

**City University of Hong Kong
Course Syllabus**

**offered by Department of Economics and Finance
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Economies of China (Mainland) and Hong Kong
Course Code:	EF3461
Course Duration:	1 Semester
Credit Units:	3
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	CB2402 Macroeconomics or EF2401 Economics II or FB2401 Economics II
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims to provide students with a sound and contemporary knowledge on the economies of Hong Kong and Mainland China. Key topics include China and Hong Kong's history and development, growth theory, China's economic system, state-owned enterprises, financial sector reform, international trade and economic integration. In addition to very engaging lectures, students will be given the chance to debate on some hot issues relating to this course, for example, the liberalization of RMB and the competition between Shanghai and Hong Kong, and write a report as part of the assessment. Field visits may also be arranged to bridge the gap between the textbook and reality. The course aims at providing students with the right attitude, strong ability and proven accomplishment with regard to discovery and innovative learning.

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.	Cultivate the attitude to proactively observe and gain a good knowledge on the economic development in the economies of Mainland China and Hong Kong.	35 %	✓		
2.	Analyse and comprehend fully the economic systems and development process of the two economies through discovery-based learning.	35 %	✓	✓	
3.	Compare and contrast different economic theories explaining the rise of HK and China and able to critically interpret the interactions between the two economies.	15 %		✓	✓
4	Integrate and synthesize knowledge acquired from other sources to deepen the understanding of the society we are living in.	15 %		✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	4	
Lectures	<p>To provide basic concepts and structure.</p> <p>The lecturer encourages students to think critically and logically by asking students to respond to questions and solve problems by themselves rather than giving away the solutions</p>	✓	✓	✓	✓	3 hours
Independent project study or coursework	<p>To enhance students' ability to independently conduct research and openly express their views, and to familiarize students with important contemporary issues in China (including Hong Kong) and its interactions with the world.</p> <p>In class, discussions are highly encouraged as it will enhance students' communication skills, critical thinking and develop their creative and innovative abilities.</p>	✓	✓	✓	✓	

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	4		
Continuous Assessment: 50%						
Independent project study or coursework	✓	✓	✓	✓	50%	
Examination: 50% (duration: 2 hours, if applicable)						
Final exam	✓	✓	✓	✓	50%	
					100%	

* The weightings should add up to 100%.

Students are required to pass both coursework and examination components in order to pass the course.

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)
Independent project study or coursework	Students show independent ability on a study	Exceptional	Excellent	High	Moderate	Weak
Examination (2 hours)	Students' demonstrate knowledge and analytical ability.	Exceptional	Excellent	High	Moderate	Weak

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

1. Keyword Syllabus

Topics to cover in the course

1. Culture and innovations in ancient China, recent development history of China.
2. The theories of underdevelopment in traditional civilizations and economies.
3. Hong Kong's history and recent development.
4. Global developments underlying China's growth: surpassing strategies, "catching up" effect of emerging economies, comparative-advantage-following strategy, the East Asian Miracle.
5. China's traditional economic system, market vs. centrally planned system.
6. Social and economic transition, gradualism and "big bang", transitional economies in the world, the China Miracle.
7. State-owned enterprise and financial sector reforms, including RMB, capital controls, banking, and securities market reforms.
8. China's international trade in goods and services, China's WTO entry, trade relations, including description of the main goods that China exports and imports.
9. Logistics and transportation hubs; energy needs and commodities demands, environmental degradation, externality, and sustainable development.
10. Hong Kong's Economic Performance since the 1980s, Productivity, Unit Cost and Cost Competitiveness.
11. The Monetary and Financial Sector, Fiscal Policies: Challenge, Dilemma and Leadership.
12. Economic Integration: the Competitive – Complement Model; Closer Economic Partnership Agreements (CEPA), the roles of Hong Kong in China's future development blueprint, challenges from other China cities in air and sea transport, and financial services.

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.	Li, Kui-Wai, 2006, <i>The Hong Kong Economy: Recovery and Restructuring</i> , Singapore: McGraw Hill Education. (HC470.3 .L535 2006)
2.	Lin, Justin Yifu, Cai, F., and Cao, Y. (2009) <i>Chinese Economy</i> , McGraw Hill Education (Asia).

2.2 Additional Readings

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

1.	Enright, Michael J., et al, 2005, <i>大珠江三角洲與中國的崛起</i> , 香港: 三聯書店(香港)有限公司.
2.	Enright, Michael, J., Edith E. Scott and Associates (ed), 2004, <i>The Greater Pearl River Delta, Hong Kong: Invest Hong Kong</i> . (HC428.C498 E54 2004)
3.	Sung, Yun-wing, 2002, <i>The Emergence of Greater China: the Economic Integration of Mainland China, Hong Kong and Taiwan</i> , London: Palgrave. (HC427.95 .S76 2005)
4.	Sung, Yun-Wing, 2004, <i>Hong Kong's Economic Integration with the Pearl River Delta: Quantifying the Benefits and Costs</i> .
5.	Enright, Michael J., Edith E. Scott and David Dodwell, 1997, <i>The Hong Kong Advantage</i> , Hong Kong: Oxford University Press. (HC470.3 .E57 1997)
6.	Chowdhury, Anis, and Iyanatul Islam, 2007, <i>Handbook on the Northeast and Southeast Asian Economies</i> , Cheltenham: Edward Elgar. (HC412.H257 2007)
7.	Chow, Gregory C., 2002, <i>China's Economic Transformation</i> , Malden, Mass.: Blackwell Publishers. (HC427.92 .C4782 2002)
8.	Wu, Jinglian, 2005, <i>Understanding and Interpreting Chinese Economic Reform</i> , Ohio: Thompson. (HC427 .W798 2005)
9.	Online Resources: Students are encouraged to search data either online or government statistical sources. These include data and reading materials from: CEIC Database, Hong Kong SAR Government websites, China statistical websites, websites of major newspapers.