China’s Economic Development: Challenges and Opportunities for America
Fall 2015 – BLHS 415-01

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“China can no longer be left to the sinologists. We all need to become China experts now, because China, and especially China’s future, matters for all of us.”
Peter Mandelson, European Trade Commissioner

Course Description

BLHS 415-01 provides an overview of major patterns and issues in China’s economy over the past sixty-five years. The course covers two broad periods, strikingly different in their policies and outcomes: 1) the Maoist period, 1949-1979, characterized by a command economy, collectivization, and, ultimately, economic stagnation, and 2) the thirty-five years beginning with Deng Xiaoping’s 1979 shift to market socialism, a period of unprecedentedly high growth rates, near eradication of absolute poverty, and achievement of global economic power. In 2010 China overtook Japan to become the world’s second largest economy measured in terms of overall (not per capita) GDP. Yet amid all the excitement surrounding the ‘rising China’ phenomenon, analysts began to sound a cautionary note, citing widening income inequality, environmental degradation, high local government debt, and excess capacity in property and industry among the problems clouding China’s future. The new leadership installed in 2012 has redirected policy to the quality not pace of growth, emphasizing reform of state-owned enterprises, greater market liberalization, and a shift from an export-led to a more consumption-led growth model. In his annual state-of-the-nation speech last March, China’s premier announced a new, lower GDP forecast of 7% as the ‘new normal.’ How this new normal plays out has enormous implications globally, regionally, and especially for America, China’s chief rival for economic dominance. BLHS 415-40 is designed to enable students to understand China’s current transition and to think imaginatively about the prospects for constructive US-China engagement over the next uncertain decades.
Course Details and Expectations

Presentation of Course Material:
Material will be presented through lectures, class discussions, online articles/videos (YouTube and other sites), and guest speakers. Class work will be conducted in the traditional face-to-face fashion, except if inclement weather proves a problem in which case classes will continue as scheduled via Zoom videoconferencing. Students must be prepared to attend each and every meeting and to arrive on time to avoid disrupting the session which will begin promptly at 5:20 PM. Students are expected to contribute online postings on Blackboard as assigned and to participate fully in the discussion boards as the week progresses. Should a student accumulate three absences, the instructor must automatically refer his/her case to the associate dean who may recommend a failing grade for the course. If a student is absent for emergency reasons, he/she is responsible for all make-up work.

Assigned readings:
Recommended for purchase in Kindle version: Barry Naughton, The Chinese Economy: Transitions and Growth (MIT, 2006). Additional print versions of Naughton will be on reserve at Lauinger’s circulation desk. All other readings will be available via online sites or Lauinger’s e-reserve service (accessible through Blackboard).

Learning Objectives:
The student who has mastered the content of this course will be able to:
1. describe China’s geographic setting, system of governance, and regional economic ties;
2. discuss in broad historical terms China’s economic trajectory post-1949;
3. provide for the non-China watcher an overview of the most critical economic issues facing the current leadership;
4. discuss in depth Chinese perspectives on such issues as Internet sovereignty, the role of the market, the “going global” policy, and doing business through foreign joint ventures;
5. read with a discriminating eye U.S. economic forecasting on China;
6. demonstrate familiarity with academic sources and websites that provide reliable economic/business analysis; and
7. write three short essays that develop a logical argument backed by evidence from course material.

Written assignments:
Eighty percent of the course grade will be based on three short essays (20% each) and two quizzes (10% each). The essays are to be 5-6 pages long (exclusive of endnotes and references, 12 point, Times New Roman font, double spaced with standard 1” top and bottom/1.25” left and right) and will be of three types: a) a film review, b) an explorations paper and, c) a policy paper. In writing their papers students are expected to
follow standard citation systems, either Turabian’s Student’s Guide to Writing Papers or The Chicago Manual of Style. The basis for grading research papers is as follows: written expression (grammar/spelling/word use)=20%; organization (clarity of thesis statement/logical construction of argument)=30%; evidence (use of solid, carefully considered data in support of main points)=30%; and creativity (original observations and broad insights derived from deep understanding of course material)=20%. Essay due dates are: October 19, November 23, and December 14.

