GENERAL INFORMATION

Subclass A (Semester 1)
Instructors: Dr. Chicheng Ma
Email: macc@hku.hk
Office: 932 K.K.Leung
Phone: 2859-1059
Consultation times: 12:30-13:30 Wednesday
Tutor: TBA
Email: TBA

Subclass B (Semester 2)
Instructors: Prof. James Kung
Email: jameskung@hku.hk
Office: 937 K.K.Leung
Phone: 3917-7764
Consultation times: TBA
Tutor: TBA
Email: TBA

Pre-requisites: ECON1210 Introductory Microeconomics (students with basic knowledge of econometrics or statistics will benefit more from this course)
Mutually exclusive: STRA3705 China Economy
Course Website: HKU Moodle

COURSE DESCRIPTION

This course is designed to provide an analytical framework for making sense of China’s economic transformation and development from a long-term (historical) perspective. Particular attention will be paid to make intelligible sense of the key factors underlying the success of China’s recent economic reforms (c. 1978), and the major problems it continues to face in the process. In addition to broadening the students’ horizons, this course is also aimed to equip them with the analytical skills necessary for appreciating the key issues concerning the economic development of China.

FACULTY GOALS

Goal 1: Acquisition and internalization of knowledge of the programme discipline
Goal 2: Application and integration of knowledge
Goal 3: Inculcating professionalism and leadership
Goal 4: Developing global outlook
Goal 5: Mastering communication skills

COURSE LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
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<tbody>
<tr>
<td>CLO1 Knowledge of China’s economic development in the historical and comparative perspectives</td>
</tr>
<tr>
<td>CLO2 Application of economic theory and econometric approach to understand the important issues in China’s long-term development</td>
</tr>
<tr>
<td>CLO3 Developing historical and global outlook in understanding China’s impacts</td>
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<tr>
<td>CLO4 Sense and skills for studying academic and policy issues in a coherent fashion</td>
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<thead>
<tr>
<th>Aligned Faculty Goals</th>
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<tbody>
<tr>
<td>Goals 1, 2, and 4</td>
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CLO5 Communication and presentation skills

Goals 1, 2, and 5

COURSE TEACHING AND LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Course Teaching and Learning Activities</th>
<th>Expected contact hour</th>
<th>Study Load (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L1. Lecture with class discussion</td>
<td>36</td>
<td>36%</td>
</tr>
<tr>
<td>T&amp;L2. Pre-class reading and self-study</td>
<td>26</td>
<td>26%</td>
</tr>
<tr>
<td>T&amp;L3. Assignments and presentation</td>
<td>26</td>
<td>26%</td>
</tr>
<tr>
<td>T&amp;L4. Consultation</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
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Assessment Methods

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Brief Description (Optional)</th>
<th>Weight</th>
<th>Aligned Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Class participation</td>
<td>Class attendance and effective discussion</td>
<td>10%</td>
<td>CLO1, 2, 4, and 5</td>
</tr>
<tr>
<td>A2. Assignments</td>
<td>Two individual assignments (review essay and/or problem sets), each carrying equal weight</td>
<td>20%</td>
<td>CLO1, 2, 3, and 4</td>
</tr>
<tr>
<td>A3. Term paper</td>
<td>Group work (3 students). Submission of a short essay</td>
<td>20%</td>
<td>CLO1, 2, 3, 4, and 5</td>
</tr>
<tr>
<td>A4. Presentation</td>
<td>Group work (3 students). Present your term paper in class at the end of the semester</td>
<td>10%</td>
<td>CLO1, 2, 3, 4, and 5</td>
</tr>
<tr>
<td>A5. Final examination</td>
<td>Open-book examination</td>
<td>40%</td>
<td>CLO1, 2, 3, and 4</td>
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<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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STANDARDS FOR ASSESSMENT

Course Grade Descriptors

A+, A, A-: Excellent. Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.

B+, B, B-: Good. Strong evidence of the ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.

C+, C, C-: Pass. Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning such as describe and apply but not at high levels of learning such as evaluate and synthesis.

D+, D: Poorly Pass. Evidence of basic familiarity with the subject.

F: Fail. Little evidence of basic familiarity with the subject.

Assessment Rubrics for Each Assessment (Please provide us the details in a separate file if the space here is not enough)

1. Class participation: 1) the attendance, and 2) the quality of discussions at class.
2. Assignments: 1) pertinence, clarity, and reasoning, 2) the depth of analysis, 3) originality/novelty of your own comments/critiques/extension (for review work), and 4) writing and layout.
3. Term paper: 1) the originality, pertinence, and clarity of the topic, 2) the clarity of framework and
reasoning, 3) the suitability/reliability of data/materials and research methods, 4) the depth of analysis, and 5) writing and layout.

4. Presentation: all rubrics of term paper apply to the presentation. In addition, the grading of presentation is based on 1) the performance in the lecture and Q&A, and 2) the quality/layout of the PPT slides.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Subclass A (Semester 1):
Lecture 1. Chinese Economic Development in the Long Run (1 week)
Lecture 2. Confucianism (2 weeks)
Lecture 3. Human Capital (2 weeks)
Lecture 4. Autarky and Opening Up (2 weeks)
Lecture 5. Socialist Experiments (1 week)
Lecture 6. Transition (2 weeks)
Student Presentations (2 weeks)

Subclass B (Semester 2):
To be announced

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS
There is no assigned textbook. Reading materials are based entirely on journal articles and book chapters. Materials marked with an asterisk (*) are compulsory, and preferably to be read before attending class. The specific pages and chapters of the readings are clearly indicated in the syllabus.

Subclass A (Semester 1):
Lecture 1. Chinese Economic Development in the Long Run

Lecture 2. Confucianism
Lecture 3. Human Capital


Elman, Benjamin A. 2000. *A Cultural History of Civil Examinations in Late Imperial China*. Berkeley, CA: University of California Press. (Chapters 1, 3, 6, 9, and 10).


Lecture 4. Autarky and Opening Up


Lecture 5. Socialist Experiments


Lecture 6. Transition


Tsai, Lily. 2007. “Solidary Groups, Informal Accountability, and Local Public Goods Provision in Rural
Subclass B (Semester 2):

To be announced

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- Conducting mid-term survey in additional to SETL around the end of the semester
- Online response via Moodle site

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

- The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: http://www.hku.hk/plagiarism/

- Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following type of case:

  a. Plagiarism - The representation of someone else’s ideas as if they are one’s own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one’s own work. Paraphrasing of someone else’s ideas is still using someone else’s ideas, and must be acknowledged.

  b. Unauthorized Collaboration on Out-of-Class Projects - The representation of work as solely one’s own when in fact it is the result of a joint effort. Where a candidate for a degree or other award uses the work of another person or persons without due acknowledgement:

      1. The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence;
      2. The relevant Board of Examiners may report the candidate to the Senate, where there is prima facie evidence of an intention to deceive and where sanctions beyond those in (1) might be invoked.