Program: CET Shanghai  
Course Code / Title: (SH/DEVS 333) Political Economy of Development: China and the World  
Total Hours: 45  
Recommended Credits: 3  
Primary Discipline / Suggested Cross Listings: Development Studies / Political Science, Economics, International Relations, East Asian Studies  
Language of Instruction: English  
Prerequisites / Requirements: None

Description
Development is one of the most important topics of our time. During the last four decades, China has transformed from a centrally-planned economy to one that is more market-based. In the process, it has achieved an historically unprecedented duration of sustained economic growth and lifted hundreds of millions of people out of poverty. China’s experience challenges the established theories of economic development in several ways. Its success is often oversimplified as due to strong leadership atop a highly centralized and interventionist state. This course tackles the big questions and theories in development using China as a case study.

Objectives
In this course, students:

- build a nuanced understanding of the multiple factors that have driven Chinese economic development.
- analyze the theories and rationale for economic growth policies by comparing China’s experience to those of other developing countries.
- conduct research in a Chinese environment and present findings to peers.
- examine development theory and practices and critically apply them to developing states.

Course Requirements
Students are expected to attend all class meetings, which will follow a seminar format. It is essential to complete all assigned reading materials before each class to enable active participation in class discussion. Required readings are 50-80 pages weekly. Graded assignments include:

- Two response papers that briefly summarize an assigned reading, discuss how ideas in the text relate to other readings and class discussions, and evaluate how the selected text tries to convince the reader and whether it is effective.
- A midterm paper on an assigned topic. Students answer the assigned question using course materials and their own analysis. Paper are graded on the skill demonstrated in developing an argument and using evidence to support the paper’s stance.
- A final project of 3,000-3,500 words if written individually or 5,000–6,000 words if written as a team. The development space is filled with great ideas and innovative solutions, from...
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technological interventions to new policy initiatives. The project consists of a proposal for a
development intervention of the student’s choice (i.e., a draft policy plan for job creation; a
proposal for reducing inequality in a country; a draft business plan for a business targeting
the poor community; or a project for implementing sanitation in rural areas), as if it were to
be presented to a government or funding organization for actual implementation. The
project consists of a class presentation with an outline and a final paper.

Grading
The final grade is assessed as follows:
• Response papers: 20% (2 at 10% each)
• Midterm paper: 30%
• In-class preparation and discussion: 10%
• Final paper and presentation project: 40%

Readings
2016.

Banerjee, Abhijit and Esther Duflo. “Think Again, Again: Trapped in Poverty.” In Poor Economics: A

Boltho, Andrea and Maria Weber. “Did China Follow the East Asian Development Model?” In State
Capitalism, Institutional Adaptation, and the Chinese Miracle, edited by Barry Naughton

Brandt, Loren, Debin Ma, and Thomas G. Rawski. “From Divergence to Convergence:
Reevaluating the History Behind China’s Economic Boom.” Journal of Economic Literature
52, no. 1 (2014): 45-123.

Brautigam, Deborah. “Aid 'with Chinese Characteristics’: Chinese Foreign Aid and Development
Finance Meet the OECD-DAC Aid Regime.” Journal of International Development 23

_______. The Dragon’s Gift: The Real Story of China in Africa. New York: Oxford University Press,
2009.

Collier, Paul. The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done

Dollar, David. “China’s Rise as a Regional and Global Power: The AIIB and “One Belt, One Road.”
Horizons 4 (Summer 2015): 162-172.

Edwards, Steven. “Economic Development and the Effectiveness of Foreign Aid: A Historical


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Outline of Course Content

Topic 1: Introduction to issues in globalization and development
Topic 2: Different perspectives and approached to development theory and practice
Topic 3: The Asian miracle
Topic 4: China’s historical experience of development
Topic 5: The global poverty trap
Topic 6: Poverty reduction in China
Topic 9: Comparing development in China and Latin America
Topic 10: Comparing development in China and Africa
Topic 11: Foreign aid; Traditional donors in comparison to China’s foreign aid policies
Topic 12: China and the Global South in international organizations