Class participation will account for 20% of the final grade. The key factor here is not simply the level of activity in the weekly face-to-face and online discussions, but, most especially, the quality of the input—namely, evidence of consistent, careful reading of assigned materials. Note that the short online essays to be posted on Blackboard will be graded with the same weight given to written expression, organization, evidence and creativity in the case of the essays, but with the emphasis here on succinct answers to posted discussion topics.

**Grading**

Course requirements and their relative weights in the final grade are as follows:
1. class participation/Blackboard posts: 20%
2. 3 essays: 60%
3. Two quizzes: 20%

Georgetown’s grading system is as follows:
- 93-100%=A, 90-92%=A-
- 87-89%=B+, 83-86%=B, 80-82%=B-
- 77-79%=C+, 73-76%=C, 70-72%=C-
- 67-69%=D+, 60-66%=D, Below 60%=F

Late assignments may be accepted on a case by case basis with evidence provided for the delay (e.g., doctor’s note). All other late assignment submissions will be subject to point deductions. Incompletes must be requested before the end of the course.

**Georgetown Resources/Codes of Ethics**

Disabilities: If you are a student with a documented disability requiring accommodation or if you think you may have a disability and want to inquire about accommodation, please contact the Academic Resource Center at 202-687-8354 or arc@georgetown.edu

Georgetown Honor System: All students are expected to follow Georgetown’s honor code unconditionally. We assume you have read the honor code material located at www.georgetown.edu/honor, and in particular have read the following documents: Honor Council Pamphlet, What Is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Please note that papers in this course may be submitted to turnitin.com for checking.
When submitting material in fulfillment of requirements for this course, keep in mind the Georgetown honor pledge as follows:

“In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.”

In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail. If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student will receive a grade of F for the course.

Technical support
Blackboard: For support please email https://uis.georgetown.edu/helpdesk or check out the Blackboard support page at https://wiki.uis.georgetown.edu/.../BBSU

Use of Georgetown University-issued accounts for Google Mail, Calendar, Groups, Talk, Docs, Sites, Video, and Contracts is governed by the contract between Georgetown University and Google. If you need technical assistance at any time during the course you can visit Google Drive Help Center.

Student Support Services
Services & Resources for Online Students @ the School of Continuing Studies http://guides.library.georgetown.edu/scs/online

Students enrolled in online SCS coursework have access to the University Library System’s eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the Library’s Homepage by using their University username (NetID) and password (this is the same login information used to access email, Blackboard, etc.). The Library does not mail physical items to students. In addition, SCS students may make an appointment to meet with a librarian (in person or online) to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master’s theses, dissertations, papers and other types of research.
Course Content

Subject to change

Introduction

Session 1 Sep 2: 1) Review of syllabus, 2) China briefing PPTs: a) geography/resources, b) system of governance, c) economy: achievements/challenges

Session 2 Sep 14: China briefing PPTs: a) China’s rise in historical perspective, b) language.

Thomas Rawski http://www.fpri.org/articles/2011/06/rise-chinas-economy

Naughton, “Economic Growth: From High-Speed to High-Quality,” in *China Today, China Tomorrow*, 71-88

Quiz

Session 3 Sep 21: Where is China headed 2015 and beyond? Interpreting the data, observing reality on the ground

1) China Analysts
   China Reality Check: Has the Hard Landing in China Already Started?
   https://www.youtube.com/watch?v=C2SStFt-k_A

2) Evidence from real lives
   China’s left behind children
   https://www.youtube.com/watch?v=PiKXpNQGWEg
   Chinese migrant workers
   https://www.youtube.com/watch?v=8c1TwqoljIU
   China’s urban billion
   https://www.youtube.com/watch?v=SExDPEi8ogM
   China’s Billionaire Boom
   https://www.youtube.com/watch?v=dHvKUYAN2Ao
Mao’s Command Economy, 1949-1979: Prioritizing Industry, Collectivizing Agriculture

Session 4 Sep 28: Big Push Industrialization and the Role of the People’s Communes
China in the 1950s/60s (Theodore H. White)
https://www.youtube.com/watch?v=gUQBcZ2VUaQ

Quiz

Session 5 Oct 5: The Great Leap Forward and Its Consequences
Dikotter, Frank, Mao’s Great Famine, “Part 3: Destruction,” 127-188

Session 6 Oct 19: Reversing the Tide of Agrarian Socialism
Becker, Hungry Ghosts, “Mao’s Failure and His Legacy”
Naughton, 3.3.7 to 4.3 (from “Retrenchment: the Cultural Revolution” to “A Two-Phase Framework of Economic Reform,” 74-90)
Chan, Marsden, Unger, Chen Village under Mao and Deng, “The Troubled Seventies,” 236-266

