GLOBAL COMPETITION FOR POWER

Case Study: A Close-Up on China
Volume VI

GLOBAL COMPETITION FOR POWER

GLOBALSCOPE PUBLICATIONS
University of California, Irvine • School of Social Sciences
GlobalScope is a series of innovative curriculum guides created by the University of California, Irvine’s School of Social Sciences for secondary school educators and students on the 21st Century forces and issues of globalization. The curriculum is designed to introduce high school students to the formal academic disciplines of anthropology, economics, geography, international studies, political science, and sociology. The GlobalScope publications allow us to share original University research and teachings with students and teachers beyond our immediate reach.

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Copyright © 2015 Global Connect @ UCI | University of California, Irvine
Global Connect is an original educational partnership developed by UC Irvine’s School of Social Sciences to enrich California’s secondary school curriculum in international studies. This is accomplished by translating current university-level concepts and knowledge into a curriculum that is age appropriate for high school students.

The global studies knowledge-gap in our public schools is a critical problem that needs a flexible and immediate response. Students need lessons they can relate to as global citizens that will affect how they see themselves in the world. They must be capable of thinking in terms of worldwide issues to succeed in their respective careers and lives so that they may contribute to the general welfare of society. This cannot be achieved through textbook curriculum that is outdated by the time it is received by students. Teachers cannot abandon their classroom responsibilities to acquire current knowledge of the quickly changing international environment. Global conflicts and issues need to be brought to the students as current events -- not as history.

The study of worldwide issues through Global Connect @ UCI establishes an environment that creates responsible global citizens and leads to access for students to higher education. Global Connect builds a bridge to the world for our nation’s secondary students.

Global Connect dedicates its educational program and publications to addressing California’s History Social Studies curriculum framework and the National Curriculum Standards for Social Studies. This is accomplished through the creation of an original year long course, “Globalization and International Relations”; implementation of the syllabus at select schools in Orange County; sponsorship of countywide teacher seminars; and the development of new on-line curriculum options for secondary educators statewide and beyond. Classroom lessons are innovative in structure and not only teach students factual information but serve as an ideal platform for analytical–reflective thinking about global issues.

For additional information, please visit our website at:

http://www.socsci.uci.edu/globalconnect/
The pursuit of Common Core Standards is redefining America’s educational priorities. One of the most central and elusive problems in addressing these standards is developing academically challenging and classroom effective curriculum that addresses the needs of our students in different subject areas. Global Connect @ UCI, a unique educational initiative based in the School of Social Sciences at the University of California, Irvine, has developed original curriculum and teaching strategies to introduce secondary students to 21st century global issues and events through an interdisciplinary lens. The lens integrates the various disciplines within social science: anthropology, economics, geography, international studies, political science, and sociology.

This integration occurs through concepts, readings, and “problem sets” found in contemporary university classrooms. Our academically centered course of study has been adapted into age appropriate thematic presentations, dynamic interactive, and literacy building workshops that realize the Common Core objectives.

Global Connect specifically targets and meets the Common Core Standards by:

- **Focusing on non-fiction, discipline based content through formal academic PowerPoint presentations, interactive workshops, and readings**
- **Emphasizing Evidence Based Writing Skills through the introduction of formal-academic forms of in-class writing, take-home assignments, and unit capstone projects**
- **Building a discipline-based vocabulary (a set of new terms are defined to complement each week’s academic theme)**
- **Expanding the students’ abilities to: Use quality academic sources/organize data/analyze/cite & discuss**
- **Integrating contemporary use of technology for online research and general inquiry**

The Global Connect course on “Globalization and International Relations” is already serving as a Common Core option for secondary educators and students in California’s Saddleback Valley Unified School District. The partnership between UCI, SVUSD, and NMUSD is currently exploring new strategies for sharing and advancing this dynamic new course so that other districts can adopt this as a vehicle to impart college ready critical thinking abilities and organizational skills. These
strategies include the creation of effective teacher training modules for each unit, an expanded online topic specific video library of presentations by UCI faculty and graduate students, and the continued development of GlobalScope Curriculum Guides.

This year, as with prior years, the content has been revised and edited to address the most recent global occurrences/issues and to introduce new resources. For an in-depth overview of our program, please visit our website at: www.socsci.uci.edu/globalconnect

Ellen Schlosser
Global Connect @ UCI
Founding Director & Curriculum Development Advisor

Note:

In 2011, the University of California recognized Global Connect’s course, “Globalization and International Relations,” as an approved A-G academic elective course for California’s secondary students.

The California Council for the Social Sciences recognized the program as being a Common Core ready curriculum and featured the program in their journal, Sunburst: A Publication of the California Council for the Social Studies.
GUIDELINE TO GLOBALSCOPE

GlobalScope is an expanding library of in-print and online guides that mirror UCI School of Social Sciences’ contemporary research and teachings related to 21st century issues and conditions of globalization. The primary motivation behind this publication is to provide secondary teachers with an accessible social science resource that will help create “global” windows in the classroom. Our guiding principle is that high school students need to understand the contemporary changes influencing their educational and personal opportunities, and ultimately, their lives and careers.

Explanation of GlobalScope format:

**Unit Presentations** vary in format. Each presentation is centered on a specific topic and reflects the style of the individual faculty, graduate, or undergraduate student presenter. Several of the authors have created PowerPoint presentations that can be used by the classroom teacher. An annotated version with additional information has been included in the *Teachers' Edition*. Some presenters have also provided lesson outlines.

**Workshop Scripts** seek to recreate the lecture/discussion format used in college courses. We alternate the formal introduction of topics with special interactive workshops. These age-appropriate workshops have been designed and successfully presented in the classrooms (grades 8 – 12) by *Global Connect* undergraduate interns. These workshops have been designed in a script-like manner with sections assigned to the university undergraduate interns. The workshop material can easily be adapted for “single voice” use by the classroom teacher.

**Literacy Building Readings and Assignments** provide students with exercises that will require them to read non-fiction, original-source documents. After reading and analyzing the materials, the students will be given written assignments to strengthen their expository writing abilities. Some current topical articles and charts have been reprinted and cited.

**International Relations & Globalization Course Workbook** is a two-part workbook to be used in conjunction with the thematic module presentations throughout the semester.
Part I: A Sense of Place: Identifying Nations by Name and Location includes weekly political map identification exercises that provide students with the ability to recognize the location of the globe’s 193 nations. These weekly exercises will allow students to locate and name the nations of each continent and significant regions.

Part II: People of Purpose: 21st Century Global Citizens (Real Heroes) will introduce students to real heroes whose actions have impacted the distinct geographic areas being studied. These introductions will be made through video interviews/feature stories and assigned readings. Students will be asked to analyze the problems, strategies and solutions associated with each of the featured social entrepreneurs through writing exercises. Over the semester the assignments will transition students from completing simple fill-in review sheets to composing five paragraph expository essays. The writing assignments, depending on length, can be used as in-class worksheets or homework assignments.

Identification of Curriculum Standards:

Each workshop and presentation addresses an objective identified in the National Council for the Social Studies Curriculum Thematic Strands and the objectives set-forth by the California State History/Social Science Standards & Framework. For your personal reference, we have included a copy of the National Council’s Thematic Strands in the Appendix.

Complimentary Disk: All of the primary GlobalScope materials presented in this curriculum guide are provided on a disk so that classroom teachers can independently present the PowerPoint presentations and reproduce the worksheet assignments.

All of the original materials are for individual classroom use only and are not to be reprinted without express permission from the School of Social Sciences, University of California, Irvine.

Website: All materials contained in GlobalScope will be posted on the Global Connect @ UCI website: http://www.socsci.uci.edu/globalconnect
The Global Competition for Power GlobalScope Curriculum Guide examines nations in 2015 that have the potential to assume roles of leadership on the international stage.

