ECON 461 Chinese Economy (3+0) 3 credits
Historical examination of China's economic development, with a special emphasis on its varying development strategies, and its future prospects. Prerequisites: ECON 102.

OBJECTIVES AND LEARNING GOALS:

This course will cover the Chinese economy, both historical and current. It will focus on the historical development of its economic institutions, on its varying economic policies and strategies, and in particular how economic reform affected different sectors of the Chinese economy. This class is currently a general capstone in the university core curriculum, and students are expected to have completed all other core curriculum requirements. This class also meets the university core curriculum’s current diversity requirements, which has a substantial writing component.

In the new Silver Core beginning Fall 2016, this course proposes to satisfy CO11 (Global Contexts). Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations. This course will also develop CO1 (Effective Composition & Communication). The Student Learning Outcomes are as follows:

- Students will demonstrate knowledge of the economic history of China, including knowledge of how history, culture, and politics interact with the economic system.
- Students will show that they can apply their understanding of China’s economic institutions and policies to China’s past and future relationship with the United States.
- Students will demonstrate an ability to collect, analyze and present data on Chinese economic performance.
- Students will produce an original and well-written research paper on a topic related to Chinese economic policies and performance, and present their finding to the class.

BOOKS (all paperback):

These books are available at the ASUN Bookstore in the Joe Crowley Student Union. Other readings may be assigned in class, and will be on reserve in the library.

FILMS:
There are five documentary films that you are expected to watch online, to get a good background in modern Chinese economic history. Additional films will be suggested in class.
GRADING:

There will be a pass/fail quiz over some of the material in the introduction, which you must pass to remain in the course, two midterms exams (20% each), a research paper on an assigned topic (20%), a class presentation (10%), and a final exam (20%). Keeping up with readings, participation in discussion, along with attendance in class and at the films will count for another 10% of the grade. Except for the first midterm, exams will generally be in-class, closed-book essay questions.

COURSE OUTLINE:

I. Introduction

In this section, we first discuss the growing importance of China in the world economy, and why China's economy is so important (and interesting) for economists to study. We will then cover some basic necessities of studying about China, including basic statistics, geography, and language (i.e., how to romanize it, how to pronounce it, how names work, and what some common place names mean). There will be a Pass/Fail Quiz on Basic Geography, History, and Pronunciation.

II. Economic History of China "Before Liberation"

A. China's Economy during the Ming and Qing

In this section, we will review the economic and political history of China, in order for you to appreciate the depth and continuity of Chinese history, and to answer a number of fundamental questions. How did China's level of development compare with the rest of the world, and how can economic theories of development apply to Imperial China? What economic and historical patterns appear to repeat themselves? Why did China become so inward-looking? How and why did China's economy change over time? What are the theoretical answers to the Needham Question?

B. Economic Development from the Opium Wars to the Civil War

Why did China, once one of the world's most advanced economies, become the "sick man of Asia" by the end of the 19th Century? How was China affected by its interaction with the outside world, particularly after the arrival of the Western Barbarians? Why didn't China's first revolution succeed, and how was China ripe for another revolution, this time one led by the Chinese Communist Party?

III. Economic Development in the Maoist Era

A. Socialism and the Thought of Marx, Lenin, Stalin, and Mao

We begin first with a discussion of the philosophies of Marx and Lenin, and the development of the Stalinist model in the USSR. We then discuss some key elements of "Mao Zedong Thought," as it pertained to Chinese economic development.

B. Industrialization, Collectivization, and the PRC's First Decade

We then move on to how the Socialist economy was actually implemented in China. In particular, we will discuss initial industrialization strategies and performance, and how the Chinese peasant's life was affected by changes in China's agricultural policies.
C. China from the Great Leap Forward to the Cultural Revolution
We will first discuss the campaigns that set the stage for the Great Leap Forward. We will then discuss the economics and politics behind the Great Leap Forward and the Cultural Revolution, and how this turmoil affected China's economic development.

D. An Economic Overview of China under Mao
What do the theories and available data tell us about China's economic development under Chairman Mao?

IV. The Dengist Era of Economic Reform

A. The Push for Reform
We will discuss the problems of China's Socialist Economy after Mao, the first steps toward reform by Mao and his successor, Hua Guofeng, and finally the rise (and fall, and rise, and fall, and rise) of Deng Xiaoping as China's paramount leader.

B. Reform under the Four Modernizations
In this section, we will start first with the new political climate under Deng, and how economic reform attacked the stagnant agricultural economy. We will then cover China's new "Open Door" policies, and how they affected the economy. Next, we will discuss the second wave of industrial reform, and how it ultimately transformed the Chinese economy in ways completely unexpected by the leadership. We will then review the economic lessons of China's reform, the contradictions of economic reform, and the events leading to "Liu Si" in Tian'anmen square in 1989.

C. An Economic Overview of China in Reform
What do the theories and available data tell us about China's economic performance during the reform period? What problems needed to be addressed?

V. The Socialist Market Economy

A. The Reformists Win
We will discuss the problems that emerged under the retrenchment period, and the counter-examples of Hong Kong, Singapore, and Taiwan. We will discuss the major philosophical changes and reforms that began and ultimately characterized the Shehuizhuyi Shichang Jingji.

B. State-owned Enterprises and the Financial Crisis
We first discuss the problems of China's state-owned enterprises, and the role of the state-owned commercial banks. We will then discuss the Asian Financial Crisis, and how this both affected China and yielded particularly important lessons for China's future economic development.

VI. The Rise of China in the World Economy
We will discuss what led China to become one of the world's major trading economies, and what issues and challenges this presented to China and the United States.

VII. Current Issues in the Chinese Economy
Students will share their papers on current issues in the economy, and I will lecture on selected topics from the readings.
POLICIES:

Academic Success Services: Your student fees cover usage of the Math Center (784-4433), Tutoring Center (784-6801), and University Writing Center (784-6030). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Students with Disabilities: Any student who qualifies with a disability is to provide his or her instructor with a letter from the Disability Resource Center stating the appropriate accommodations for this course. If you have a documented disability and wish to discuss how these academic accommodations will be implemented for this course, please contact the instructor during the first two weeks of class.

Audio and Video Recording: Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Cheating: Read the university policy on academic integrity. Any cheating will be severely punished, ranging from failing the exam or assignment at a minimum to failing the course and even expulsion from the university, in egregious cases or in cases where there is evidence of any prior offenses. Academic misconduct incorporates both cheating and plagiarism, and this includes both copying someone else's work as well as letting your work be copied, bringing in notes, text messaging or taking pictures of the exam, using other people's words or ideas and passing them off as your own, et cetera. One common example is a student who copies whole sentences and even paragraphs from an internet source, perhaps changing a few words here and there to pretend it is "different" somehow. Even if you then cite the source, it is still plagiarism if you do not put quote marks around the words you borrowed.

School and Work: Economics is essentially about making decisions when resources are scarce, and time is often our most scarce resource. Many of you work, but working too much while going to school makes it hard to focus on your studies and succeed in school. A good college course should require 2-3 hours of work outside of class for every hour in class, and some require more. The College of Business recommends that if you are taking 15 units a semester, you should be working 10 hours or less per week; if you are working 20 hours per week, your should be taking 12 units a semester; and if you are working 40 hours per week, your should be taking only 6 units a semester. The university encourages you to focus on your studies, and keep your work to a reasonable minimum so that you can graduate in four years. Focusing on your studies helps you succeed academically.