

**THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS**

**Global Business in Asia: New Horizons
Summer Institute 2012**

**FBEC 2002 – The China Economy: Implications for Global Business
Dr. Y.F. Luk**

I. Course Description and Objectives

This course provides students with a good understanding and first-hand experience of the major issues related to China's phenomenal economic growth and development, their implications on global business, and the underlying role of Hong Kong.

China's economy has emerged fast and become the second largest in the world after over a century of poor development and three decades of central planning. On the other hand, Hong Kong had started developing into a manufacturing and trade center in the 1960s and is integrating more and more with the mainland. This course begins with the development of Hong Kong and then that of the Chinese mainland. It then further investigates the implications of the emergence of China as a major economic power on international economic relations. These would include major areas such as external trade and investment, , finance and other services, the labor force and human resources, etc. Attention will be paid to some specific current economic issues such as the renminbi and its internationalization, China's investments overseas, etc.

II. Learning Outcomes

Upon completing this course, students should be able to:

Number	Course Learning Outcome (CLO)
1	describe the development of the China and Hong Kong economies in recent decades;
2	acquire deep understanding of specific economic issues currently facing China;
3	understand the role of Hong Kong and Shanghai in China's economic development;
4	analyze the impacts of China's economic development on the regional and global economy; and
5	develop team work and skills in investigating and addressing real world economic issues.

Alignment of Program and Course Learning Outcomes:

Program Learning Outcomes (PLOs)	Course Learning Outcomes (CLOs)
1. Acquisition and internalization of knowledge of the program discipline	CLO1, CLO2, CLO3, CLO4
2. Application and integration of knowledge	CLO1, CLO2, CLO3, CLO4

3. Inculcating professionalism and leadership	CLO5
4. Developing global outlook	CLO4
5. Mastering communication skills	CLO5

III. Teaching and Learning Activities

The major part of the course consists of formal classes, with wide uses of course readings and current affairs examples. Students are expected to spend additional time in studying and preparing for discussion and group projects, and are strongly encouraged to undertake further research about economic issues in Hong Kong and China and to share useful resources they come across.

Throughout the course, various topics related to the China economy and their implications on the global economy will be elaborated in details. There will also be guest talks on various current issues by business leaders, analysts and policymakers, which are meant to provide more practical knowledge and perspectives.

There will be many site visits to local and foreign companies and institutions in Hong Kong and Shanghai, as well as ample opportunities for city exploration and cultural exposure to reinforce students' thorough understanding of China business environment.

IV. Course Assessment

Students will be assessed according to the following scheme:

Participation in class, guest lectures and site visits: 20%

- Test at the end of the second week (in Hong Kong before going to Shanghai): 30%
- Group project presentation and report – students will form groups of four to investigate a particular economic issue in China, make presentation at the end of the program (20%) and submit a written report afterwards (30%).

V. Course Schedule

The course will consist of 24 hours of classes (8 meetings of 3 hours each) and around 12 hours of guest lectures and site visits. On the whole, the mornings are devoted to classes with lectures and discussion while the afternoons are left for guest speeches, site visits and group projects.

There is a course web where you can find all the materials discussed in class and information on the course's progress: <http://www.sef.hku.hk/~yfluk/cge/index.html> (password needed).

The following four classes will take place in Hong Kong:

Class 1: Development of the Hong Kong economy

- a. <http://www.gov.hk/en/residents/>

- b. <http://www.yearbook.gov.hk/>
- c. <http://www.censtatd.gov.hk/home/index.jsp>
- d. <http://www.hkma.gov.hk/eng/index.shtml>
- e. <http://www.hktdc.com/>
- f. <http://www.sfc.hk/sfc/html/EN/index.html>
- g. <http://www.hkex.com.hk/eng/index.htm>
- h. http://www.hkbea.com/hk/ci/econ_research/index.htm
- i. http://www.bochk.com/web/common/report_download.xml?section=market&level_2=economic_update&fldr_id=263