This edition will introduce the students to:
1. Emerging Nations: countries identified as possessing great economic growth potential
2. A Close Up on China
3. The Superpower Competition between China and the United States

Key Questions Addressed

• Which countries have the economic potential to become global powers?
• What strengths of each of the BRIC and MINT countries have been identified?
• What is a superpower? What is the meaning of hegemony?
• How has China’s economic, social, and cultural evolution made this nation a “power house?”
• Will America be able to retain its superpower status or will the 21st century belong to China?

Capstone Project: 21st Century China

This unit also introduces the secondary students to the structure and purpose of writing a five-paragraph evidence-based essay. The capstone project will require each student to write an informative and well-constructed expository essay related to China’s growth.

Students are assigned one of the following topics:
1. Examining China’s Economy & Infrastructure
2. Assessing the Status of Civil Liberties in China
3. China’s Environmental Challenges and Responses
4. China’s Rising Military Power and Cyber Intelligence

The prompts follow the thesis-supported topics, conclusion format and each addresses one aspect of 21st century China. Specific topical readings have been selected for each prompt from well-respected sources.
Students are also required to secure at least two additional sources in order to complete their preliminary research notes. Once reading and research activities are completed, each student is required to transform his or her research notes into a cohesive research paper. Finally, the student is required to submit the completed research report as a word document.

The unit will conclude with a viewing of one of Canada’s Munk Debates entitled “Does the 21st Century Belong to China?” The Munk Debates bring together leading global thinkers to debate the major issues facing the world. The specific debate the students will be viewing was held on June 17, 2011. After viewing the Munk Debates, students will engage in their own structured debate considering China’s rise in the global arena. Students will address the affirmative or negative positions of one of three prompts. This will provide them with valuable insights into contemporary China.

**Structured Debate Topics**

1. Will the United States remain the #1 influence in the world?
2. Will China eventually surpass the United States in the 21st century?
3. Will China and the United States have the ability to coexist?

All of the Global Connect publications are designed to address the key literacy and analytical thinking objectives identified by the Common Core Standards. The syllabus and detailed curriculum for a yearlong course on Globalization and International Relations are accessible to all educators via the Global Connect @ UCI website: [http://www.socsci.uci.edu/globalconnect/contactus.html](http://www.socsci.uci.edu/globalconnect/contactus.html)

On behalf of the Global Connect team and the editorial staff of GlobalScope, I hope that you find this publication a valuable educational resource. We would sincerely appreciate your insights regarding future themes and effective techniques that we can incorporate in our workshop materials. Please forward your suggestions to Ellen Schlosser at: [edschlos@uci.edu](mailto:edschlos@uci.edu).
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Nurudeen Alao, Professor of Geography

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NEWPORT HARBOR HIGH SCHOOL

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Host Teacher: Jennifer Thompson

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

LAGUNA HILLS HIGH SCHOOL

Principal Brian Ferguson
Vice Principal Dan Bode
Host Teachers: Yoleisy Avila & Paul Weinberger

MISSION VIEJO HIGH SCHOOL

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Host Teachers: Jack Opkins, Chris Ashbach, & Kim Gerwatosky
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# GlobalScope

## Global Competition for Power

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GLOBAL COMPETITION FOR POWER

Introduction to Global Competition
Introduction to Global Competition

How do countries compete?

There are 4 main areas of competition

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<th>Cultural</th>
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Military

List of the Top 10 Militaries by Country Expenditure

1. United States
2. People's Republic of China
3. Russia
4. Saudi Arabia
5. United Kingdom
6. Japan
7. India
8. Germany
9. France
10. Italy

Economic

Countries by GDP

Political

The UN Security Council

The Council is made up of the permanent and 10 non-permanent members. Each year, five of the non-permanent members are elected by the General Assembly.
Sochi 2014: How do we define global competition? Why are the Olympics a good example?

1. Who’s hosting the Olympics?
2. How much will it cost the host nation?
3. What nations hosted before/ will host after?

Why have those nations been chosen to be hosts?

Why have certain nations been identified as having the greatest potential for growth?

Countries with the Potential for Growth

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country by GDP</th>
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<tr>
<td>1</td>
<td>United States</td>
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<tr>
<td>2</td>
<td>China</td>
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<tr>
<td>3</td>
<td>Japan</td>
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<tr>
<td>4</td>
<td>Germany</td>
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<td>5</td>
<td>France</td>
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<td>6</td>
<td>United Kingdom</td>
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<td>7</td>
<td>Brazil</td>
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<td>8</td>
<td>Italy</td>
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<tr>
<td>9</td>
<td>Russia</td>
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<tr>
<td>10</td>
<td>India</td>
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BRIC/MINT emerging nations

What are the Emerging Nations?
### Emerging Nations

Nations in the process of rapid growth and transition to a modern market economy, a process often involving industrialization, urbanization, and the social change that accompanies this structural change.

### BRIC nations

An acronym coined by Goldman Sachs in 2001 to include the rapidly growing economies of Brazil, Russia, India, and China. These are forecast to become some of the world’s most dominant economies by the middle of this century.

### MINT nations

An acronym popularized by Jim O’Neill in 2012 to include the rapidly growing economies of Mexico, Indonesia, Nigeria, and Turkey. In addition to the BRIC nations, these are forecast to become some of the world’s most dominant economies by the middle of this century.

### What is POWER?

### The 4 Axes of Power

- Military
- Economic
- Political
- Cultural

### Two Accompanying Essentials for Power

- Sizeable Population
- Supply of Natural Resources
What is a **SUPERPOWER**?

Countries that have international influence in:

- Impacting global events
- Protecting their own interests
- Having the ability to project power

In one term: these nations have a *sphere of influence*.

The term **SUPERPOWER** implies that one nation has power over other nations.

This is called hegemony.

A hegemony describes the leadership of one state over others in an international system.

International relations is about winning the championship game and coming out on top.

Think about the Super Bowl!

China has become the 21st century's fastest growing nation.

How powerful is it?
In the 21st century, are there two great powers, the United States and China, or is there only one superpower?

**History of U.S. Power**

- By the end of the 20th century the European influence in the world had declined.
- The U.S. was left as the strongest nation standing after World War II, gaining immense financial power thereafter (post-1945).

**The Future of U.S. Power**

- Right now America’s economy is the strongest in the world, but the economy has grown only 1.6% last year, whereas China’s economy has grown 8.9%.
- Despite America’s role as a superpower for the past few decades, the changing global climate suggests that other nations can surpass America’s influence by 2050.
Key Terms

1. **Emerging Nations**: Nations in the process of rapid growth and transition to a modern market economy, a process often involving industrialization, urbanization, and the social change that accompanies this structural change.

2. **BRIC**: An acronym coined by Goldman Sachs in 2001 to include the rapidly growing economies of Brazil, Russia, India, and China. These are forecast to become some of the world’s most dominant economies by the middle of this century.

3. **MINT**: An acronym popularized by Jim O’Neill in 2012 to include the rapidly growing economies of Mexico, Indonesia, Nigeria, and Turkey. In addition to the BRIC nations, these are forecast to become some of the world’s most dominant economies by the middle of this century.

4. **Superpower**: A state with a superior position in the international system with the ability to influence events and project great strength and power worldwide.

5. **Sphere of Influence**: Any area in which one nation wields dominant power over another.

6. **Hegemony**: Political, economic, or military dominance of one country over other countries.
Global Competition for Power

Unit I: The Emerging Nations
Overview

- An emerging nation is often characterized by having one (or several) of these characteristics:
  - Military (size, technology, bases)
  - Economic (GDP, spending power, income)
  - Political (international community, international aid)
  - Cultural (entertainment, cuisine, traditions)
- Other characteristics:
  - Population
  - Amount of natural resources

BRIC Nations

- BRIC
  - Stands for; Brazil, Russia, India, China
  - This acronym was created by Jim O’Neill, an economist at Goldman Sachs.
  - O’Neill made a prediction that these countries would be the economic powers of the 21st century.
Cultural
- Brazil: Soccer, Coffee, Samba, Carnival
- Russia: Matryoshka Dolls, Russian Ballet
- India: Henna, Bollywood, Yoga
- China: Kung Fu, Tea, Lanterns

Critical Thinking Questions
- Do you think the BRIC nations are still destined to become the economic powers of this century?
- What types of things could keep these countries from going on the path to success?
- What issues will need to be resolved?

