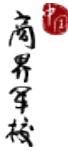




PHBS

北京大学汇丰商学院



GR (for International Students)

Introduction to Chinese Economy Module 4, 2020-21

Course Information

Instructor: Professor Geng Xiao

Office: Room 734, PHBS Building

Phone: +86-755-2603-8458

Email: xiaogeng@phbs.pku.edu.cn

Office Hour: 14:30-15:30 and 17:30-19:30 on Mon and Thu or by appointment

Teaching Assistant: Ms Zhixin ZHU

Phone: +86-135-6028-6198

Email: zhuzhixin@stu.pku.edu.cn

Classes:

Lectures: 15:30-17:20 on May 10,13,17,20,24,27,31, June 3, 7,10,16,17,21,24,28, July,1,5,8.

Venue: Online

1. Course Description

1.1 Summary of Course Contents

This course helps students to understand how the market-oriented economic reform and opening since 1978 have transformed China from a closed, centrally planned, and under-developed economy into the second largest economy in the world through rapid industrialization, urbanization, internationalization, and digitalization. It examines how the role of the state and the market, the global environment, and the technology are shaping the evolving growth model of China and the implications on future challenges. In addition to a review of historical achievements, the course will discuss a broad range of economic, social, environmental and geopolitical challenges as China strives to build a more open, innovative, inclusive, and sustainable growth model for the peace and prosperity of China and the World.

1.2 Textbooks and Reading Materials

No required textbooks for this course. The following reading materials serve as the base and starting points for preparing class discussion, assignment, group project, and final essay. Additional supplementary readings will be provided throughout the course as needed.

Articles from the Project Syndicate:

- For current issues on China and global economy, please read articles by Professor Xiao Geng and his co-author Andrew Sheng published monthly at the Project Syndicate since 2012 (www.project-syndicate.org/columnist/geng-xiao).

Selected reference books:

- Klaus Muhlhahn, ***Making China Modern: from the Great Qing to Xi Jinping***, Harvard University Press, 2019.
- Steven N. S. Cheung, ***Will China go 'capitalist'? an economic analysis of property rights and institutional change***, Institute of Economic Affairs, 1986.
- Steven N. S. Cheung, ***The Economic System of China***, China CITIC Press, 2009.
- Arthur R. Kroeber, ***China's Economy: What Everyone Needs to Know***, Oxford University Press, 2016.
- Barry Naughton, ***The Chinese Economy: Adaptation and Growth***, Second Edition, The MIT Press, 2018.
- Yukon Huang, ***Cracking the China Conundrum: Why Conventional Economic Wisdom Is Wrong***, Oxford University Press, 2017.
- Xiao Geng, Zhang Yansheng, Law Cheung-Kwok and Dominc Meager, ***China's Evolving Growth Model: The Foshan Story***, Fung Global Institute and Amazon Digital Publishing, 2015.
- Thomas J. Christensen, ***The China Challenge: Shaping the Choices of a Rising Power***, W.W. Norton & Company, 2016.
- Graham Allison, ***Destined for War: Can America and China Escape Thucydides's Trap?*** Houghton Mifflin Harcourt, 2017.
- Kishore Mahbubani, ***Has China Won? The Chinese Challenge to American Primacy***, PublicAffairs Hachette Book Group, 2020.

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment (1 to (4)
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	Yes, see (2) and (4)
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	Yes, see (3)
2. Our graduates will be skilled in teamwork and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Yes, see (3)
	2.2. Students will be able to apply leadership theories and related skills.	Yes, see (3)
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	Yes, see (1) and (3)
	3.2. Our students will practice ethics in the duration of the program.	Yes, see (1) and (3)
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Yes, see the list of readings and course summary
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	Yes, the first part of the course will review theories
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	Yes, see (3) and (4)
	5.3. Our students will demonstrate competency in critical thinking.	Yes, see (4)

2.2 Course specific objectives

- (A) Master basic concepts and tools of new institutional economics;
- (B) Use new institutional economics to examine the relations between the state and the market;
- (C) Explain the political economy of public policy making, globalization, and China's reform and opening;
- (D) Explain the impacts of institutions and institutional changes on the speed and quality of economic development;

2.3 Assessment/Grading Details

(1) One mid-term test	20%
(2) Individual project	25%
(3) Group project	25%
(4) Final essay	30%
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Total	100%

2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honours, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

3.1 Course Contents

Key Issues

1. Overview of China's economy
2. Institutional economics for studying China's reform and opening
3. China's evolving governance/growth model
4. Foshan case study: global value chain and China's manufacturing hub
5. China's macro and finance
6. China in the world economy
7. China-US relations and the Greater Bay Area development

3.2 Assessment

Mid-term test (20%): the test will include questions in the format of multiple-choices, true/ false/explain, and short answers.

Individual project (25%): Each student is required to do an individual literature review project for contribution to the group project. The contents of the individual literature review should be relevant to the topic of the group project. The review should be organized into a set of PPT slides of not more than 30 pages, summarizing key points and presenting key supporting data and evidence.

Group project (25%): The group project is to deliver a quality PPT of no more than 40 slides on an assigned topic for sharing with all classmates. Below are some guidelines:

- The group should work together to identify a few most relevant and important questions to be debated on an approved topic, taking advantage of the learning from the lectures.
- For systemic and critical thinking, it is important to present alternative perspectives, including perspectives that challenge the existing ones in the literature or those that are not yet addressed in the literature.
- Alternative answers to the questions need to be supported by well presented data, evidence, or stylized facts with sources.
- Each group needs to make a 20-minute presentation to the class, followed by Q & A, and discussions led by the teacher.
- Students in the same group will receive the same grade unless an individual member of the group fail to make significant contribution. In that case, other members of the group should inform teacher or TA before submitting the PPT.

Final essay (30%): the topics for the final essay will be announced at class 16 and students can choose one from a short list of topics. The final essay should be between around 2000 to 3000 words, excluding cover page, references, and graphs. The objective is to produce a quality op-ed style article with systemic and critical thinking and new insights, taking advantage of the learning from lectures, discussions, and group work in this course. When you submit your essay, please include one cover page with the following information:

- Your name, student number, course title, essay title.
- Key questions and key conclusions of your essay.
- Key statistics, evidence, or stylized facts supporting the conclusions.
- Key new contributions or insights from you.

The End.