Class 2: Overall view of China's economic development in recent decades

- a. <http://www.stats.gov.cn/english/index.htm>
- b. <http://www.tandfonline.com/doi/abs/10.1080/17538963.2011.609612>
- c. <http://www.oecd.org/dataoecd/13/10/50011051.pdf>
- d. http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2012/02/28/000356161_20120228001303/Rendered/PDF/671790WP0P127500China020300complete.pdf
- e. <http://www.parliament.uk/documents/commons/lib/research/rp2006/rp06-036.pdf>
- f. <http://www.fas.org/sgp/crs/row/IB98014.pdf>

Class 3: China's external trade

- a. <http://www.imf.org/external/pubs/ft/fandd/2010/12/pdf/Arora.pdf>
- b. <http://www.adbi.org/files/2010.12.14.wp257.iphone.widens.us.trade.deficit.prc.pdf>

Class 4: China's domestic and foreign investment

- a. <http://www.imf.org/external/pubs/ft/wp/2012/wp1280.pdf>
- b. http://www.mckinseyquarterly.com/Past_lessons_for_Chinas_new_joint_ventures_2717

The following classes will take place in Shanghai:

Class 5: China's financial sector and Shanghai as a financial center

- a. <http://www.nber.org/papers/w17828.pdf>
- b. http://mpra.ub.uni-muenchen.de/36027/1/MPRA_paper_36027.pdf
- c. <http://www.oecd.org/officialdocuments/displaydocumentpdf/?cote=eco/wkp%282010%293&doclanguage=en>
- d. <http://www.knowledgeatwharton.com.cn/index.cfm?fa=viewfeature&languageid=1&articleid=2257>
- e. www.brookings.edu/research/papers/2011/06/10-shanghai-financial-center-elliott

Class 6: The renminbi – its value and internationalization

- a. <http://prasad.dyson.cornell.edu/renminbi.htm>
- b. <http://www.hkma.gov.hk/media/eng/publication-and-research/hkrmb/hkma-rmb-booklet.pdf>
- c. <http://www.imf.org/external/pubs/ft/wp/2012/wp12133.pdf>

- d. <http://www.anz.com/resources/0/d/0d80268045e31613a152e348799fdafa/asiasocietyrmbhandbook.pdf>

Classes 7 and 8: China's labor force, inequality, and urbanization, etc.

- a. <http://www.oecd.org/officialdocuments/displaydocumentpdf/?cote=eco/wkp%282010%295&doclanguage=en>
- b. <http://www.economist.com/node/16693397>
- c. <http://ihome.ust.hk/~albertpark/papers/Chinalabor.pdf>
- d. <http://www.rba.gov.au/publications/bulletin/2011/sep/pdf/bu-0911-4.pdf>
- e. <http://www.oecd.org/officialdocuments/displaydocumentpdf/?cote=eco/wkp%282010%294&doclanguage=en>
- f. <http://www.oecd.org/dataoecd/28/21/42607972.pdf>
- g. <http://www.newgeography.com/content/001906-china%E2%80%99s-urbanization-it-has-only-just-begun>
- h. https://www.mckinseyquarterly.com/Chinas_urbanization_challenge_2204
- i. http://www.mckinsey.com/Insights/MGI/Research/Urbanization/Preparing_for_urban_billion_in_China
- j. <http://www.scarletinternet.co.uk/uploads/Research/CIM/china09.pdf>
- k. <http://www.project-syndicate.org/commentary/china-needs-a-service-sector-revolution>