BRIC’s New Rivals?
- China has been the only exception to the BRIC nations’ underwhelming economic performance.
- A new block of countries has been popularized by O’Neill as alternative to the BRIC nations.
  - MINT (Mexico, Indonesia, Nigeria, Turkey)

Why the MINT?
- All contain very young populations
- All are in geographically good locations
- They are commodity producers (except Turkey)
  - Commodity: goods that are made for sale
**Mexico**
- Close to the U.S. and well connected to Latin America
- Makes trading easy and well connected to emerging markets.
- Large export economy
- Auto industry
- Manufacturing
- Large working population
- Undergoing many reforms
- But there are ongoing problems
  - Crime
  - Poverty and Inequality
  - Black Market
  - Cartels
  - Unskilled workforce

**Indonesia**
- In the heart of Southeast Asia
- 4th largest population in the world
- Growing Middle Class
- Rapid urbanization
- Exports of raw materials
- Ongoing problems
  - Infrastructure
  - Government bureaucracy
  - Slums
  - Corruption

**Nigeria**
- Nigeria is near the Atlantic and part of the rising continent
- Very entrepreneurial
- Commodity wealth
  - Oil
  - Minerals
- Ongoing problems
  - Government
  - Crime
  - Infrastructure (electricity)
  - Corruption
  - Poverty

**Turkey**
- Between the East (Asia) and the West (Europe)
- GDP has gradually grown
- Entrepreneurial, establishing spheres of influence in Middle East and Africa
- Turkish Airlines is one of the fastest growing airlines
- Trading openness
- Low labor costs
- Ongoing problems
  - Institutions (government)
  - Unstable region?

**BRIC vs. MINT**

---

*Nissan Plant in Aguascalientes, Mexico.*

*Soldier standing guard on a road in Michoacan, Mexico.*

*Jakarta, Indonesia*

*Slum in Jakarta*

*Jakarta, Indonesia*

*Slum in Jakarta*

*Istanbul, Turkey*

*Protestors in Taksim Square in Istanbul*
Review Questions

- What developing nations have the ability to challenge the status of global powers?
- Are the BRIC nations still poised to be the emerging nations of this century?
- Will all the nations from the BRIC and MINT emerge, or only some of the countries?
- Will these emerging nations change the United States’ role as a superpower in the future?
MINT economic indicators

Population and % growth, 2013

- Indonesia: 251m (2.54% growth)
- Nigeria: 175m (1.16% growth)
- Mexico: 116m (1.07% growth)
- Turkey: 81m

GDP, 2012

- Mexico: $1,178bn
- Indonesia: $878bn
- Nigeria: $263bn
- Turkey: $789bn

GDP growth, %

Ease of doing business, World Bank index

<table>
<thead>
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<th>Rank</th>
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<td>Singapore</td>
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<tr>
<td>Hong Kong</td>
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<tr>
<td>New Zealand</td>
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<tr>
<td>US</td>
<td>4</td>
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<tr>
<td>UK</td>
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<tr>
<td>Germany</td>
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<tr>
<td>Mexico</td>
<td>53</td>
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<tr>
<td>Turkey</td>
<td>69</td>
</tr>
<tr>
<td>Indonesia</td>
<td>120</td>
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<tr>
<td>Nigeria</td>
<td>147</td>
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Index averages a country’s rankings on 10 topics, with a high ranking meaning the regulatory environment is conducive to business operation.
Workshop:
Understanding 21st Century Emerging Nations
Related PowerPoint: Emerging Nations

☯ Objective(s):
- To review the term and the derivation of “MINT”
- To examine the reasons why each of the MINT nations is considered emerging
- Discuss the strengths and weaknesses of Mexico, Indonesia, Nigeria, and Turkey
- To introduce the concept that the list of “emerging nations” is not constant

☯ Outline:
I. Review the PowerPoint on Emerging Nations
II. Videos of MINT Nations
III. Worksheet: Compare & Contrast MINT & Readings
IV. [Day 2] Review Compare & Contrast Worksheet
V. Watch Additional Videos on MINT Nations
VI. MINT Team Breakout- MINT Indicators Worksheet
VII. Group Presentations
VIII. Read: “The MINT Countries: Next Economic Giants?” Article

☯ Materials:
- MINT Video Note Chart
- MINT Video Links
- Compare and Contrast MINT Worksheet
- MINT Indicators Sheet
- MINT Readings (5 articles)

☯ Key to Script:
- Italicized words indicate role/action.
- Bolded sentences are questions to be posed to class.
- Normal print indicates words to be spoken aloud.
Workshop Script:

Part I: Review the PowerPoint on Emerging Nations

Site Supervisor:

- **What are the MINT nations?** The MINT nations are Mexico, Indonesia, Nigeria, and Turkey, and were grouped together because of their fast-growing economies.

- Goldman Sachs, Inc. is a global investment banking and financial services multi-national corporation headquartered in New York City, USA. In 2001, Goldman Sachs’ former Chairman and asset manager Jim O’Neill coined the term BRIC to describe how the emerging markets of Brazil, Russia, India, and China would challenge the West’s economic dominance. In 2012, O’Neill also popularized the term MINT - Mexico, Indonesia, Nigeria, and Turkey - in order to differentiate among the variety of emerging economies. He forecasts these countries to be among the ten largest economies in the next 30 years.

Part II: Videos of MINT Nations

- **Intern A:**
  - *Show videos to class and have students take notes of each nation on the “MINT Video Note Chart*. 
    - Mexico & Indonesia: “MINT” Nations: A Closer Look at Mexico’s and Indonesia’s Economies
      - [http://www.youtube.com/watch?v=C1ih7WffN3Y](http://www.youtube.com/watch?v=C1ih7WffN3Y)
    - Nigeria & Turkey: “MINT” Nations: The Economies of Nigeria and Turkey at a Glance
      - [https://www.youtube.com/watch?v=9cfvkEkchGc](https://www.youtube.com/watch?v=9cfvkEkchGc)

Part III: Worksheet: Compare and Contrast MINT & Readings

- **Intern B:**
  - *Introduce Compare and Contrast MINT worksheet and define criteria.*
    - Government (strengths and weaknesses)
    - Population profile (middle class, domestic consumption)
    - Exports (balance of trade)
- Dependency on specific natural resources
- Infrastructure
- Economic diversity (different sectors developing simultaneously—e.g. not a reliance on one or few sectors; not having “all eggs in one basket”)
- Obstacles to growth

**Intern C:**

- Assign all four readings and have students complete “Compare and Contrast MINT” Worksheet” to best of their abilities. Have students complete the worksheet as homework if they cannot complete it in class.
  - Mexico: BRICS creator O’Neill Wowed by Lula’s success: Mexico credit
  - Indonesia: Natural Resources and Sensible Leaders Bring High Hopes for Indonesia
  - Nigeria: Nigeria Offers Promise for Investors Looking for Next Growth Story
  - Turkey: Turkey’s Economic Success Threatened by Political Instability

**Part IV: Review Compare & Contrast Worksheet [Day 2]**

**Site Supervisor/Teacher:**

- Check off the students’ worksheets at the beginning of class. Give students who completed the assignment appropriate credit.

