### GENERAL INFORMATION

Instructor: Professor Chenggang Xu  
Email: cgxu@hku.hk  
Office: 903 K.K.Leung  
Phone: 2859 1041  
Consultation times: 4.30-5.30pm Tue  
Lecture: Semester 1, Friday 14:30-17:20 in LE1  
Tutor: TBA

Pre-requisites: ECON1001/1210 Introductory microeconomics; and ECON1002/1220 Introductory macroeconomics  
(*students with Intermediate microeconomics, Intermediate macroeconomics, and Introductory econometrics will benefit this course much better)

Mutually exclusive course: BUSI0039/ STRA3705 China economy

Course Website: HKU Moodle

### COURSE DESCRIPTION

The purpose of this course is to introduce the economic development of China in recent 60 years, particularly the economic reforms in recent 30 years, with a focus on Chinese institutions. As a development economics course, micro, macro economic theories and statistical analysis are applied.

### COURSE OBJECTIVES

1. Acquisition and internalization of knowledge of development economics in the context of China’s institutions
2. Application and integration of knowledge in micro- and macro-economic theory and econometrics to understand China’s development and reforms
3. Training economic analytical techniques in theory and in empirical work; and training for exercising leadership in policy issues
4. Developing global outlook in understanding China’s impacts
5. Mastering communication skills in scholarly discussions and in policy forums

### COURSE LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Aligned Faculty Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO 1 you will know the fundamental principles and theories of development economics and understand Chinese economy</td>
<td>Goal# 1-5</td>
</tr>
<tr>
<td>CLO 2 you will be able to use analytical tools to formulate and solve problems in development economics and Chinese economy.</td>
<td></td>
</tr>
<tr>
<td>CLO 3 you will be able to continue your graduate studies.</td>
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<tr>
<td>CLO 4 you should be able to distinguish between major and minor issues on the subject.</td>
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</tbody>
</table>
CLO 5 you should be able to identify and use relevant information on the subject.

### COURSE TEACHING AND LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Course Teaching and Learning Activities</th>
<th>Expected contact hour</th>
<th>Study Load (% of study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L1. Lecture: Instructor will give lectures on major concepts and issues</td>
<td>T&amp;L1 and T&amp;L1: 36 hrs</td>
<td>In addition to attending lectures and tutorial sessions, students must spend 15 hours each week in reading the literature</td>
</tr>
<tr>
<td>T&amp;L2. Discussion: Given the size of the class, most discussions will be organized in tutorial sessions. The classroom discussions are focused on Q&amp;As</td>
<td>T&amp;L3: 12 hrs.</td>
<td></td>
</tr>
<tr>
<td>T&amp;L3. Consultation: Instructor holds weekly consultation hours to answer students’ questions</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>48 hrs</td>
<td>100%</td>
</tr>
</tbody>
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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. Tutorial Participation and Presentation</td>
<td></td>
<td>15%</td>
<td>CLO1, CLO2, CLO3</td>
</tr>
<tr>
<td>A2. Take Home Final Exam</td>
<td></td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td></td>
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</table>

### STANDARDS FOR ASSESSMENT

<table>
<thead>
<tr>
<th>Course Grade Descriptors</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>Excellent 80%-100%. Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Good 70%-65%. Strong evidence of the ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Pass 64%-50%. 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.</td>
</tr>
<tr>
<td>D+, D</td>
<td>Poorly Pass 49%-40%. Evidence of basic familiarity with the subject.</td>
</tr>
<tr>
<td>F</td>
<td>Fail &lt;50%. Little evidence of basic familiarity with the subject.</td>
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</table>
### Assessment Rubrics for Each Assessment

<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>As</td>
<td>Excellent 80%-100%. Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning</td>
</tr>
<tr>
<td>Bs</td>
<td>Good 70%-65%. Strong evidence of the ability to fulfill the intended learning outcomes of the course at all levels of learning</td>
</tr>
<tr>
<td>Cs</td>
<td>Pass 64%-50%. Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning</td>
</tr>
<tr>
<td>Ds</td>
<td>Poorly Pass 49%-40%. Evidence of basic familiarity with the subject</td>
</tr>
<tr>
<td>F</td>
<td>Fail &lt;50%. Little evidence of basic familiarity with the subject.</td>
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### COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

<table>
<thead>
<tr>
<th>Lecture 1</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 2</td>
<td>Economic Decentralization and Political Centralization</td>
</tr>
<tr>
<td>Lectures 3, 4, 5</td>
<td>Decentralization, Central Local Relationship, Regional Competition</td>
</tr>
<tr>
<td>Lecture 6</td>
<td>Reform Experiments</td>
</tr>
<tr>
<td>Lecture 7</td>
<td>Land Reform and Special Economic Zones</td>
</tr>
<tr>
<td>Lecture 8</td>
<td>Soft Budget Constraint and Financial Market Reform</td>
</tr>
<tr>
<td>Lecture 9</td>
<td>TVE, SOE Reform and Privatization</td>
</tr>
<tr>
<td>Lecture 10</td>
<td>Major problems in China’s Economic Development</td>
</tr>
</tbody>
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### REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

**Lecture 1**

Introduction


**Lecture 2**

Economic Decentralization and Political Centralization


Lectures 3, 4, 5
Decentralization, Central Local Relationship, Regional Competition


Lecture 6
Reform Experiments


Lecture 7
Land Reform and Special Economic Zones


James Kung, Chenggang Xu and Feizhou Zhou, "From Industrialization to Urbanization: The Social Consequences of


**Lecture 8**
**Soft Budget Constraint and Financial Market Reform**


**Lecture 9**
**TVE, SOE Reform and Privatization**


**Lecture 10**
**Major problems in China’s Economic Development**


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
- Others: ________________________ (please specify)

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.

ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)