia and the World

## **Topics for Mobile Learning Group Projects**

How Chinese is Urban Singapore? Searching for Chinese Symbols in Urban Space

Mainland China's Businesses in Singapore: Manifestations, Threats and Opportunities

Singapore's New Chinese Ground

The Business Activities of the Off-Spring of Singapore's Empire Builders ... (e.g. Tan Lark Sye and The Link)

Theory and Practice of Chinese Philanthropy

The Business Ideology of Chinese-Educated Businessmen and Women, e.g. Hyflux, Breadtalk

The Socio-Economic Role of Ethnic Chinese in Southeast Asian Nations (Thailand, Malaysia etc)

Evolution and Performance of the Lee Rubber Group of Companies

Raffles' Girlfriend

What is so Chinese about Chinese Food?