**Part V: Watch Additional Videos on MINT Nations**

**Intern A:**

- Have students take additional notes on “MINT Video Note Chart.”
  - Mexico: Emergence of the Middle Class in Mexico 2011
    - [http://www.youtube.com/watch?v=9wRwSo7TVhA](http://www.youtube.com/watch?v=9wRwSo7TVhA)
  - Indonesia: Country Profile
    - [http://youtu.be/SWk9gCKEkgw](http://youtu.be/SWk9gCKEkgw)
Part VI: MINT Team Breakout - MINT Indicators Sheet

Intern A:
- Break the class into four different teams (Mexico, Indonesia, Nigeria, and Turkey). Have each team use the "MINT Indicators Worksheet" to compare and contrast the strengths of the assigned nation’s economy and the weaknesses that might jeopardize each nation’s continued growth.

Part VII: Group Presentations

Intern B:
- Have each group share findings with class.
- After presentations, take a class vote: Which country do you think is most likely to become the next superpower?

Part VIII: Read “The MINT Countries: The Next Economic Giants?” Article

Intern C:
- Popcorn read “The MINT Countries: Next Economic Giants?”
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Compare & Contrast MINT Worksheet
MINT Indicators Worksheet

Country: _______________________________

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<th>Strengths</th>
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BRICs Creator O’Neill Wowed by New Lula’s Success: Mexico Credit

By Nacha Cattan, Published: December 18, 2013

Jim O’Neill has been tracking economic reform initiatives in countries across the world during his 33-year career on Wall Street. Only a few of them, he said, rank higher than what Mexico achieved this year.

“I can’t think of many other countries that have had a period of such deep reforms,” said O’Neill, who coined the term BRICs while serving as a top Goldman Sachs Group Inc. economist in 2001, correctly predicting a surge in growth for Brazil, Russia, India and China. “Markets are only just really starting to give Mexico any credibility now that the energy reform is going through.”

President Enrique Pena Nieto shepherded through at least 10 constitutional amendments in his first year in office, including measures to open Mexico’s oil industry to private investment for the first time in 75 years. He is slated to enact as soon as this week the new drilling rules, which are aimed at luring oil majors from Exxon Mobil Corp. (XOM) to Chevron Corp. (CVX), after a majority of states ratified the changes adopted by the national congress.

O’Neill estimates the reforms will boost Mexico’s long-term economic growth to 5 percent from the current 3 percent, helping trigger a bond rally that will top gains in other emerging markets next year. Barclays Plc predicts the reforms will spark investor demand for bonds in coming weeks, with yields on longer-term securities falling about 0.25 percentage point by year-end.

Outperforming Peers

Mexico was the only major Latin American economy whose local-currency bonds gained this year in dollar terms. They returned 1.6 percent, compared with an average 3.9 percent loss for emerging-market countries. Yields on Mexico’s benchmark peso bonds have risen 0.98 percentage point this year to 6.40 percent as speculation the Federal Reserve will curtail U.S. monetary stimulus eroded demand for developing-nation bonds.

Analysts forecast Mexico’s peso will strengthen 3.4 percent against the U.S. dollar by the end of 2014, boosting dollar-based gains on local fixed-income assets. The projected gain is the biggest among 33 currencies tracked in a Bloomberg survey of analysts.

Brazil’s Lula

Pena Nieto, 47, wasted little time pushing his agenda after taking office a year ago. On his second day on the job, he signed a pact with the two biggest opposition parties to pursue legislative proposals to spur economic growth.

The reform agenda has drawn praise from Pacific Investment Management Co.’s Bill Gross, BlackRock Inc. Chief Executive Officer Laurence D. Fink and former U.S. Treasury Secretary Lawrence Summers. O’Neill says the legislative victories put Pena Nieto in position to be the decade’s most successful policy maker from the Group of 20 nations, a title he gave to Brazilian President Luiz Inacio Lula da Silva in the past decade.

Changes he implemented include forcing teachers to undergo annual evaluations and curbing the market power of dominant telecommunications companies such as billionaire Carlos Slim’s America Movil SAB. (AMX) He also signed
measures to encourage banks to lend more and added taxes on dog food, soda pop and high-calorie snacks in an attempt to reduce the government’s dependence on oil revenue.

‘Laser-Beam-Focused’

“One political success, I’d give him an A,” said James R. Jones, a former U.S. Congressman and CEO of the American Stock Exchange who served as ambassador to Mexico from 1993 to 1997, when the North American Free Trade Agreement was implemented. “Pena Nieto from what I hear is laser-beam-focused on what he wants to accomplish. His cabinet meetings are no-nonsense. He makes assignments, holds people responsible.”

The president’s office declined to comment about his first year in office.

Pena Nieto has retained enough political goodwill to keep pressing ahead, said Jan Dehn, the head of research at Ashmore Group Plc in London, which oversees $78.5 billion in emerging-market assets.

“This is just the beginning of good news for Mexico,” Dehn said in a phone interview. “Compared to a lot of other EM countries, Mexico has already done all of the hard work, and there’s much less uncertainty going forward.”

Mexico’s improved growth outlook will help the country’s bonds outperform other emerging markets next year, Marco Oviedo, the chief Mexico economist for Barclays, said in a phone interview.

The economy will grow 3.6 percent next year, after 1.35 percent growth this year, based on the average of economists’ estimates in a Bloomberg survey.

‘Unrealistic’

Risks remain that Mexico’s energy legislation will take a long time to implement, and any gains in oil output may be delayed by a lack of pipelines and other infrastructure, according to Joe Kogan, the head of emerging-market strategy at Bank of Nova Scotia.

The government’s goal of pumping 3 million barrels per day of oil by 2018 is “unrealistic,” New York-based consulting firm Eurasia Group said in a Dec. 17 report. The country’s output was about 2.5 million a day during the first half of December.

“Many years go by between when you start exploring for oil and when you produce oil,” Kogan said in an e-mailed response to questions.

Informal Economy

O’Neill, 56, who left Goldman Sachs in April and now writes a column for Bloomberg View, Bloomberg LP’s opinion website, said one of Mexico’s biggest challenges is the high percentage of the population in undocumented jobs. About 60 percent of workers are off the books, according to the national statistics institute.

He said he visited Mexico City in October for a BBC radio program on the rise of “MINT” countries -- Mexico, Indonesia, Nigeria and Turkey -- he predicts are poised for faster growth.

As he walked through Tepito, an open-air market reported to be a forum for sales of pirated video games, fake Levi’s jeans and stolen stereos, he asked a woman he met what she thought about Pena Nieto’s economic reforms.

“She looked at me like I was coming from another planet,” O’Neill said. “They need to persuade all these huge numbers in the informal economy that their lives could be better if they’re in the formal economy.”

Rising wages in China will make Mexico more competitive as a manufacturing center, helping bolster economic growth, O’Neill said.

If Pena Nieto’s administration “really persuades investors they’re serious, and they stick to the reform program, it’s going to result in a lot of people wanting to invest in Mexico,” he said.

For more information, visit:
Natural resources and sensible leaders bring high hopes for Indonesia

By Jeff Hutton, Published: January 9, 2014

A political tussle over Indonesia's formidable mineral exports goes a long way towards illustrating the political risks of doing business in Indonesia.

On 12 January the country is due to enact legislation that will ban exports of unprocessed mineral ore, following the passing of a law in 2009. The ban is one of President Susilo Bambang Yudhoyono's landmark economic reforms. But with Sunday's deadline looming, last-minute exemptions are still being argued over.

The tussle between those who want Indonesia to benefit more from its mineral wealth and those who worry about the long-term impact of export controls reveals the growing wave of nationalism, in the runup to this year's elections, that has prodded lawmakers to take more control of the country's vital resource sector. Oil, gas coal and minerals are the government's top revenue earners.

The bigger picture remains fairly benign. Indonesia tends to be blessed with capable policymakers. Agus Martowardojo, the central bank governor, is credited with minimising the fallout of the US Federal Reserve's decision to wind back its monetary stimulus through currency swaps with other regional central banks and stricter capital adequacy rules for the country's lenders. The finance minister, Chatib Basri, has won praise for beating back protectionists in cabinet by killing off ill-advised import quotas that caused the prices of beef and vegetables to soar by more than half during the first five months of 2013.