VI. Grade Descriptors

Grade	Criteria and Standards
Assessment Task: In-class test	
A+, A, A-	<ul style="list-style-type: none"> Demonstrates superior grasp of all aspects of the course (basic concepts and major perspectives and arguments in the literature). Demonstrates excellent ability to interrelate and synthesize course materials, and to arrive at ones own position in controversial issues based on knowledge acquired from the course.
B+, B, B-	<ul style="list-style-type: none"> Demonstrates good grasp of all major aspects of the course (basic concepts and major perspectives and arguments in the literature). Demonstrates reasonable ability to interrelate and synthesize course materials, and to arrive at ones own position in controversial issues based on knowledge acquired from the course.
C+, C, C-	<ul style="list-style-type: none"> Demonstrates acceptable grasp of most major aspects of the course (basic concepts and major perspectives and arguments in the literature). Demonstrates acceptable ability to interrelate and synthesize course materials, and to arrive at ones own position in controversial issues based on knowledge acquired from the course.
D+, D	<ul style="list-style-type: none"> Demonstrates a marginally acceptable grasp of some major aspects of the course (basic concepts and major perspectives and arguments in the literature). Demonstrates a marginally acceptable ability to interrelate and synthesize course materials, and to arrive at ones own position in controversial issues based on knowledge acquired from the course.
F	<ul style="list-style-type: none"> Failure to meet a minimum standard of knowledge base in the subject matter. Failure to arrive at ones own position in controversial issues based on knowledge acquired from the course.
Assessment Task: Class participation	

A+, A, A-	<ul style="list-style-type: none"> • Demonstrates thorough preparation of all relevant topics prior to classes. • Demonstrates thorough understanding of the subejct matter in classes. • Contributes to the discussion, engages with other students' ideas sensitively and helps move the discussion forward in all classes. • Presents ideas clearly, fluently and articulately in all classes.
B+, B, B-	<ul style="list-style-type: none"> • Demonstrates sufficient preparation of the relevant topics prior to classes. • Demonstrates good understanding of the subejct matter in most classes. • Contributes to the discussion, engages with other students' ideas sensitively and helps move the discussion forward in most classes. • Presents ideas clearly and fluently most of the time.
C+, C, C-	<ul style="list-style-type: none"> • Demonstrates some preparation of the relevant topics prior to classes. • Demonstrates only basic understanding of the subejct matter in the classes. • Contributes to the discussion but sometimes with prompting, and has little engagement with other students' ideas. • Has difficulty articulating well but on the whole clear.
D+, D	<ul style="list-style-type: none"> • Demonstrates little preparation of the relevant topics prior to classes. • Demonstrates limited understanding of the subejct matter in the classes. • Infrequent participation in discussion even after prompting, and has little engagement with other students' ideas. • Has difficulty articulating well and on the whole unclear.
F	<ul style="list-style-type: none"> • Absence in classes without prior approval or acceptable (mainly medical) justification. • Demonstrates little or no preparation of the relevant topics prior to classes. • Demonstrates limited or no understanding of the subejct matter in the classes. • Rarely participates in discussion and does not respond positively to prompting. • Has serious difficulty articulating and unclear most of the time.
Assessment Task: Group project presentation	
A+, A, A-	<ul style="list-style-type: none"> • Identifies and addresses the main themes and issues clearly, including their subsidiary, embedded or implicit aspects. • Consistent perceptive and critical engagement with the themes and issues based on comprehensive understanding of relevant concepts and theories, with effective analysis, synthesis and application of knowledge. • Demonstrates a comprehensive command of existing arguments relevant to the topic, and examines the issues from all important perspectives including rival positions and counter-evidence. • The arguments fit together logically and build a compelling case. • The presentation has a succinct outline, structure and conclusion, with clear transition between different parts (by different presenters). • Presenters show full command and understanding of the presented contents (e.g., powerpoint files, if any), which are predominantly their own writing. • Presenters engage the audience at all times through good communication skills (e.g., eye contact, gestures and variation in tone) and adhere strictly to the set time limits.
B+, B, B-	<ul style="list-style-type: none"> • Identifies and addresses the main themes and issues, but not all of the subsidiary, embedded or implicit aspects. • Generally perceptive and critical engagement with the themes and issues based on good understanding of relevant concepts and theories, as well as effective analysis, synthesis and application of knowledge. • Demonstrates a good command of existing arguemnts relevant to the topic, and examines the issues with regard to some important perspectives including rival

