

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester A 2022/2023**

Part I Course Overview

Course Title:	State and Market in China
Course Code:	PIA5710
Course Duration:	1 semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	POL5710 State and Market in China
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims to provide student with an understanding of the changing relationships between the state and market during the course of economic development in China. China remains a communist country with a significant legacy of a command economy. But it is also a market economy. Understanding this mixture of capitalism with Chinese characters, the China model, is a major aim of this course. By exploring the different reform period in China, from the planned economy to recent financial crisis, this course will walk students through the evaluation of state and market relationship in contemporary China. Through this learning experience, student will be able to apply interdisciplinary theories to analyze the dynamics between roles of state and market in China.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Apply multidisciplinary theories to explain the role of state and market in different reform period	40	√	√	
2.	Understand the internal causes of China's economic and institutional reforms to the changing relations between state and market.	30	√	√	√
3.	Explain the impacts of external factors that are conducive to the roles of state in market reform, such as trade relationships and the financial crisis.	30	√	√	√
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.			Hours/week (if applicable)
		1	2	3	
1	Presentation Each student has to prepare an oral presentation on his or her chosen topics. This is an individual presentation of no more than 12 minute and it must be <u>in English</u> that requires originality and primary research.	X	X	X	
2	Quiz	X	X	X	
3	Classroom discussion	X	X	X	
4	Essay (3,000 words) An individual essay on the presented topic within 4 weeks after the presentation	X	X	X	

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.			Weighting	Remarks
	1	2	3		
Continuous Assessment: 100%					
Presentation	X	X	X	20%	
Quiz	X	X	X	20%	
Classroom Tasks	X	X	X	20%	
Essay (3,000 words)	X	X	X	40%	
Examination: % (duration: hours , if applicable)				100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Presentation; Classroom task; Quiz; Essay		High standard of being able to recognise, explain and compare distinct theoretical approaches to China studies, policy transfer and learning. High standard of being able to recognise, explain and compare distinct methodological approaches to China studies, policy transfer and learning. Highly innovative ability to relate literature review of cutting-edge topics to China studies, policy transfer and learning. Strong demonstration of critical ability to interpret data and argument. Strong ability to apply theory and method in the study of China studies, policy transfer and learning to topical issues. Excellent accomplishment of writing and oral presentation.	Fairly high standard of being able to recognise, explain and compare distinct theoretical approaches to China studies, policy transfer and learning. Fairly high standard of being able to recognise, explain and compare distinct methodological approaches to China studies, policy transfer and learning. Fairly innovative ability to relate literature review of cutting-edge topics to China studies, policy transfer and learning. Fairly good demonstration of critical ability to interpret data and argument. Fairly strong ability to apply theory and method in the study of China studies, policy transfer and learning to topical issues. Fairly strong accomplishment of writing and oral presentation	Rudimentary standard of being able to recognise, explain and compare distinct theoretical approaches to China studies, policy transfer and learning. Basic standard of being able to recognise, explain and compare distinct methodological approaches to China studies, policy transfer and learning. Little innovative ability to relate literature review of cutting-edge topics to China studies, policy transfer and learning. Weak demonstration of critical ability to interpret data and argument. Basic ability to apply theory and method in the study of China studies, policy transfer and learning to topical issues. Basic accomplishment of writing and oral presentation	Almost no standard of being able to recognise, explain and compare distinct theoretical approaches to China studies, policy transfer and learning. Almost no standard of being able to recognise, explain and compare distinct methodological approaches to China studies, policy transfer and learning. No innovative ability to relate literature review of cutting-edge topics to China studies, policy transfer and learning. Almost no demonstration of critical ability to interpret data and argument. Almost no ability to apply theory and method in the study of China studies, policy transfer and learning to topical issues. Very inadequate accomplishment of writing and oral presentation