"Bad times make for good policy," he told journalists late last year. "We have to rethink protectionism."

While growth may be slowing, Indonesia will experience an increase of almost 6% this year underpinned by a rising consumer class. And for only the third time this sprawling country of more than 240 million people will directly elect a president when it goes to the polls in July.

By then, the impact of the mineral export ban will be more apparent.

In August the government required all tin produced in Indonesia to first be sold on a domestic exchange, in a bidan effort to unseat the London Metals Exchange supremacy when it comes to trading the metal. In early 2012, the government unexpectedly halved to 10 years the time foreign-owned projects must sell a majority stake to local investors.

The ban is expected to slash production of nickel by 80%. Production of bauxite, used to make aluminium, will slump by 98%, the ministry for energy and mineral resources has warned.

Indonesia can ill afford to lose the export earnings. The country's current account deficit is stubbornly high. It narrowed to $8.5bn (£5.2bn) in September after reaching a record $10bn in the three months from June. Balance of payments issues and nationalistic policies such as the ban saw the rupiah fall more than 20% against the US dollar last year.

For more information, visit:
http://www.theguardian.com/world/2014/jan/09/natural-resources-high-hopes-indonesia
Nigeria offers promise for investors looking for the next growth story

*Country can no longer be ignored, say economists, but grinding poverty and corruption persist*

**By Monica Mark, Published: January 9, 2014**

If you want an idea of what Nigeria can offer the world's more fearless investors, raise a glass to South African supermarket chain Shoprite. Last year, its seven Nigerian branches sold more Moët & Chandon champagne than its 600 South African stores combined.

Nigeria may be best known for Islamist militants, bomb attacks, advance fee fraud and large-scale oil theft, but with a population of 170 million and a decade of annual growth rates around 7%, it also offers some outsized returns for investors willing to take the risk.

Just ask FTSE-listed Afren, whose share price shot up 9% in November when it discovered a "giant" oilfield in Nigeria, which is already the continent's biggest energy producer.

But it is not just the traditional, grubby business of oil extraction that stands to make a mint. A youthful population is showing glimmers of a consumer boom: last year Nigeria overtook Ireland to become the biggest market for Guinness, while brands from Porsche to men's luxury clothes brand Ermenegildo Zegna have scrambled to open shops recently.

"It's caught on with investors. They recognise that there's a resemblance to what we saw in Asia [in the 1980s] and those who missed the incredible growth story there now have the opportunity to invest in the next growth story," said Charles Robertson, global chief economist at Renaissance Capital.

The group forecasts that Nigeria's GDP will hit $5tn (£3tn) by 2050, which would be on a par with Japan today as the world's third-biggest economy.

A statistical rebasing exercise next month – in which the base year for calculating GDP will be changed from 1990 to 2008 – could lead Nigeria to rival South Africa for the spot of the continent's largest economy, with a value of close to $400bn. That would mean the economic output of Lagos, the vibrant commercial hub, alone overtaking Ghana.

Despite a decade of breakneck growth, two-thirds of Nigerians still endure crushing poverty.

After decades of false starts, Nigeria is slowly addressing its feeble electricity generation. It still produces only enough to power one vacuum cleaner for every 25 inhabitants.

"Nigeria cannot be ignored any more as an investment destination, but I'm not convinced [the Mint group – four countries identified as emerging economic giants, the other members being Mexico, Indonesia and Turkey – is] where it fits in," said Samir Gadio, an emerging markets strategist at Standard Bank.

"If you take a closer look, Nigeria is the least developed, trails in terms of manufacturing base and displays limited economic diversification."

Gadio said that the government relies on oil for up to 80% of its income. Shocking education levels – especially in the north, where one report found only a fraction of 16-year-olds could add up two numbers – have provided a way in for the Boko Haram Islamists. The attacks have sometimes shut down swathes of the north, prevented truck drivers from delivering goods there and prompted traders to flee south.
Along the southern shores, too, where 2m barrels of oil are pumped each day, militancy has increased amid anger as decades of oil wealth have failed to trickle down to people living in the heart of the oil industry in the Niger Delta.

Corruption and lack of transparency pushed Nigeria down nine places to 147 out of 189 countries on the World Bank’s Ease of Doing Business index this year. Business people say local oligarchs have such a stranglehold on most sectors of the economy that it is impossible to operate unless you "know someone".

"If you don't have the right person holding your hand in this country, you're going to get your fingers burnt," said the director of a multinational food brand.

But some see potential progress from a low base.

"The challenges we have here, if you look at them differently, they're actually opportunities," said former bank chief executive officer and business magnate Tony Elumelu. "For example, infrastructure is a limiting factor but it's also an opportunity for investors."

His gleaming glass and chrome office overlooks the leafy Lagos suburb of Ikoyi, which nicely sums up how Nigeria's economic growth has failed to radiate. Tucked behind high walls, there are more millionaires living in this part of Lagos than anywhere in Africa, and most cities in the world. But the potholes are some of the city's worst and flooding caused by blocked drains quickly turns roads into rivers, where sometimes barefooted fruit-sellers can be seen wading through with baskets on their heads.

Clearly, there's a lot that needs doing – and no doubt plenty of money to be made doing it.

For more information, visit:
http://www.theguardian.com/world/2014/jan/09/nigeria-promise-for-investors
Turkey's economic success threatened by political instability

Recep Tayyip Erdoğan faces his biggest crisis since coming to power following corruption scandal and protests

By Constanze Letsch, Published: January 9, 2014

Turkey's strong economic growth over the past decade, bringing relative prosperity to previously neglected parts of the country, has underpinned the popularity of the prime minister, Recep Tayyip Erdoğan, and his mildly Islamist Justice and Development party (AKP).

But the danger of a worsening economy is compounding the instability, essentially political, that has seized the country in the past year, generating the biggest crisis of Erdoğan's 11 years in power – just before local and national elections this year and next.

The crisis threatens the economic gains made by the Erdoğan government: since his AK party came to power in 2002 Turkey's staggering annual inflation rate of up to 100% has been brought down to single digits, while GDP has risen by more than 45% in real terms.

The tamed inflation and the accompanying economic stability brought the long neglected country to the attention of international investors and global finance, winning Turkey its first investment-grade credit ratings in two decades.

Backed by conservative and highly entrepreneurial businessmen sometimes called the "Anatolian Tigers", the AKP won three elections on a ticket of continuous growth and a promise of increasing prosperity for Turks, as well as an appetite for an open market economy and globalised business, leading to a decade of growth with annual rates of more than 4%.

But Turkey's political stability, until recently the country's most prized asset, is in peril after the eruption of a corruption scandal that led to the resignation of four cabinet ministers and, some say, may unseat the prime minister. It followed a summer of street unrest that also shook Erdoğan's international credibility.

"Political stability was the cornerstone of the government's political and economic success," said Asaf Savas Akat, an economist and professor at Bilgi University in Istanbul. "This crisis might shake the confidence of economic actors and lead to considerably slower growth in an already more difficult economic environment."

The allegations of corruption, bribery and tender-rigging implicating members of the AKP call into question the party's claims to "purity" – the translation of the Turkish word "ak" – and government promises to end illicit practices and corruption. While the investigations triggered a record low of the Turkish lira and a huge sell-off of Turkish stocks, Akat warned against alarmism: "The exchange rate does not reflect economic policies per se, but rather psychological trends," he said. "It tells us more about how people read the crisis."

He underlined that it was too early to make predictions about the country's long-term economic outlook. "There has always been political noise during the past decade, but the fundamentals have essentially stayed the same. But the crisis we are now witnessing is entirely unprecedented and we don't know how it will be resolved."

"The number of possible scenarios is infinite and as long as we don't know in which direction this is
going, we cannot say what the medium- and long-term impact on the Turkish economy will be."

