

Course Title	:	Chinese Economy
Course Code	:	ECO3211
Recommended Study Year	:	3 and 4
No. of Credits/Term	:	3
Mode of Tuition	:	Sectional Approach
Class Contact Hours	:	3 hours per week (1.5 hour + 1.5 hour)
Category in Major Prog.	:	Major in Economics (Elective Course)
Discipline	:	Economics
Prerequisite(s)	:	(a) ECO2101 Introduction to Economics, or (b) Level 3 or above in HKDSE Economics, or (c) BUS2105 Microeconomics for Business
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

For Term 2 AY 2022-23:

Instructor: Professor **Larry Dongxiao Qiu**

Lecture time: 9:30-11:00 Tuesday in LKK104, 9:30-11:00 Thursday in LKK308

Office/consultation hours: 14:30-16:30 Tuesday or by appointment

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Brief Course Description

This course provides a general introduction of the Chinese economy since 1979. It aims to help students understand the development and transition of the Chinese economy. Since China has deeply engaged in the global economy and become the second largest economy in the world, understanding the Chinese economy is crucial to understanding the global economy. Some background knowledge of microeconomics, macroeconomics, international economics and statistical method will be very helpful and thus introduced in this course. Specific topics include but not limited to the economic reform, open-door policy, regional development, economic growth, financial market, innovation, international trade, foreign direct investment, and Renminbi. The course will discuss both the achievements and current problems.

Aims

This course is intended to offer an informed perspective into the development of the Chinese economy. It is designed to enhance students' understanding of the Chinese economy by looking at both economic development and institution. It will guide students to use the basic economic tools to systematically analyze economic problems in China.

Learning Outcomes (LOs)

Upon completion of the course successfully, students should be able to

1. demonstrate an understanding of China's economic development;
2. compare, contrast and evaluate the strengths and weaknesses of the Chinese economy; and
3. apply the economic theories introduced in class to the analysis of economic phenomena related to China.

Indicative Contents

- I. The reform and transition of the Chinese economy
 - a. The pre-reform socialist economic system
 - b. Economic Reform: Strategy and Process
 - c. Regional inequality: history and trajectory
- II. Growth and development
 - a. Growth accounting
 - b. Structural transformation
 - c. Migration and urbanization
- III. China's rising position in the world
 - a. International trade
 - b. Foreign direct investment
 - c. Internationalization of Renminbi
- IV. China at the cross-roads: Is this the end of the growth miracle?
 - a. Middle income trap
 - b. Financial threats
 - c. Social threats : health and education
 - d. Environmental challenges
 - e. Other issues

Teaching Method

Concepts, theories, statistical methodologies, case studies and applications will be taught and used in the course.

Measurement of Learning Outcomes

1. Students' knowledge of China's economic development will be measured by a final exam. The final exam will be based on assigned readings and lectures. (LOs 1-3)

2. Students' ability to apply the economic theories to the Chinese economy will be measured by the participation in tutorial discussion and a research paper. Working on a group basis, students are required to write a research paper on a topic related to the Chinese economy. All groups will present their key findings in class at the end of the semester. (LO3)

Assessment

Term paper (in group, with presentation):	35%
Final examination:	45%
Continuous assessment (class attendance and participation):	20%

Required/Essential Readings

Naughton, Barry, *The Chinese Economy: Transitions and Growth*, The MIT Press, 2007.
Academic articles (To be uploaded on Moodle).

Supplementary Readings

Arthur R. Kroeber, *China's Economy: What Everyone Needs to Know*, 2nd Ed., 2020,
Oxford University Press.
Academic articles (To be uploaded on Moodle).

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.
- (5) Students are required to fill in a mid-term survey and the end-of-course CTLE survey.

Grading Rubric for Final Exam (45%)

	Excellent	Acceptable	Poor
Accuracy (37.5%)	The response uses the information from appropriate sources clearly, fully, directly, and accurately. (86-100%)	The response communicates most of the relevant information in a generally correct and understandable way. (60-85%)	The response contains several factual errors (0-59%)
Analytic depth (37.5%)	The answer and opinions provided are well-supported with obvious and direct reference to pertinent information. The argument examines all sides of an issue thoroughly. (86-100%)	The answer and opinions provided are generally supported though some assumptions are not obvious or stated clearly. Some propositions may not be defended well. The argument mentions all sides of an issue, though not all sides are analyzed in equally appropriate depth. (60-85%)	The answer and opinions provided are barely or not supported by any argument or appeal to information in the article, lecture, or other relevant source. The argument is narrow, superficial, and/or one-sided. (0-59%)
Clarity of exposition (25%)	The written response is excellent with no glaring errors of spelling, usage, or grammar. (86-100%)	The quality of writing is good with few, though noticeable, errors in usage, spelling, and grammar. (60-85%)	There are frequent language errors in usage, spelling, and/or grammar. (0-59%)

Grading Rubric for Class Attendance and Participation (20%)

Criteria	Good 14-20 points	Average 8-13 points	Poor 0-7 points
Quality of Comments	Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments	Volunteers comments, most are relevant and reflect some thoughtfulness, may or may not lead to other questions from students	Does not participate or occasionally participates and offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question
Active Listening	Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others	Listens to others most of the time, may not stay focused on other's comments or loses continuity of discussion	Disrespectful of others when they are speaking Ignoring others' remarks

Assessment Rubrics for Research Paper (35%)

CATEGORY	Excellent	Good	Satisfactory	Unsatisfactory
Research Question	5 points	4 points	3 points	1 point
	Write clear, creative and interesting questions which fit the topic.	Write clear questions which fit the topic.	Write some questions which do not fit the topic.	Write many questions which do not fit the topic.
Argument	10 points	8 points	6 points	3 points
	Arguments both well supported and genuinely compared to conflicting explanations	Main arguments valid, systematic, and well supported	Some arguments valid and well supported, some not	Weak, invalid, or no argument, perhaps a simple assertion
Use of Data or Evidence	5 points	4 points	3 points	1 point
	Fully exploit data/evidence to support your argument	Feasible evidence appropriately selected and not over-interpreted	Some appropriate use of evidence but uneven	Draw on little or no evidence, mostly rely on assertions or opinions, or evidence not clearly presented
Organization and Writing	10 points	8 points	6 points	3 points
	Structure enhances the argument, strong sections and seamless flow. Virtually no English error.	Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.	Structure is of inconsistent quality, may have redundancies or disconnections. Frequent English errors.	Need significant reorganization. English errors significantly impair readability.