

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Social Entrepreneurship and Development Studies
Programme QF Level	: 5
Course Title	: Economic Growth and Sustainable Livelihood in China
Course Code	: SSC4328
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course aims to provide students with a clear and all-round introduction to the complex debates around how development has been understood and achieved in a shifting global economic and political landscape. Drawing mainly upon the practices, experiences, lessons and challenges of economic and social development in China, this course will engage students in a critical thinking of and reflection on the evolution and change of development concepts, theories, approaches and policies as they are put into practice in the real world and are entwined with such issues as state and economy, globalization, welfare regime, poverty and inequality, environment and sustainability and so on at local, national and global scales. The objective is to assist students to develop analytical skills and global perspectives essential for evaluating the multifaceted dimensions of development on people's lives and environments in different historical, geographical and institutional contexts.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁: describe different notions of and approaches to economic and social development;
- CILO₂: analyze the positive and negative impacts of industrialization, urbanization, globalization on people's lives and environment in terms of economic growth, social well-being, poverty and inequality, and sustainable development, and demonstrate an awareness of the intertwined and multifaceted nature of challenges facing local, national and global development;
- CILO₃: examine the roles and efforts of various governments in the Greater Chinese societies in addressing these pressing social and economic development challenges; and
- CILO₄: evaluate critically the pros and cons of possible public policy solutions to development problems.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Changing concepts and theories of development	CILO _{1,4}	<ul style="list-style-type: none">• Lectures: presentation and discussion of the frameworks, concepts, practices and synthesis of key references• Tutorials: students to present the chosen topics; comment on the presentations; discuss their views on chosen subject areas• Web and library search• Reading lecture notes and key references
b. Globalization, developmental state and uneven development	CILO _{2,3,4}	
c. social welfare implication of development paradigms		
d. Growth, inequality and poverty reduction		
e. Environment and sustainable development issues in Greater China		

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Class discussion and participation: Students are expected to read relevant readings before s/he attends the lectures and must participate actively in the discussion	20%	CILO _{1,2,3,4}
(b) Group presentation: Students are required to work as a team, analyze a social/economic development issue and make a presentation	30%	CILO _{1,2,3,4}
(c) Individual essays: <ul style="list-style-type: none"> • Film review (20%): Students will watch a documentary film related to economic and social development challenges in China and are required to write a review essay on how the film is linked to the concepts and theories of development introduced in the lectures • Presentation write-up (30%): Student is required to prepare his/her individual essay based on the chosen group presentation topic. It is expected that each individual will focus on one dimension of the chosen group presentation topic for elaboration 	50%	CILO _{1,2,3,4}

5. Required Text(s)

Nil

6. Recommended Readings

Goodstadt, L.F. (2013). *Poverty in the midst of affluence: How Hong Kong mismanaged its prosperity*. Hong Kong: Hong Kong University Press.

Li, S., & Sicular, T. (2014). The distribution of household income in China: Inequality, poverty and policies, *The China Quarterly*, 217: 1-41.

Midgley, J., Surender, R., & Alferts, L.C. (2019). *Handbook of social policy and development*. Cheltenham: Edward Elgar.

Naughton, B. J. (2018). *The Chinese economy: Adaptation and growth*. Cambridge: the MIT Press.

Peet, R., & Hartwick, E. (2015). *Theories of development: Contentions, arguments, alternatives*. New York: Guilford Press.

Stubbs, R. (2009). What ever happened to the East Asian developmental state? The unfolding debate, *The Pacific Review*, 22 (1): 1-22.

- Veeck, G., Pannell, C.W., Huang, Y.Q., & Bao, S.M. (2016). *China's Geography: Globalization and the dynamics of political, economic, and social change*. Lanham: Rowman & Littlefield.
- Whyte, M.K. (2009). Paradoxes of China's economic boom, *Annual Review of Sociology*, 35: 371-92.
- Wills, K. (2021). *Theories and practices of development* (3rd ed.). Routledge.
- Wu, W.P., & Fraizer, M. (2018). *The Sage handbook of contemporary China*. Los Angeles: Sage.
- Yeung, H.W.C. (2016). *Strategic coupling: East Asian industrial transformation in the new global economy*. Ithaca: Cornell University Press.
- Yew, C.P. (2013). *Reluctant welfarism: Poverty and social welfare in Hong Kong*. Singapore: East Asian Institute.
- Zheng, S.Q., & Kahn, M.E. (2013). Understanding China's urban pollution dynamics. *Journal of Economic Literature*. 51 (3): 731-72.

7. Related Web Resources

- Asian Development Bank report <https://www.adb.org/publications/reports>
- China labor bulletin <https://clb.org.hk/>
- Made in China Journal <https://madeinchinajournal.com/journal/>
- OECD reports <https://www.oecd.org/unitedstates/publicationsdocuments/reports/>
- VoxChina <http://vochina.org/>
- World Development Report <https://www.worldbank.org/en/publication/wdr/wdr-archive>

8. Related Journals

- Asian-Pacific Viewpoint*
- Cambridge Journal of Regions, economy and Society*
- China Quarterly*
- China Review*
- Development and Change*
- Growth and Change*
- Habitat International*
- Journal of Contemporary China*
- Journal of Development Studies*
- Modern China*
- Sustainable development*
- The China Journal*
- World Bank Research Observer*
- World Development*

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Last updated: 22 December 2023