The Turkish government remains defiant in the face of the burgeoning crisis. "Turkey's macroeconomic fundamentals [are] strong. [The] banking sector is healthy. Strong public finances provide significant room to respond [to] shocks," the finance minister, Mehmet Simsek, tweeted on 28 December.

In his new year's speech, Erdoğan renewed his goal to bring the country into the top 10 world economies by 2023, the year of the republic's centennial.

From the point of view of the ruling party, the timing of the crisis could not be worse: local elections are scheduled for March followed by the country's first direct presidential election in August and general elections next year. Turkey is in the most volatile and unpredictable political period since Erdoğan came to power. But his prospects of surviving the turmoil may yet rest on public perceptions of economic success and transparency.

Seyfettin Gürsel, head of BETAM at Bahçeşehir University, said that electoral support for the AKP might decline in the light of the corruption scandal, but the outcome of elections was difficult to predict.

"If the AKP's vote in March falls below 43% [from 50% in general elections in 2011], it will be very difficult for Erdoğan to secure the majority necessary for his presidential election and the constitutional changes that would install a presidential government in Turkey."

For more information, visit:
The MINT countries: Next economic giants?

In 2001 the world began talking about the BRIC countries - Brazil, Russia, India and China - as potential powerhouses of the world economy. The term was coined by economist Jim O'Neill, who has now identified the "Mint" countries - Mexico, Indonesia, Nigeria and Turkey - as emerging economic giants. Here he explains why.

Published: January 5, 2014

So what is it about the so-called Mint countries that makes them so special? Why these four countries?

A friend who has followed the Bric story noted sardonically that they are probably "fresher" than the Brics. What they really share beyond having a lot of people, is that at least for the next 20 years, they have really good "inner" demographics - they are all going to see a rise in the number of people eligible to work relative to those not working.

This is the envy of many developed countries but also two of the Bric countries, China and Russia. So, if Mexico, Indonesia, Nigeria and Turkey get their act together, some of them could match Chinese-style double-digit rates between 2003 and 2008.

Something else three of them share, which Mexican Foreign Minister Jose Antonio Meade Kuribrena pointed out to me, is that they all have geographical positions that should be an advantage as patterns of world trade change.

For example, Mexico is next door to the US, but also Latin America. Indonesia is in the heart of South-east Asia but also has deep connections with China.

And as we all know, Turkey is in both the West and East. Nigeria is not really similar in this regard for now, partly because of Africa's lack of development, but it could be in the future if African countries stop fighting and trade with each other.

This might in fact be the basis for the Mint countries developing their own economic-political club just as the Bric countries did - one of the biggest surprises of the whole Bric thing for me. I can smell the possibility of a Mint club already.

What I also realised after talking to Meade Kuribrena, is that the creation of the Mint acronym could spur pressure for Nigeria to become a member of the G20, as the other Mints already are.

This was something the charismatic Nigerian finance minister, Ngozi Okonjo-Iweala was keen to talk about: "We know our time will come," she said. "We think they are missing something by not having us."

Meade Kuribrena went so far as to suggest that, as a group of four countries, the Mints have more in common than the Brics. I am not sure about that, but it is an interesting idea.

Economically three of them - Mexico, Indonesia and Nigeria - are commodity producers and only Turkey isn't. This contrasts with the Bric countries where two - Brazil and Russia - are commodity producers and the other two - China and India - aren't.

In terms of wealth, Mexico and Turkey are at about the same level, earning annually about £10,000 ($14,000) per head. This compares with £3,500 ($3,500) per head in Indonesia and £1,500 ($1,500) per head in Nigeria, which is on a par with India. They are a bit behind Russia - $14,000 ($8,500) per
head - and Brazil on $11,300 (£6,800), but still a bit ahead of China - $6,000 (£3,600).

A big question that guided my thinking on visits to these countries for the BBC was - "How do these countries actually feel on the ground, compared to my own expectations and the general consensus of opinion?"

When expectations are low - as one might generally say about Nigeria for example (although not in recent years among specialist investors in Africa) - it is easier to be positively surprised.

But the opposite is also true - and this could be a problem for Mexico, which financial investors are really quite excited about.

I returned from my travels thinking it won't be so difficult for Nigeria and Turkey to positively surprise people, as many put far too much weight on the negative issues that are well-known - crime and corruption in Nigeria, for example, or heavy-handed government in Turkey.

Indonesia, I am less sure about. The country's challenges are as big as I thought and I didn't hear too many things that made me go "Wow" in terms of trying to deal with them. The country needs more of a sense of commercial purpose beyond commodities, and has to improve its infrastructure.

In Turkey, visits to white goods manufacturer Beko and Turkish Airlines, the world's fastest growing airline, definitely made me go "Wow", and in Nigeria, I was saying it all the time.

The creativity in that place is so easy to get enthused about, at least it was for me, and I returned full of excitement about different personal investments I might follow up on.

In Mexico I was all set to be disappointed, as expectations are so high, but the young president and his equally young colleagues are full of determination to change the place.

If you thought Maggie Thatcher stood for serious reforms, these guys make her seem like a kitten. They are reforming everything from education, energy and fiscal policy to the institution of government itself.

What about all the challenges and things that usually scare people? Well corruption is obviously one topic that all four would seem to share, and I had many interesting discussions about it in each country.

In Nigeria, Central Bank Governor Lamido Sanusi argued that corruption rarely prevents economic development - and that the growth of the economy, accompanied by improvements in education, will lead to better governance and greater transparency.

Such views are important to listen to, as an alternative to our often simplistic Western way of thinking. For many credible people in the Mint countries, corruption is a consequence of their weak past, not a cause of a weak future, and certainly not the number one challenge. It falls way down a list compared with the costs of energy and the breadth of its availability and, of course, infrastructure.

Sorting out energy policy was seen in both Mexico and Nigeria as a top priority and each country has launched a major initiatives this year, which if implemented, will accelerate growth rates significantly.

Here is an amazing statistic. About 170 million people in Nigeria share about the same amount of power that is used by about 1.5 million people in the UK. Almost every business has to generate its own power. The costs are enormous.

"Can you imagine, can you believe, that this country has been growing at 7% with no power, with zero power? It's a joke." says Africa's richest man, Aliko Dangote.

He's right. I reckon Nigeria could grow at 10-12% by sorting out this problem alone. That would double the size of its economy in six or seven years.

In Indonesia, the fourth largest country in the world, I would say leadership and infrastructure are the major challenges, though there are many more too. But challenges and opportunities sit side by side.

In one of Jakarta's slum areas, Pluit, the land is sinking by 20cm per year because of over-
extraction of water, but property prices elsewhere in the city are rocketing.

I talked to a man building the country's first Ikea store, who reckons a third of greater Jakarta's population of 28 million (the third biggest conurbation in the world) would have sufficient disposable income to shop at his store. As he said: "We just know it's going to work."

In Turkey of course, its politics and the combination of a Muslim faith with some kind of desire to do things the Western way is a unique sort of challenge. Some might argue the same challenge exists for Indonesia but I returned thinking this was not the case. In Jakarta at least, the Western way of doing things seems to be generally accepted - in striking contrast with Turkey.

So can the Mints join the top 10 largest economies in the world, after the US, China, the rest of the Brics and maybe Japan?

I think so, though it may take 30 years.

I look forward to going back to each of them more regularly now I am helping to put them on the map, just as happened with the Bric countries 12 years ago.

