

**City University of Hong Kong
Course Syllabus**

**offered by College of Business
with effect from Semester B 2017/2018**

Part I Course Overview

Course Title:	Current Challenges in China Business
Course Code:	FB6821
Course Duration:	1 Semester
Credit Units:	2
Level:	P6
Medium of Instruction:	The normal medium of instruction and assessment is English. However, staff members may use Chinese and Chinese materials to explain or clarify some topics due to the subject area covered by the course.
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	FB5806 Challenges in Marketing FB5804 Corporate Finance FB5801 Organizational Behaviour
Precursors: (Course Code and Title)	NIL
Equivalent Courses: (Course Code and Title)	NIL
Exclusive Courses: (Course Code and Title)	NIL

Part II Course Details

1. Abstract

This course aims to help participants gain a deep understanding of the Chinese society, the historical path in cultural, political, economic, and legal development that has shaped the contemporary business situation.

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.	Explain the differences in doing business in China and other areas		✓	✓	✓
2.	Analyze the potential issues and problems in doing business in China		✓	✓	✓
3.	Apply and adapt the current business theories and “best” practices in China		✓	✓	✓
		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	Seminars	✓	✓	✓	
2	Case studies	✓	✓	✓	
3	Role Play	✓	✓	✓	
4	China-related issues presentation & discussion	✓	✓	✓	

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%					
Participation	✓	✓	✓	40%	
Cases / Projects	✓	✓	✓	30%	
Term Paper	✓	✓	✓	30%	
Examination: 0% (duration: _____, if applicable)					
				100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Participation	1. Level of engagement in class	Student proactively contributes to class by offering ideas and asking questions most of the time.	Student proactively contributes to class by offering ideas and asking questions occasionally.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	Not even reaching marginal levels
	2. Listening, questioning and discussing	Respectfully listens, discusses and asks questions and helps direct the group on solving problems.	Respectfully listens, discusses and asks questions.	Has trouble listening with respect, and takes over discussions without letting others people have a turn.	Does not listen with respect, argues with teammates, and does not consider other ideas. Blocks group from reaching agreements.	
Cases / Projects	1. Identification of the main issues/ problems	Identifies and understands all of the main issues in the assignment.	Identifies and understands most of the main issues in the assignment.	Identifies and understands some of the issues in the assignment.	Identifies and understands few of the issues in the assignment.	Not even reaching marginal levels
	2. Analysis of the issues	Insightful and thorough analysis of all the issues.	Thorough analysis of most of the issues.	Superficial analysis of some of the issues.	Incomplete analysis of the issues.	
	3. Comments on effective solutions/strategies	Well documented, reasoned and pedagogically appropriate comments on solutions, or	Appropriate, well thought out comments about solutions, or proposals for solutions, to most	Superficial and/or inappropriate solutions to some of the issues.	Little or no action suggested, and/or inappropriate solutions to all of the issues.	

		proposals for solutions, to all issues.	of the issues.			
	4. Links to course readings and additional research	Excellent research into the issues with clearly documented links to class (and/or outside) readings.	Good research and documented links to the material read.	Limited research and documented links to any readings.	Incomplete research and links to any readings.	
Term Paper	1. Integration of knowledge	The paper demonstrates that the student fully understands and has applied concepts learned in the course. Concepts are integrated with own insights. Concluding remarks show analysis and synthesis of ideas.	The paper demonstrates that the student, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the student, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	Not even reaching marginal levels
	2. Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	Has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the student's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	
	3. Cohesiveness	Ties together information from all sources. Writing	For the most part, ties together information from all sources.	Sometimes ties together information from all sources.	Does not tie together information. Writing does not	

		demonstrates an understanding of the relationship among material obtained from all sources.	Writing demonstrates an understanding of the relationship among material obtained from all sources.	Writing does not demonstrate an understanding of the relationship among material obtained from all sources.	demonstrate understanding any relationships	
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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.)

1. **Introduction: Business and Society in China**
Interactions of the political, cultural and economic systems
2. **The Government and Legal Frameworks in China**
Characteristics of Government Policies and Decision Making
The Legal System
3. **Economic Transition**
Market Liberalisation, Curbing Inflation, Balancing Central-local Relations,
Conquering Corruption, Social Support and Welfare System
China-Hong Kong Relations
4. **Social and Cultural Environments**
Demographics Trends
Geographic and Regional Differences
Chinese Cultural Values
5. **Marketing and Business Intelligence**
Consumption Patterns and Consumer Behaviour
Distribution Systems
Information and Market Research
6. **Industrial Performance**
The State and the Non-state Sectors
The Manufacturing and the Service Sectors
Agriculture and the Rural Areas
Financial Market and the Real Estate Market
7. **China Beyond 2000**
Trends in Doing Business in China

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.)

2.2 Additional Readings

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

Byrd, W. and Lin, Q., ed., **China's Rural Industry: Structure, Development and Reform**, Oxford University Press, 1990.

The Economist, **China: the Titan Stirs**, November 28th, 1992.

Kan, Chak-yuen, **Mainland-Funded Enterprises and the Hong Kong Economy**, *City Economist* vol. 5, No. 2, November 1995.

Chung, Jae Ho, **Central-Provincial Relations**, in *China Review*, 1995.

North, Douglas C., **Institutions, Institutional Change and Economic Performance**. Cambridge University Press, 1990.

Yi, Gang, in **Money, Banking, and Financial Markets in China**, Westview Press, Ch. 3, 4, 6, 12, 1994.

Jefferson, Gary and Xu, Wenyi, **The Impact of Reform on Socialist Enterprises in Transition: Structure, Conduct, and Performance in Chinese Industry**, *Journal of Comparative Economics* 15, 45-64, 1991.

Gelb, A., Jefferson, G. and Singh, I., **Can Communist Economies Transform Incrementally?-China's Experience** WPS 1189, World Bank, 1993.

Johnson, Gale, **Does China Have a Grain Problem?** *China Economic Review*, Vol. 4, no.1, 1-14, 1994.

Lin, Justin Y., **Rural Reforms and Agricultural Growth in China**, *American Economic Review*, Vol. 82, no. 1, 34-51, 1992.

Wang, Shaoguang and Hu, Anguang, Ch. 2, 6, in **Report of the State Capacity of China**, Oxford University Press. (In Chinese), 1994

Weitzman, M. and Xu, C., **Chinese Township Village Enterprises as Vaguely Defined**

Cooperatives, *Journal of Comparative Economics*, 18, 121-145, 1994.

Tsang Shu Ki, **Financial Restructuring**, in *China Review*, 1995.

Yunhua Liu, **The Rural Economy of China**, *China Review*, 1995.

Andrei Shleifer and Robert W. Vishny, **Corruption**, *The Quarterly Journal of Economics*, 599-617, August 1993.

Edward J. Epstein and Chong Tin Cho, **The Legal Reform**, *China Review*, 1995.

T.L. Tsim, **China-Hong Kong Relations**, *China Review*, 1995.

World Bank. **An Institutional Basis for Shared Growth**, Ch 4, *The East Asian Miracle: Economic Growth and Public Policy*. Oxford University Press, 1993.

Yau, O.H.M., **Consumer Behaviour in China**, London: Routledge, 1995.

Blackman, C., **Negotiating China, Australia**, Allen & Unwin Pty Ltd., 1997.