

《Topics on China's Economic Reform and Development》

1. Course Description and Objectives

The objective of this course is to help foreign graduate students to have a sound and deep understanding on China's economic reforms and developments in the past three decades, which has been both remarkable and controversial. This course welcomes students in all majors in business schools, including but not limited to economics, finance, accounting, business and management. Given the diverse background of students who may register, this course uses mainly on two types of materials. The first type is documentaries on China. Most of the documentaries used in this class are made by BBC. The merit of these materials is that they document and comment on China from the perspective of a foreign observer and using simple and vivid English, which makes it easy for European students to follow. The other type of materials is academic papers that have been published in the top Economics journals but are simple to read (i.e. with minimum mathematical models or complicated statistical technique). With the aid of these materials, this course will go through a broad range of topics including China's dramatic rising, the large scale of urbanization in China, life in urban and rural China, China's schools, and the spread of Chinese influence around the world etc. Special attentions would be paid on some issues regarding China's sustainable development, including environment, labor treatment, and rural development and so on.

2. Course Requirements and Policies

2.1 View documentaries and have on-class discussions, class participation (25%):

In each of the 12 classes, we will view one or two documentaries, which presents both facts and thoughts on a particular aspect of China. After that, we will have 30 minutes of on-class discussions. Each student should speak up, presenting your general impression or specific questions concerning the documentary just played. During the discussion, I will randomly call some students to answer questions raised by other students, by which I check students' attendance. One time of absentee without previously informing me will lead to **2% of deduction** in the final grade. Moreover, according to the university regulations, if one student misses more than one-third of the courses without decent reasons, he/she is not qualified for receiving the final grade and credits. On the contrary, actively participating and contributing to the discussion will be rewarded for a plus in the final grade. Sitting-in without contributing to the discussion (and not intend to receive credits) is not allowed for this course.

2.2 Write an essay on the series of documentaries (40%)

During this course, we will go through four series of documentaries; each series need 3 classes to play. When watching the documentaries, students are expected to take notes. After each series, students are required to write an essay on the series. Each essay will account for 10% of the final grade. The essay should be no longer than 5 pages, 1.5 space, 12 font size, with Times New Roman font normal page margin. In the essay, you are expected to briefly review EVERY documentary in the series in your OWN way. In particular, you are expected to answer these questions: what is the general topic of the series (using the first page), what are the contents of and what have you learned from each documentary in the series (using pages 2-4), and what are your OWN thoughts on the topic (using page 5). I suggest that you write down the one-page summary right after you attend a class when your memory is fresh.

Please also note that, I will mainly evaluate the quality of your OWN summaries, thoughts and comments when grading your essay. If you are found to copy substantially from others for your essay (or if I found the essays from two or several students are highly similar), your grade for the essay will be less than 5%.

The due dates of submitting an essay are listed in the following schedule. On the due dates, you should submit a hard-copy of your essay right at the beginning of the class; later submissions or soft-copy will not be accepted.

2.3 Individually presenting an academic paper (20%)

Except for the first class and the final class, in each class we will have several students presenting academic papers following the on-class discussion on the documentaries. The papers selected for on-class presentations are all publications on the top Economics journal such as *The American Economics Review*, and are simple to read. Each student should present ONCE on a 20-page paper within 20 minutes, or TWICE on two short papers each within 10 minutes.

For the presentation, the student should prepare slides. The object of presentation is to let the audience (i.e. other students in the class) understand the key idea and major findings of the paper. For that end, one should first read the paper for several times, and think hard on its essence, then present the paper in the simplest way. After the presentation, you should send me the slides. Based on your preparation and your performance, I will give you a grade up to 20% of the final grade.

2.4 Presentation in the final class (15%)

In the final class, we will hold a “Final Seminar on China’s Economy”, in which all students would present a paper. The papers to be presented are listed in the attached schedule table. You can choose to present individually, or to form a group of two students or of three students to present long papers.

In the presentation, each student is expected to reach the following targets: 1) demonstrate that you have read through the WHOLE paper by introducing to other students what are the contents of the paper in your OWN way (you can use the graph or statistics in the paper, of course). 2) tell other students what contents have especially caught your eyes, or what graph statistics or conclusions are in your mind especially important. 3) Citing what you have learned from the documentaries and the academic papers discussed on the class,

presenting your thoughts on China. After the presentation, you should send me the slides. Based on your performance, I will give each group member the same grade up to 15% of the final grade.

3. Teaching Methods

Lectures, Discussions, Debate, Presentation, Essay Writing, etc.

4. Learning Outcomes

Category	Learning Outcomes
Knowledge Learned	1. To develop a sound and deep understanding on major issues China's economic reforms and developments in the past three decades,
Intellectual abilities Improved	1. To appreciate the complexity that is underlying most of the China's major policy issues, e.g., one child policy 2. To think comprehensively on China's development, which has been both remarkable and controversial
Practical skills improved	1. To accumulate knowledge about the interests and concerns of different sides for one issue, such as rural urbanization 2. To understand the changes of Chinese consumption style, and the potential business opportunities that it carries
Personal competences and characters Cultivated	To develop critical thinking

5. Performance Evaluation: Means & Ratio

Evaluation	Ratio	Relation to the Intended Learning Outcomes
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Means	(%)	
Class Participation	25	Emphasizing improving intellectual abilities through on-class debates and discussions
Essay writing	40	Developing students' own insights and knowledge on the major China issues
Individually Presentation	20	To improve students' practical skill, especially presenting his/her own ideas and insights
Group Presentation	15	To improve students' senses of team work, and to encourage them to demonstrate what they have learnt from this class

Feedback:

Any feedback, whether verbally or electronically, on anything that concerns you is always appreciated.

