THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS

ECON2264 Political Economy of Development in China

GENERAL INFORMATION

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

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

Pre-requisites: ECON2280 Introductory Econometrics
Co-requisites: NA
Mutually exclusive: NA

Course Website: HKU Moodle
Other important details: students from senior level will benefit more from this course.

COURSE DESCRIPTION

This course is designed to provide a solid understanding of the political forces shaping the outcomes of China’s economic development from the 14th century up until the present day. Topics covered include the fall of the last imperial dynasty, the communist revolution, property institutions under socialism, the political determinants of the Great Leap Famine and Cultural Revolution, and not the least the institutional foundations and outcomes of economic reforms. To fully benefit from this course, students are expected to have acquired a solid background in applied econometrics.

COURSE OBJECTIVES

1. Acquisition and internalization of knowledge of economic development in China in the context of politics and institutions;
2. Investigate the effects of political institutions on political and economic outcomes;
3. Application and integration of knowledge in applied econometrics to understand China’s development and reforms;
4. Analyze the complexities and challenges of China's rise and its implications in a scholarly manner.
FACULTY GOALS

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

COURSE LEARNING OUTCOMES

Course Learning Outcomes

| CLO1 | To acquire a general understanding of the development process in China from the perspective of economics and politics | Goal 1,2 |
| CLO2 | To develop the analytical skills crucial for understanding the salient issues confronting China over the past century | Goal 1,2,3,4 |
| CLO3 | To master communication skills required in scholarly and policy discussions | Goal 1,2,5 |

Aligned Faculty Goals

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 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>
</tr>
</tbody>
</table>

Assessment Methods

<table>
<thead>
<tr>
<th>Subclass A (1st semester):</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>COL1,2,3</td>
</tr>
<tr>
<td>A2. Referee report</td>
<td>Two referee reports</td>
<td>20</td>
<td>COL1,2</td>
</tr>
<tr>
<td>A3. Group project</td>
<td>Of no more than 3 students, submission of a short essay</td>
<td>20</td>
<td>COL1,2,3</td>
</tr>
<tr>
<td>A4. Presentation</td>
<td>Presentation of group project</td>
<td>10</td>
<td>COL1,2,3</td>
</tr>
<tr>
<td>A5. Final examination</td>
<td>Closed-book examination</td>
<td>40</td>
<td>COL1,2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subclass B (2nd semester):</th>
<th>Brief Description (Optional)</th>
<th>Weight</th>
<th>Aligned Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Assignment</td>
<td>Four individual assignments</td>
<td>28</td>
<td>COL1,2,3</td>
</tr>
<tr>
<td>A2. Group project</td>
<td>Of no more than 3 students, submission of a short essay</td>
<td>20</td>
<td>COL1,2</td>
</tr>
<tr>
<td>A3. Presentation</td>
<td>Presentation of group project</td>
<td>12</td>
<td>COL1,2</td>
</tr>
<tr>
<td>A4. Final examination</td>
<td>Closed-book examination</td>
<td>40</td>
<td>COL1,2,3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
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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 (1st semester):

Topic 1. Chinese Economic Development in the Long Run
Topic 2. Confucianism
Topic 3. Human Capital
Topic 4. Autarky and Opening Up
Topic 5. Socialist Experiments
Topic 6. Transition

Subclass B (2nd semester):

Topic 1 Political Economy of Regime Change
Topic 2 Communist Revolution
Topic 3 Land Reform and Agricultural Collectivization
Topic 4 The Great Leap Famine
Topic 5 The Cultural Revolution
Topic 6 Institutional Foundations of Economic Reforms
Topic 7 Rents-seeking Behavior under “Regional Decentralized Competition”
REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

**Subclass A (1st semester):**

**Topic 1. Chinese Economic Development in the Long Run**

**Topic 2. Confucianism**

**Topic 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).

**Topic 4. Autarky and Opening Up**


**Topic 5. Socialist Experiments**


**Topic 6. Transition**


**Subclass B (2nd semester):**

**Topic 1 Political Economy of Regime Change**


**Topic 2 Communist Revolution**


Topic 3 Land Reform and Agricultural Collectivization

Topic 4 The Great Leap Famine

Topic 5 The Cultural Revolution (readings to be expanded)

Topic 6 Institutional Foundations of Economic Reforms
Li, Hongbin, and Li-An Zhou. (2005).

Topic 7 Rents-seeking Behavior under “Regional Decentralized Competition”

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:
  o 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.
  o 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:
    ▪ The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence;
    ▪ 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 University Statement on plagiarism might be invoked.

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

NA