For more information, visit:
http://www.bbc.co.uk/news/magazine-25548060
Global Competition for Power

Unit II: My Life in China
My Life in China

Edward Watson | University of California, Irvine

China by the Numbers

- World’s Largest Population: 1.36 billion
- Second Largest Economy
- Fourth Largest Country
- 56 Nationalities
  - 55 ethnic minorities + Han majority (96 percent)
- Minorities live in about 60% of China’s total land area
- One-Party Rule

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China by the Numbers

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2006: The Journey Begins

Destination: Chongqing

What were your first impressions?
Personal Adjustments

- Language Barriers
- Climate and Environment
- Shopping
- Transportation
- Etiquette and Guanxi

Cultural Adjustments

- Lines
- Transportation
- Entertainment
- Noise
- Communication
- Relationships

Culture Gap Questions

- Questions the locals asked me:
  - Do you like China?
  - Your Chinese is good, how long have you been in China?
  - How much does an iPhone/house/car, etc. cost in America?
  - How is the internet in the U.S.? Social media?
  - Do most Americans have guns?
  - Where did you learn how to use chopsticks?

Life in China Questions

- Questions the locals asked me:
  - How do you get around if you don’t understand the language?
  - What is the strangest thing you have eaten?
  - How do the daily schedules differ?
  - Is it difficult to learn Chinese, and which dialect do you speak?
  - Is the internet accessible?
  - How do people dress?

Urban-Rural Divide

- In 2009, China’s per capita annual urban income of $2,500 was nearly three times that of rural residents
- The gap is more extreme in larger cities such as Beijing and Shanghai
- Over half of China’s population lives in rural areas, but they share less than 12% of the country’s wealth
- 85% of China’s poor live in rural areas
- China now has more billionaires (128 in 2011) than any other country except the U.S. (412 in 2011)
- Nearly 500 million Chinese people live on less than two dollars a day

Urban-Rural Divide

As a developing country, the urban-rural divide is evident in China.
Urban-Rural Divide

Related to the urban-rural divide is a floating population of migrant workers.

Education in China

- Instructor at Chongqing University of Technology
- Courses Taught: English – Speaking, Reading, Grammar
- Students: College Freshmen
- Residential: Students live on-campus during high school and university

Cultural Differences in the Classroom

- Traditionally, teachers view themselves as distributors of previous knowledge, not facilitators of learning process
- Tend not to be flexible or open to spontaneity
- Tend not to welcome questions in class and see them as a sign of their teaching failure
- Prefer questions during class breaks or after class
- Formal rules of etiquette
- Rote memorization with almost no open discussion

Chinese Education System

- First 9-year education is compulsory and in principle for free.
- After Junior Secondary, students can either choose an academic or vocational path

Primary Education (6 Years)
- (99.7% move on)

Junior Secondary Education (3 years)
- (83.4% move on)

Senior Secondary (3 years)
- (72.7% move on)

Higher Education

Education by the Numbers

- China's literacy rate:
  Total population: 91.6%; Male: 95.7%, Female: 87.6%
- Before the Communist party took power in 1949, about 80% of China's population was illiterate. Enrollment rate was below 20% for elementary school and about 6% for junior secondary school
- In the last 15 years, the number of colleges in China has doubled and the number of students quintupled, going from 1 million in 1997 to 5.5 million in 2007

Education by the Numbers

- More than 60% of high school graduates in China now attend a university, up from 20% in the 1980s
- Over 127,000 Chinese students are studying in American universities, but only about 14,000 American students are studying in China
- Students from Shanghai's schools outperformed those from 65 countries/regions. Shanghai students were followed by Korea (#2), Finland (#3), Hong Kong (#4), and Canada (#5). U.S. students ranked #24
- Learning English is required for Chinese students, while only about 4% of U.S. middle and high schools offer Mandarin
**College Entrance Exam: The Gaokao**

- College Entrance Exam – China’s Version of the SAT
- Only given once a year
- If you don’t score high enough on the exam, college will not be an option. (You may repeat your last year of high school and retake the exam)
- Alternative for the Rich: Leave China to attend college abroad or pay to attend a Chinese “junior college”

**Gaokao Controversy**

- While it brought “social equality and justice” back into Chinese education, it also restricted critical thinking
- Pressure can bring about many social and psychological problems for students
- Gaokao is in the process of being reformed, but the process is difficult
- “Regional discrimination:” Universities only select a few students from each district, even if there are many well-qualified applicants
- As a result, students may relocate to improve their chances of being admitted to a university

**Sample Question: Math**

As shown in the figure, in square $ABCD=A, B, C, D$, $AB=AD=2$, $DC=2\sqrt{3}$, $AD\perp DC$, $AD\perp ED$, and foot of perpendicular is $E$.

(i) Prove: $BD\perp AC$;

(ii) Determine the angle between the two planes $A, BD$ and $BC, D$;

(iii) Determine the angle formed by lines $AD$ and $BC$, which are in different planes.

**No Sisters & No Brothers**

- **What?** A birth control policy to control population size
- **Why?** To alleviate social, economic and environmental problems in China
- **When?** Created “officially” on September 25th, 1980 but unofficially began with the Late, Long, and Few campaign in 1979
- **Pros:** Prevented more than 400 million births, increased education for women, higher quality of life
- **Cons:** Gender imbalance, Little Emperors, aging population
- **Exceptions:** Minorities, rural residents, only children parents, foreigners
- **Enforcement:** Incentives and penalties

**College Entrance Exam: The Gaokao**

WRITE A BRIEF 400 WORD ESSAY ON ANY OF THE FOLLOWING:

Two fish are swimming in a river. The older one asks, “How’s the water?” The younger one says, “I don’t know if it’s clean or cloudy.”

“The world belongs to you only after you stand up.” Please choose your own angle and write about your thoughts on this sentence.
Little Emperor Syndrome

- The aging population along with the One-Child Policy will create a challenging dependency ratio.
- Far more non-working age citizens than working age.
- Each child has four grandparents and two parents to take care of (4-2-1 problem).

Filial Obligations

- Unconditional material and emotional support.
- Continue the patriarchal line.
- Contribute to the economic success of the household.

What did you do for fun?

- Playing sports.
- Performing traditional Chinese acrobatics.
- Visiting historical sites.

What did you take away from China?

- Cultural experiences.
- Language skills.
- Life lessons.

4-2-1

- The aging population along with the One-Child Policy will create a challenging dependency ratio.
- Far more non-working age citizens than working age.
- Each child has four grandparents and two parents to take care of (4-2-1 problem).
Key Terms

1. **Guanxi**: A network of contacts that improves an individual’s social standing.

2. **Urban-Rural Divide**: Difference in lifestyles between citizens living in the urban cities and rural countryside. This reflects wealth inequality in a country.

3. **Floating Population**: A group of people who work in a different area than they live, and are not in the official census count.

4. **Gaokao**: National prerequisite for entrance to all higher education institutions in China. This test is usually taken in the last year of high school.

5. **One-Child Policy**: Established in 1978, the population control policy of China allows urban couples to have only one child. Exceptions apply to twins, rural couples, ethnic minorities, and in families where one parent was an only child.

6. **Little Emperors**: An aspect of One-Child Policy where only children are given excessive amounts of attention from parents and grandparents.

7. **4-2-1 Problem**: One of the consequences of the One-Child Policy is that one adult child will have to provide and support for two parents and four grandparents.

8. **Filial Obligations**: Unconditional material and emotional support from children to their parents.
DOCUMENTARY: YOUNG & RESTLESS IN CHINA

Synopsis

"This generation will be running China in a few years. They are the next international politicians and business leaders, and their choices will affect us all," says Frontline producer Sue Williams about the new generation shaping China's future. In Young & Restless in China, Frontline presents intimate portraits of nine young Chinese over the course of four years, examining the reality of their lives as they navigate their way through a country that is changing daily.

Total Time: 108 minutes  Genre: Documentary

Watch Online: http://www.pbs.org/wgbh/pages/frontline/youngchina/view/

Class Discussion Questions

1. Is there one aspect of life in China today that's symbolic of the turmoil confronting young Chinese?

2. As young people in China develop a taste for the good life, do old values and traditions still apply in some fundamental way?
YOUNG & RESTLESS IN CHINA: KEY FIGURES

Directions

After viewing Young & Restless in China, answer the following questions for each key figure identified in the documentary:

1. Write a brief description about each of the nine ambitious young Chinese men and women.
2. Describe the struggles and difficulties they are facing in China’s tumultuous and rapidly changing society.
3. What types of tensions between traditional values and new expectations are they facing?