6. References and Reading Materials

- 1) Carol H. Shiue and Wolfgang Keller. 2007. Markets in China and Europe on the Eve of the Industrial Revolution. *The American Economic Review*, Vol. 97, No. 4 (Sep., 2007), pp. 1189-1216
- 2) David S. Landes. 2006. Why Europe and the West? Why Not China? *Journal of Economic Perspectives*, Volume 20, Number 2, Spring 2006, Pages 3–22.
- 3) Lawrence J. Lau, Yingyi Qian, and Gerard Roland. 2000. “Reform without Losers: An Interpretation of China's Dual - Track Approach to Transition”. *Journal of Political Economy*, Vol. 108, No. 1 (February 2000), pp. 120-143
- 4) Alwyn Young. 2003. “Gold into Base Metals: Productivity Growth in the People's Republic of China during the Reform Period” *Journal of Political Economy*, Vol. 111, No. 6 (December 2003), pp. 1220-1261
- 5) Alwyn Young. 2000. The Razor's Edge: Distortions and Incremental Reform in the People's Republic of China. *The Quarterly Journal of Economics*. 115 (4): 1091-1135.
- 6) Yasheng Huang, 2012. “How Did China Take Off?” *The Journal of Economic Perspectives*, Vol. 26, No. 4 (Fall 2012), pp. 147-170
- 7) Xiaodong Zhu. 2012. Understanding China's Growth: Past, Present, and Future. *The Journal of Economic Perspectives*, Vol. 26, No. 4 (Fall 2012), pp. 103-124
- 8) “The Fundamental Institutions of China's Reforms and Development”, which is written by Chenggang Xu and published on *Journal of Economic Literature*, 2011, 49:4, 1076–1151.
- 9) Rural-To-Urban Migration Decisions in China. Yaohui Zhao. *The American Economic*

Review, Vol. 89, No. 2, (May, 1999), pp. 281-286

- 10) The Consequences of Industrialization: Evidence from Water Pollution and Digestive Cancers in China. Avraham Ebenstein. 2012. *The Review of Economics and Statistics*, 2012, vol. 94, issue 1, pages 186-201
- 11) Income Distribution in Urban China during the Period of Economic Reform and Urban-Biased Policies and Rising Income Inequality in China. Dennis Tao Yang. *The American Economic Review*, Vol. 89, No. 2, (May, 1999), pp. 306-310
- 12) China's Lagging Poor Areas. Martin Ravallion and Jyotsna JalanSource: *The American Economic Review*, Vol. 89, No. 2, (May, 1999), pp.301-305
- 13) Aiur Rahman han, eith riffin and Carl Risin. *The American Economic Review*, Vol. 89, No. 2, (May, 1999), pp. 296-300
- 14) How Urban Segregation Distorts Chinese Migrants' Consumption? Binkai Chen, Ming Lub, Ninghua Zhong. 2015. *World Development*. Volume 70, June 2015, Pages 133–146
- 15) Markets and Inequality in Rural China: Parallels with the Past. Dwayne Benjamin and Loren Brandt Source: *The American Economic Review*, Vol. 89, No. 2, (May, 1999), pp. 292-295
- 16) Migration, Remittances, and Agricultural Productivity in China. Scott Rozelle, J. Edward Taylor and Alan deBrauw. *The American Economic Review*, Vol. 89, No. 2, (May, 1999), pp. 287-291
- 17) Do High Birth Rates Hamper Economic Growth? Hongbin Li and Junsen ZhangSource: *The Review of Economics and Statistics*, Vol. 89, No. 1 (Feb., 2007), pp. 110-117
- 18) Do Population Control Policies Induce More Human Capital Investment? Twins, Birth Weight and China's "One-Child" Policy.Mark R. Rosenzweig and Junsen Zhang. *The Review of Economic Studies*, Vol. 76, No. 3 (Jul., 2009), pp. 1149-1174
- 19) Xin Meng, 2012. "Labor Market Outcomes and Reforms in China" *The Journal of Economic Perspectives*, Vol. 26, No. 4 (Fall 2012), pp. 75-101
- 20) Do Peers Affect Student Achievement in China's Secondary Schools? Author(s): Weili Ding and Steven F. Lehrer Source: *The Review of Economics and Statistics*, Vol. 89, No. 2 (May, 2007), pp. 300-312
- 21) Making Room for China in the World Economy. Dani Rodrik. *The American Economic Review*, Vol. 100, No. 2, (May 2010), pp. 89-93
- 22) The Impact of Outsourcing to China on Hong Kong's Labor Market. Chang-Tai Hsieh and Keong T. Woo. *The American Economic Review*, Vol. 95, No. 5 (Dec., 2005), pp. 1673-1687
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- 24) Autor, David H., David Dorn, and Gordon H. Hanson. 2013. "The China Syndrome: Local Labor Market Effects of Import Competition in the United States." *American Economic Review*, 103(6): 2121-68.
- 25) Jun Han, Runjuan Liu, Junsen Zhang, 2012. "Globalization and wage inequality:

Evidence from urban China”, *Journal of International Economics* 87 (2012) 288–297

Appendices:

1. The course PPT
2. Other teaching material (such as reading materials, the articles)