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Presentation; Classroom task; Quiz; Essay		<p>High standard of being able to recognise, explain and compare distinct theoretical approaches to China studies, policy transfer and learning. High standard of being able to recognise, explain and compare distinct methodological approaches to China studies, policy transfer and learning. Highly innovative ability to relate literature review of cutting-edge topics to China studies, policy transfer and learning. Strong demonstration of critical ability to interpret data and argument. Strong ability to apply theory and method in the study of China studies, policy transfer and learning to topical issues. Excellent accomplishment of writing and oral presentation.</p>	<p>Fairly high standard of being able to recognise, explain and compare distinct theoretical approaches to China studies, policy transfer and learning. Fairly high standard of being able to recognise, explain and compare distinct methodological approaches to China studies, policy transfer and learning. Fairly innovative ability to relate literature review of cutting-edge topics to China studies, policy transfer and learning. Fairly good demonstration of critical ability to interpret data and argument. Fairly strong ability to apply theory and method in the study of China studies, policy transfer and learning to topical issues. Fairly strong accomplishment of writing and oral presentation</p>	<p>Rudimentary standard of being able to recognise, explain and compare distinct theoretical approaches to China studies, policy transfer and learning. Basic standard of being able to recognise, explain and compare distinct methodological approaches to China studies, policy transfer and learning. Little innovative ability to relate literature review of cutting-edge topics to China studies, policy transfer and learning. Weak demonstration of critical ability to interpret data and argument. Basic ability to apply theory and method in the study of China studies, policy transfer and learning to topical issues. Basic accomplishment of writing and oral presentation</p>	<p>Poor standard of being able to recognise, explain and compare distinct theoretical approaches to China studies, policy transfer and learning. Poor standard of being able to recognise, explain and compare distinct methodological approaches to China studies, policy transfer and learning. Very little innovative ability to relate literature review of cutting-edge topics to China studies, policy transfer and learning. Very little demonstration of critical ability to interpret data and argument. Very little ability to apply theory and method in the study of China studies, policy transfer and learning to topical issues. Weak accomplishment of writing and oral presentation</p>	<p>Almost no standard of being able to recognise, explain and compare distinct theoretical approaches to China studies, policy transfer and learning. Almost no standard of being able to recognise, explain and compare distinct methodological approaches to China studies, policy transfer and learning. No innovative ability to relate literature review of cutting-edge topics to China studies, policy transfer and learning. Almost no demonstration of critical ability to interpret data and argument. Almost no ability to apply theory and method in the study of China studies, policy transfer and learning to topical issues. Very inadequate accomplishment of writing and oral presentation</p>

