



Korea University International Winter Campus (KU IWC) 2019

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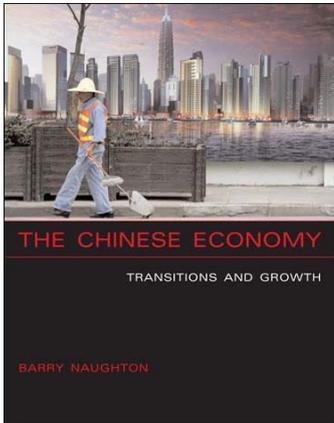
December 27, 2019 ~ January 16, 2020

IWC321 – Chinese Business and Economy

I . Instructor

Professor	:	Yi Li, PhD
E-mail	:	yi.li2@sydney.edu.au
Home Institution	:	The University of Sydney
Office	:	TBA
Office Hours	:	By appointment via email

II. Textbook

Required Textbook	:	<p>Naughton, Barry. <i>The Chinese Economy: Transitions and Growth</i>. MIT Press, 2007.</p>  <p>ISBN-13: 978-0-262-14095-9 ISBN-13: 978-0-262-64064-0</p>
Recommended Additional Readings	:	<p>Chen, Ming-Jer, & Miller, Danny. (2011) <i>The Relational Perspective as a Business Mindset: Managerial Implications for East and West</i>, The Academy of Management Perspective,</p> <p>Ferdows, Kasra. (1997) <i>Making the Most of Foreign Factories</i>, Harvard Business Review</p> <p>Ghemawat, P. (2007). <i>Redefining Global Strategy</i>, Harvard Business School Press: Boston, MA.</p> <p>Ghemawat, Pankaj. (2005). <i>Regional Strategies for Global Leadership</i>, Harvard Business Review</p> <p>Khanna, T., & Palepu, K. (2006) <i>Emerging Giants: Building world-class companies in developing countries</i>, Harvard Business Review, October.</p>

	<p>Khanna, T., Palepu, K.G., & Sinha, J. (2005) Strategies that Fit Emerging Markets, Harvard Business Review</p> <p>Mathews J.A. (2006) Dragon multinationals: New players in 21st century globalisation. Asia Pacific Journal of Management 23: 5-27.</p> <p>Peng, M. W. & Shin, H. (2008). How do future business leaders view globalization? Thunderbird International Business Review, 50 (3): 175-182.</p> <p>Peng, M. W. (2002). Towards an institution-based view of business strategy. Asia Pacific Journal of Management, 19 (2/3): 251-267.</p> <p>Peng, M. W., S. L. Sun, B. Pinkham, & Chen, H. (2009) The institution-based view as a third leg for a strategy tripod. Academy of Management Perspectives, 23 (4): 63-81.</p> <p>Peng, M. W., Wang, D. & Jiang, Y. 2008 An institution-based view of international business strategy: A focus on emerging economies. Journal of International Business Studies, 39 (5): 920-936.</p>
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III. Course Description and Objectives

Chinese economy has achieved a continuously high growth since 1978. It attracts global attention from both the academia and the industry. This course aims to provide a comprehensive picture of Chinese business and economy. Five general topic groups will be covered, including history of the Chinese economy, a general discussion of economic and cultural transition, business issues, financial system and financial industry, and Chinese business in the world. Students will also have the opportunities to visit a few representative companies to deepen their understandings of Chinese business and economy. Finally, a group project allows students to research on topics related to Chinese business and develop teamwork spirits, communication skills, and leadership.

After this course, students shall obtain a thorough understanding of Chinese business and economy, as well as gain the skills to find relevant data and form opinions. Preferably, students may find their interested topics for the future research.

By the end of this course students should be able to:

- 1 Identify the main features of the Chinese business environment and its main institutions;
- 2 Analyze the political, social and economic configurations that support commerce in China;
- 3 Analyze the key decisions that firms make in relation to the choice of regional markets and entry strategies in China;
- 4 Communicate their understanding in a clear and concise way through assignments and seminar participation;
- 5 Research Chinese business issues and apply theoretical insights to the analysis of such issues in the context of a complex business environment.

IV. Grading

Attendance	:	10%
Midterm Exam	:	30%
Final Exam	:	30%
Participation	:	30%

V. Class Outline

Date	Topic	Chapter	Remarks
Dec 27 (Fri)	Orientation Day / Introduction and Course Overview	1,2	
Dec 28 (Sat)	The Socialist Era, 1949-1978	3	
Dec 30 (Mon)	Economic Transition: strategy, process, and achievements	4,5,6	
Dec 31 (Tue)	Population, Labour Markets, and Human Capital	7,8	
Jan 2 (Thu)	Tutorials 1, 2, 3		Preparation needed
Jan 3 (Fri)	The Rural Economy	10,11,12	
Jan 6 (Mon)	Mid Exam		
Jan 7 (Tue)	Reform and Restructuring in the Corporate Sector	13,14	
Jan 8 (Wed)	Fiscal, Monetary, and Exchange Rate Policies, and Financial System	18,19	
Jan 9 (Thu)	Tutorials 4, 5, 6		Preparation needed
Jan 10 (Fri)	International Trade and Foreign Investment	16,17	
Jan 13 (Mon)	Technology Policy and the Knowledge-based Economy	15	
Jan 14 (Tue)	Tutorials 7, 8		Preparation needed
Jan 15 (Wed)	Final Exam		
Jan 16 (Thu)	Student Consultation Day		

Study Tips:

1. Class Discussion

The topics listed above will be introduced in formal lecture format, as well as through in-depth class discussion. Students are highly encouraged to complete the required reading prior to attending the class, and contribute to class discussion by answering questions raised by the instructor, and providing their constructive comments on other students' views. Engaging in class discussion is essential for achieving the learning outcomes listed above.

2. Private Study

In preparation for the class discussion and presentation, students are expected to read chapters from the textbook and prepare their answers to the discussion questions listed in lecture slides. In preparation for exams, students are recommended to review lecture slides, study notes, as well as textbook, in combination of testbank material.

3. Attendance and Participation (40%)

Class participation and attendance are essential to this course. You are expected to arrive ready to begin class on time; to not leave until class is over; and to attend all classes. If for any special reason you are unable to meet these requirements, please talk to the instructor or the TA about it, otherwise an absence will be recorded towards

your attendance. Each recorded absence will result in one point loss from your final mark, this is however capped at 10 marks.

Students are expected to participate in class discussion. Constantly and actively participation throughout the course will contribute to your learning experience, and that of others. In-class participation will be observed and evaluated by the lecturer and/or the TA. A guideline of participation marking is demonstrated on the scale below:

- 20 – insightful and constant participation
- 16 – constant participation
- 12 – regular participation
- 8 – occasional participation
- 4 – minimum participation
- 0 – no participation

4. Mid-term and final exams (30% + 30%)

Each exam includes 30 MCQs. Not attending the exam will result in an automatic 0 score.