	<p>positions and counter-evidence.</p> <ul style="list-style-type: none"> • The arguments fit to form a clear own position, but some arguments are underdeveloped and some considerations overlooked. • The presentation has a succinct outline, structure and conclusion, with clear transition between different parts (by different presenters). • Presenters show good command and understanding of the presented contents (e.g., powerpoint files, if any), which are mostly their own writing. • Presenters engage the audience through good communication skills (e.g., eye contact, gestures and variation in tone) most of the time and adhere to the set time limits.
C+, C, C-	<ul style="list-style-type: none"> • Identifies and addresses the main themes and issues, but not the subsidiary, embedded or implicit aspects. • Only occasional perceptive and critical engagement with the themes and issues reflecting mostly superficial understanding of relevant concepts and theories, with some inaccurate analysis, synthesis and application of knowledge. • Demonstrates insufficient command of existing arguemnts relevant to the topic, and not all main arguments or counter-arguemtnes examined. • Offers own position but the reasoing is sometimes impaired by weak, emotive or inconsistent arguementation. • The presentation has an outline, structure and conclusion, but the transition between different parts (by different presenters) is not clear. • Presenters show insufficient command and understanding of the presented contents (e.g., powerpoint files, if any), which are mostly not their own writing. • Some presenters engage the audience relatively ineffectively and some are slightly off the set time limits.
D+, D	<ul style="list-style-type: none"> • Identifies and addresses the main themes and issues only partially. • Very limited critical engagement with the themes and issues, rarely goes beyond reproduction of relevant concepts and theories, and with some inaccuracies even doing so. • Demonstrates a lack of understanding of existing arguemnts relevant to the topic. • Offers own position but the arguments are poorly made and not well supported. • The presentation is not well structured, and the transition between different parts (by different presenters) is not clear. • Presenters show little understanding of the presented contents (e.g., powerpoint files, if any), which are mostly not their own writing. • Some presenters fail to engage the audience and some are off the set time limits.
F	<ul style="list-style-type: none"> • Failure to identify and address any main theme and issue. • No critical engagement with any issue, little mentioning and applciation of relevant concepts and theories, and with some inaccuracies when doing so. • Demonstrates a lack of understanding of existing arguemnts relevant to the topic. • No coherent own position and the arguments are confused and flawed. • The presentation is not structured, and the transition between different parts (by different presenters) is illogical. • Presenters show little understanding of the presented contents (e.g., powerpoint files, if any), which are not their own writing. • The presenters fail to engage the audience and some are off the set time limits.
Assessment Task: Group project report	
A+, A,	<ul style="list-style-type: none"> • Identifies and addresses the main themes and issues clearly, including their