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

China model, Initiation and process of economic reform, Rural reform and industrialization, The Urban Economy: State-owned enterprise reform, privatization, Chinese-style Federalism, Local governance, Financial markets and banking, Foreign Trade and Investment, The Regulatory State, Corruption.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1. Alexander Day (2013), *The Peasant in Post-socialist China: History, Politics and Capitalism* (New York: Cambridge University Press), chapters 2 & 3
2. Alvin So (2009), "Rethinking the Chinese Developmental Model," in Hung Ho-fung (ed.), *China and the Transformation of Global Capitalism* (Baltimore: John Hopkins University Press), pp. 50-64.
3. Andrew Walder (1986), *Communist Neo-Traditionalism: Work and Authority in Chinese Industry* (Berkeley & Los Angeles: University of California Press), Chapter 1.
4. Arthur Kroeber (2011), "Developmental Dreams: Policy and Reality in China's Economic Reforms," in Scott Kennedy (ed.), *Beyond the Middle Kingdom: Comparative Perspectives on China's Capitalist Transformation* (Stanford: Stanford University Press), pp. 44-65.
5. Arthur Kroeber (2016), *China's Economy* (Oxford: Oxford University Press), chapter 2.
6. Barry Naughton (2007), *The Chinese Economy: Transitions and Growth* (Cambridge: MIT Press), Chapter 3.
7. Barry Naughton (2015), "The Transformation of State Sector: SASAC, the Market Economy, and the New National Champions," in Barry Naughton and Kellee Tsai (eds.), *State Capitalism, Institutional Adaptation, and the Chinese Miracle* (New York: Cambridge University Press), pp. 46-74.
8. Bruce Dickson (2008), *Wealth into Power* (New York: Cambridge University Press), chapters 1 & 2.
9. Carl Riskin (1987), *China's Political Economy* (Oxford: Oxford University Press), Chapter 2.
10. Christine Wong (2007), "Can the Retreat from Equality be Reversed? An Assessment of Redistributive Fiscal Policies from Deng Xiaoping to Wen Jiabao," in Vivienne Shue and Christine Wong (eds.), *Paying for Progress in China* (London: Routledge), pp. 12-28.
11. Christopher McNally (2012), "Sino-Capitalism: China's Reemergence and the International Political Economy," *World Politics*, vol. 64, no. 4, pp. 741-76.
12. Deborah Davis (2000), "Introduction: A Revolution in Consumption," in Deborah Davis (ed.), *The Consumer Revolution in Urban China* (Berkeley & Los Angeles: University of California Press), Chapter 1.
13. Douglas Elliot, Arthur Kroeber and Yu Qiao (2015), "Shadow Banking in China: A Primer (Washington DC: Brookings Institutions)(March): <http://www.brookings.edu/research/papers/2015/04/01-shadow-banking-china-primer-elliott-kroeber-yu>
14. Janos Kornai (1992), *The Socialist System* (Princeton: Princeton University Press), Chapter 7.
15. Jean Oi (1992), "Fiscal Reform and the Economic Foundations of Local State Corporatism in China," *World Politics*, No. 45 (October), pp. 99-126.
16. Jean Oi and Han Chaohua (2011), "China's Corporate Restructuring: A Multi-step Process," in Jean Oi (ed.) (2011), *Going Private in China* (Stanford: The Walter H. Shorenstein Asia-Pacific Research Centre), pp. 19-38.
17. Lee Bransetter (2007), "China's Financial Market: An Overview," in Charles Calomiris (ed.), *China's Financial Transition at a Crossroads* (New York: Columbia University Press), pp.23-78.
18. Li Shi, Luo Chuliang and Terry Sicular (2013), "Rising Inequality in China: Key Issues and Findings," in Li Shi, Hiroshi Sato and Terry Sicular (eds.), *Rising Inequality in China: Challenges to a Harmonious Society* (New York: Cambridge University Press).
19. Maxim Boycko, Andrei Shleifer & Robert Vishny (1996), *Privatizing Russia* (Cambridge, MA: The MIT Press), Chapter 3.
20. Pierre Landry (2008), *Decentralized Authoritarianism in China: The Communist Party's Control of Local*

- Elites in the Post-Mao Era* (New York: Cambridge University Press), Chapter 1.
21. Ray Yep (2008), "Enhancing the Redistributive Capacity of the Chinese State? Impact of Fiscal Reforms on County Finance," *Pacific Review*, 21:2 (May):231-255.
 22. Ray Yep (2013), "Containing Land Grab: A Misguided Response to Conflicts over Land", *Journal of Contemporary China*, 22:80: 273-291.
 23. Recitsu Kojima (1988), "Agricultural Organization: New Forms, New Contradictions," *China Quarterly*, No. 116 (December), pp. 706-735.
 24. Roselyn Hsueh (2011), *China's Regulatory State: A New Strategy for Globalization* (Ithaca & London: Cornell University Press), Chapter 10.
 25. Ross Garnaut et al (2006), "Impact and Significance of State-Owned Enterprise Restructuring in China," *China Journal* (January) No. 55, pp. 35-63.
 26. Shahid Yusuf et al (2006), *Under New Ownership* (Stanford: Stanford University Press), Chapters 2.
 27. Stephen Green (2003), *China's Stock Market* (London: Profile Books), Chapter 2.
 28. Victor Nee and Sonja Opper (2012), *Capitalism From Below* (Cambridge, Mass: Harvard University Press), chapter 9.
 29. Victor Nee and Sonja Opper (2012), *Markets and Institutional Change in China: Capitalism from Below* (Cambridge, Mass: Harvard University Press), Chapter 4.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Nil