Film review due


Session 7 Oct 26: Transforming the Countryside: Private Plots, Rural Enterprise, and Changes in Rural-Urban Labor Flows
Naughton, 4.3 “A Two-Phase Framework of Economic Reform” to 5.5
Chan, Marsden, Unger, Chen Village under Mao and Deng, “The New Era” and “The Midas Touch,” 267-309

Session 8 Nov 2: Industrial Transformation and Urban Growth
“China Rises: City of Dreams” (New York Times television documentary)
https://www.youtube.com/results?search_query=china+rises+city+of+dreams
Naughton, Chapter 13 “Industry: Ownership and Governance,” 297-348
Alexandra Harney, “Hooked,” The China Price, 18-32
Session 9 Nov 9: Overcoming poverty: success and its limits
   Guest speaker: Dr. Alan Piazza, Senior Economist - World Bank China Dept
   Carl Riskin, “Inequality: Overcoming the Great Divide,” in China Today, China Tomorrow, 91-105
   “Income Inequality in China and the Urban-Rural Divide,”
   http://journalistsresource.org/studies/international/china/income-inequality-todays-china

Session 10 Nov 16: Technology Policy and the Rise of the Knowledge-based Economy
   Yongming Zhou, “China and the Internet: Proactive Development and Control,” in Historicizing Online Politics
   Lieberthal, “Where China Wants to Go,” Managing the China Challenge
   CNNIC (China Internet Network Information Center) Statistical Report on Internet Development in China, February, 2015
   http://www1.cnnic.cn/AU/MediaC/rdxw/2015n/201502/t20150204_51650.htm (and browse through July 2014 report,
   noting scope, methodology main conclusions.
   Commentary on CNNIC 2015 https://www.techinasia.com/tag/cnnic/

What’s Next?

Session 11 Nov 23: Managing the new normal, promoting outward investment
   China’s 13th Five Year Plan (2016-2020)
   http://www.chinabusinessreview.com/understanding-chinas-13th-five-year-plan/
   Peter Hessler “Learning to Speak Lingerie”
   http://www.newyorker.com/magazine/2015/08/10/learning-to-speak-lingerie
   China’s Second Continent: How a Million Migrants Are Building a New Empire in Africa

Explorations paper due

Session 12 Nov 30: “National New-type Urbanization Plan”: managing the transition to a consumer-driven economy
   World Bank Report – “Toward Efficient, Inclusive and Sustainable Urbanization”
Charlotte Goodburn, “The End of the Hukou System?”

“Study Links Polluted Air in China to 1.6 million Deaths a Year,”
http://www.nytimes.com/2015/08/14/world/asia/study-links-polluted-air-in-china-to-1-6-million-deaths-a-year.html?_r=1

Session 13: Dec 7 Building a uniquely Chinese Internet: trends in online shopping, search, entertainment, social networking

Guest speaker: Dr. Wang Jiao, World Resources Institute, Beijing

“Ours, All Ours: A Wealth of Internet Businesses with Chinese Characteristics,”

Martin Lau, President of Tencent https://www.youtube.com/watch?v=ZJ_X3HdhLhA

Davos 2015 Jack Ma Interview www.youtube.com/watch?v=2kzGKVlslE0

Lu Wei, “Four Rules for Being a Good ‘Chinese Netizen,’”
http://blogs.cfr.org/cyber/2015/06/10/lu-wei-four-rules-for-being-a-good-chinese-netizen/

Rogier Creemers, “Cyber-Leninism: History, Political Culture and the Internet in China,”


Session 14: Dec 14 Western tech companies battle for Chinese cyberspace as Chinese counterparts make inroads abroad


New Rules in China Upset Western Tech Companies www.nytimes.com/.../in-china-new-cybersecurity-rule...

“Is China’s Internet Becoming an Intranet?”
http://www.chinafile.com/conversation/chinas-internet-becoming-intranet


“JD.com eats into Alibaba’s dominance,”
http://www.ft.com/intl/cms/s/3/e82356b8-14c6-11e5-a51f-00144feabdc0.html#axzz3j6ZRIft1

Policy paper due

There is no final exam for this course.