A-	<p>subsidiary, embedded or implicit aspects.</p> <ul style="list-style-type: none"> • Consistent perceptive and critical engagement with the themes and issues based on comprehensive understanding of relevant concepts and theories, with effective analysis, synthesis and application of knowledge. • Demonstrates a comprehensive command of existing arguments relevant to the topic, and examines the issues from all important perspectives including rival positions and counter-evidence. • The arguments fit together logically and build a compelling case. • The report has a clear structure and organization, with an introduction that states the main themes and writer's position and a conclusion that summarizes the main arguments. Each paragraph has a central idea which is developed throughout the paragraph with supporting details. • The report has very few, if any, errors in grammar and vocabulary. Conventions of academic writing (e.g., citation, references, footnotes, etc) are followed meticulously. • Quoted materials from other sources (with proper citation) are used only to support and strengthen arguments instead of replacing the student's own writing.
B+, B, B-	<ul style="list-style-type: none"> • Identifies and addresses the main themes and issues, but not all of the subsidiary, embedded or implicit aspects. • Generally perceptive and critical engagement with the themes and issues based on good understanding of relevant concepts and theories, as well as effective analysis, synthesis and application of knowledge. • Demonstrates a good command of existing arguments relevant to the topic, and examines the issues with regard to some important perspectives including rival positions and counter-evidence. • The arguments fit to form a clear own position, but some arguments are underdeveloped and some considerations overlooked. • The report has a clear structure and organization, with an introduction that states the main themes and the writer's position and a conclusion that summarizes the main arguments. Some paragraphs lack a central idea or supporting details. • The report has some errors in grammar and vocabulary. Conventions of academic writing (e.g., citation, references, footnotes, etc) are mostly followed. • Quoted materials from other sources (with proper citation) are used to support and strengthen arguments, but sometimes also used to replace the student's own writing.
C+, C, C-	<ul style="list-style-type: none"> • Identifies and addresses the main themes and issues, but not the subsidiary, embedded or implicit aspects. • Only occasional perceptive and critical engagement with the themes and issues reflecting mostly superficial understanding of relevant concepts and theories, with some inaccurate analysis, synthesis and application of knowledge. • Demonstrates insufficient command of existing arguments relevant to the topic, and not all main arguments or counter-arguments examined. • Offers own position but the reasoning is sometimes impaired by weak, emotive or inconsistent argumentation. • The presentation has an introduction and conclusion, but these do not fully capture the essence of the topic and discussion. Some paragraphs lack a central idea or supporting details. • There are distracting language errors though the overall meaning is still intelligible. Conventions of academic writing (e.g., citation, references, footnotes, etc.) sometimes improper and incomplete.

	<ul style="list-style-type: none"> Quoted materials from other sources (with proper citation) are used more to replace the student's own writing than to support and strengthen arguments.
D+, D	<ul style="list-style-type: none"> Identifies and addresses the main themes and issues only partially. Very limited critical engagement with the themes and issues, rarely goes beyond reproduction of relevant concepts and theories, and with some inaccuracies even doing so. Demonstrates a lack of understanding of existing arguemnts relevant to the topic. Offers own position but the arguments are poorly made and not well supported. The topic is not properly introduced and the conclusion is very brief. Shows little ability to construct paragraphs with a central idea and supporting details. Frequent errors in simple grammar and vocabulary. Errors are distracting and the overall meaning is not easily intelligible. Convention of academic writing (e.g., citation, references, footnotes, etc.) are sometimes improper, incomplete and even lacking. Quoted materials from other sources (with proper citation) are heavily used to replace the student's own writing.
F	<ul style="list-style-type: none"> Failure to identify and address any main theme and issue. No critical engagement with any issue, little mentioning and applciation of relevant concepts and theories, and with inaccuracies when doing so. Demonstrates a lack of understanding of existing arguemnts relevant to the topic. No coherent own position and the arguments are confused and flawed. Introduction and conclusion are unclear, lack details or missing altogether. Shows little ability to organize the report into paragraphs that have a central idea and supporting details. Language errors are so frequent and distracting that eh report is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g., citation, references, footnotes, etc.) Quoted materials from other sources are heavily used to replace the student's own writing, sometimes without proper citation.

VII. Academic Conduct

The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: <http://www.hku.hk/plagiarism/>. Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following types of cases:

a. Plagiarism - The representation of someone else's ideas as if they are one's own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one's own work. Paraphrasing of someone else's ideas is still using someone else's ideas, and must be acknowledged.

b. Unauthorized Collaboration on Out-of-Class Projects - The representation of work as solely one's own when in fact it is the result of a joint effort. Where a candidate for a degree or other award uses the work of another person or persons without due acknowledgement:

1. The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence.

2. The relevant Board of Examiners may report the candidate to the Senate, where there is prima facie evidence of an intention to deceive and where sanctions beyond those in (1) might be invoked.

VIII. Instructor

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