# FB6903P: CHINA'S MACROECONOMIC LANDSCAPE AND STRATEGIC CORPORATE RESPONSES

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**Effective Term**
Summer Term 2025

## Part I Course Overview

**Course Title**
China's Macroeconomic Landscape and Strategic Corporate Responses

**Subject Code**
FB - College of Business (FB)
**Course Number**
6903P

**Academic Unit**
College of Business (CB)

**College/School**
College of Business (CB)

**Course Duration**
Non-standard Duration

**Other Course Duration**
Intensive mode: 2 days

**Credit Units**
1

**Level**
P5, P6 - Postgraduate Degree

**Medium of Instruction**
Chinese (Putonghua)

**Medium of Assessment**
Chinese

**Prerequisites**
Nil

**Precursors**
Nil

**Equivalent Courses**
Nil

**Exclusive Courses**

Nil

# Part II Course Details

**Abstract**

This course provides an in-depth introduction to the fundamental theoretical frameworks for analyzing China's macroeconomic environment and the strategic responses required by enterprises. Students will gain a comprehensive understanding of three pivotal macroeconomic analysis models: the institutional economic analysis model, the aggregate demand analysis model, and the aggregate supply analysis model. The course also covers the strategic measures that businesses should implement in response to varying economic conditions.

In addition, this course offers insights into the unique characteristics of China's economic system and development model, fostering a deeper understanding of China's macroeconomic policies. Students will learn to appreciate the critical influence of the macroeconomic environment and policies on corporate activities and performance. Ultimately, this course aims to enhance students' analytical capabilities regarding China's macroeconomy and to effectively guide the strategic direction of enterprises.

**Course Intended Learning Outcomes (CILOs)**

| | CILOs | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|---|---|---|---|---|---|
| 1 | Understand the unique characteristics of China's political and economic systems, and utilize institutional economic models to analyze China's economic miracle and forecast future economic trends. | | x | | |
| 2 | Master the analytical methods of the aggregate demand model, and use the "three-horse carriage" model to analyze China's macroeconomic situation, thereby understanding the economic logic behind China's macroeconomic policies. | | x | x | x |
| 3 | Apply the aggregate supply model to analyze China's economic situation, and understand the impact of key factors such as production functions and technological innovation on macroeconomic development trends. | | x | x | x |
| 4 | Flexibly grasp the decision-making logic and strategies for enterprises to respond to changes in different macroeconomic situations. | | | x | x |

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 real-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.

**Learning and Teaching Activities (LTAs)**

| | LTAs | Brief Description | CILO No. | Hours/week (if applicable) |
|---|---|---|---|---|
| 1 | Seminars and in-class discussions | Students are encouraged to think critically and logically in responding to questions and discussing issues of real-world examples. | | |
| 2 | Case assignments/project | Students work on case assignments/project as a group or independently. Students are required to understand critical issues in the case/project and conduct an independent analysis to develop their own solutions. | | In-class participation and presentation, as well as out-of-class preparation. |

**Assessment Tasks / Activities (ATs)**

| | ATs | CILO No. | Weighting (%) | Remarks ("-" for nil entry) | Allow Use of GenAI? |
|---|---|---|---|---|---|
| 1 | Class participation and discussion | 1, 2, 3, 4 | 20 | - | Yes |
| 2 | One individual assignment | 1, 2, 3, 4 | 50 | - | Yes |
| 3 | One group project | 1, 2, 3, 4 | 30 | - | Yes |

**Continuous Assessment (%)**

100

**Assessment Rubrics (AR)**

**Assessment Task**

class discussion (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Ability to demonstrate critical understanding of the course material

**Excellent**

(A+, A, A-) Outstanding

**Good**

(B+, B, B-) High

**Fair**

(C+, C, C-)Satisfactory

**Marginal**

(D) Basic

**Failure**

(F) Not reaching marginal level

---

**Assessment Task**

Individual assignment (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Ability to apply theories introduced in class
Ability to resolve real-life issues.

**Excellent**

(A+, A, A-) Outstanding

**Good**

(B+, B, B-) High

**Fair**

(C+, C, C-)Satisfactory

**Marginal**

(D) Basic

**Failure**

(F) Not reaching marginal level

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**Assessment Task**

Group project (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Ability to present material in a logical manner and demonstrate the ability conduct an independent analysis to develop their own solutions.

**Excellent**

(A+, A, A-) Outstanding

**Good**

(B+, B, B-) High

**Fair**

(C+, C, C-)Satisfactory

**Marginal**

(D) Basic

**Failure**

(F) Not reaching marginal level

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**Assessment Task**

class discussion (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Ability to demonstrate critical understanding of
the course material

**Excellent**
(A+, A, A-) Outstanding

**Good**
(B+, B) High

**Marginal**
(B-, C+, C) Satisfactory

**Failure**
(F) Not reaching marginal level

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Individual assignment (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

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Group project (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

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**Excellent**
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**Good**
(B+, B) High

**Marginal**
(B-, C+, C) Satisfactory

**Failure**
(F) Not reaching marginal level

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# Part III Other Information

### Keyword Syllabus

- China's Economy
- Macroeconomic Analysis
- Three-Horse Carriage Model
- Institutional Economic Model
- Aggregate Demand Model
- Aggregate Supply Model
- Corporate Contingency Decision-Making
- Strategic Corporate Adaptation to Various Economic Environments

### Reading List

### Compulsory Readings

| | Title |
|---|---|
| 1 | Lecture notes, newspaper clippings, and academic articles |
| 2 | Cases from Harvard Business School |
| 3 | Cases from China Management case-sharing center |

### Additional Readings

| | Title |
|---|---|
| 1 | 曼昆，宏观经济学（第9版）[M]. 北京：中国人民大学出版社，2018 |
| 2 | 方博亮等著，《管理经济学：原理与应用》（第6版），北京大学出版社，2023 |
| 3 | 韩和元著《通往正确之路——未来中国经济增长靠什么》，中国政法大学出版社； |
| 4 | 薛兆丰著，《薛兆丰经济学讲义》，中信出版集团，2023。 兰小欢著：《置身事内》，上海人民出版社，2021 |