Key Figures

1. Wang Xiolei: Rapper
2. Wei Zhanyan: Migrant Worker
3. Yang Haiyan: Rural Housewife
4. Lu Dong: Owner of Internet-based tailoring company

5. Ben Wu: Internet Café Entrepreneur and Consultant

6. Zhang Jingjing: Public Interest Lawyer

7. Xu Weimin: Businessman and Hotel Owner in Shenzhen

8. Miranda Hong: Marketing Executive

9. Zhang Yao: Medical Resident
Workshop:
Introduction to 21st Century China Project: The Research Process

Related PowerPoint: My Life in China

**Objective(s):**
- To stimulate a discussion on China’s global position
- To define specific areas of research that can define the strengths or potential weaknesses of 21st century China
- To explain the specific literacy goals each student will be responsible for in researching and writing about their assigned topics
- To assign each student to one of four research topics

**Outline:**
I. Review “My Life in China” PowerPoint and Young and Restless in China
II. Introduce Essay
III. Cover and Assign Topics
IV. Review China Research Paper Requirements
V. Read Articles

**Materials:**
- “Discovering China: The Research Process” PowerPoint
- Capstone Project: China Research Paper Handout
- China Article Summary Forms (2)
- China Articles (13)

**Key to Script:**
- *Italicized words indicate role/action.*
- **Bolded sentences are questions to be posed to class.**
- Normal print indicates words to be spoken aloud.
Workshop Script:

Part I: Review “My Life in China” PowerPoint and “Young and Restless in China”

Intern A:
- Review the “My Life in China” PowerPoint. Questions to consider may include:
  - What specific aspect of living in China do you find most surprising?
  - How different would your life be if you were growing up in China? Chongqing?
  - If you were a teenager in China, would your plans for the future be similar to the plans you have as an American? Why or why not?
- Why is China considered an emerging power in the 21st century? (Suggestions may include a rapidly growing economy, a large standing military, large population, and a growing middle class.)

Part II: Introduce Essay

Intern B:
- The final project for the unit will be an essay in which you will assess China’s strengths and weaknesses. The essay will require research, and we will be going over the research project in today’s workshop and in future ones.
- We have provided two prompts for your research paper. The first question to begin the writing process is: Is China’s growth sustainable? The second is: Will the policies of 2015 be viable in 2050? You may choose to address one or both of these prompts in your China expository essay.

Part III: Cover and Assign Topics

Intern C:
- Use “Discovering China: The Research Process“ PowerPoint to introduce the four areas of research.
- Though there are many other aspects that are contributing to China’s growth, we will be focusing on these four areas.
  - Economy & Infrastructure
  - Environment
  - Civil Liberties
  - Military & Cybersecurity
- Review questions to consider in PowerPoint for all four topics.
- Remember that trying to cram all the different topics into one paper is not realistic, unless you’re writing a very large book. In an essay, it is best to focus only on one topic, so that the essay will be strong and coherent.
• Each one of you will be assigned one of these areas, which will be the focus of your paper.
• Assign topics according to teacher preferences.

Part IV: Review China Research Paper Requirements

Intern D:
• As a class, read Capstone Project: China Research Paper Handout.
• Review China Research Paper Requirements:
  o Structure of Paper
  o Outside Research
  o Format of Paper

Part V: Read Articles

Site Supervisor:
• Direct students’ attention to provided articles for each topic.
• For the remainder of the class period, have students read, highlight, and take notes on provided articles.
• For homework, assign students to locate two additional articles from reputable sources that will help support main argument. In addition, students must fill out “Article Summary Forms” for each article.
DISCOVERING CHINA

The Research Process

Research /rēˈsərCH/
noun:
the systematic investigation into, and study of, materials and sources in order to establish facts and reach new conclusions typically in response to a question

What is Research?

The Research Questions

Is China’s growth sustainable?  
Will the policies of 2015 be viable in 2050?

You may choose to address one or both of the above prompts in your China expository essays.

Areas of Focus

- Economy & Infrastructure
- Environment
- Civil Liberties
- Military & Cybersecurity

Economy & Infrastructure

- How has China’s economy changed over the last decade?
- What are China’s new infrastructure projects and what do they indicate about the country’s priorities?
- Will the expansion of infrastructure help or hurt the growth of the economy?
- Is economic growth within the country evenly distributed across rural and urban divide?

Environment

- Can you identify the causes behind China’s water issues and potential sources of clean water in the future?
- What are the leading causes of air pollution (smog) in China?
- Will they be able to reach acceptable WHO standards by 2050?
- What are the direct health impacts of the pollutants and how have citizens, politicians, and businesses responded to the pollution problem?
**What are Civil Liberties?**

Civil Liberties /ˈsɛvəl ˈlɪbrətiz/
noun:

the rights of citizens to political and social freedom and equality

**Civil Liberties**

- What grievances do the people want China to address through Hong Kong’s Umbrella Revolution?
- How is the generation gap affecting censorship rules?
- What are ways that China is censoring and restricting civil liberties?
- How does the firewall limit China’s growth? How have internet restrictions by the government curtailed freedoms?

**Military & Cybersecurity**

- What specific areas of China’s military are growing?
- How is China’s prioritizing military spending hindering progress in other areas?
- Is China’s military expansion threatening neighboring countries?
- How useful or powerful is China’s cyber-intelligence?
- How will China train and prepare their military forces?
- How is China’s competition with the United States directing China’s military growth?

**What is your area of focus?**

- Economy & Infrastructure
- Environment
- Civil Liberties
- Military & Cyber-Intelligence
Introduction

The China Research Paper will allow students to be involved in researching and developing their own perspective on a specific area of China. Students will be assigned a particular focus area to address one or both of the major questions below and construct an essay with a minimum of five paragraphs that explains their observations. Two to three articles will be provided and will act as a reference to support the main argument. Students will then need to select two or more articles on their topic that will further support the main argument.

Major Questions: Is China’s growth sustainable? Will the policies of 2015 be viable in 2050?

Focus Areas

1. Economy & Infrastructure 3. Environment
2. Civil Liberties 4. Military & Cybersecurity

Directions

1. Read and highlight the assigned articles related to your topic.
2. Locate and review articles related to your topic from reputable sources and complete “Article Summary Form” for each article.
3. Develop position on topic and formulate strong thesis statement.
4. Use outline to develop research paper.
5. Construct rough draft from outline.
6. After editing, construct final draft and submit to teacher by final due date.
Paper Requirements

Structure of Paper

- Introduction: strong thesis with three supporting arguments
- Body Paragraphs: Includes introductory sentence, factual details, analysis, and concluding sentence
  - Displays evidence of using outside research and deep analysis to support argument
- Conclusion: Summarizes findings from essay, reiterates important points, demonstrates significance of argument

Outside Research

- Includes at least 2 articles from reputable sources to support argument

Format of Paper

- MLA format: 1 inch margins, Times New Roman, 12 point font, double spaced
- 5 paragraph essay (Introduction, 3 body paragraphs, conclusion)
- Minimum of 6 sentences per paragraph
- Free of spelling and grammatical errors
CHINA ARTICLE SUMMARY FORM #1

In addition to filling out this sheet, print out and attach the article(s) you have chosen before turning this assignment in to your teacher. All forms and articles must be turned in with your research paper.

Article Details

Title of Article:

Date Published:

Website Source:

Summary Statement (4-5 well-written sentences)

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In addition to filling out this sheet, print out and attach the article(s) you have chosen before turning this assignment in to your teacher. All forms and articles must be turned in with your research paper.

**Article Details**

Title of Article:

Date Published:

Website Source:

**Summary Statement (4-5 well-written sentences)**

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We hope you enjoyed this preview of

*Global Competition for Power.*

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