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For the past three decades, China has been the most rapidly growing economy in the world. Yet, despite its historical advances in commerce, science, and government administration, it was Britain and Europe that modernized first. Why was economic progress in China hindered for long? How can we understand the rise of China as a major power, the long-run implications of the historical period, and the challenges it still faces as it seeks to modernize its economy? This course selectively surveys key elements of the economy, state, and society of China starting from the 17<sup>th</sup> century to today. Topics of focus include education, kinship and lineage organization, demography, living standards, property rights, foreign trade, capital and commodity markets, local versus central governance, and public finance. The comparative approach is used in this course as a strategy for understanding how differences in the historical determinants of growth helps to explain why China and Europe developed along different growth trajectories. In addition, we will investigate the implications of China's historical legacy as well as institutional changes that have aided China's economic performance in the contemporary period.

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Econ 3070 or 3080, Intermediate Micro or Intermediate Macro.

Chapters from the following texts will be assigned as background reading. The texts have been ordered at CU Bookstore; used copies can be also found at Amazon.com and other bookstores.

*The Economic History of China: From Antiquity to the Nineteenth Century*, by Richard von Glahn, Cambridge, 2016. Historical survey of immense reach--covers 1045 BCE to 1900.

*Modern China: Continuity and Change, 1644 to Present*, by Bruce Elleman and S.C.M. Paine (Pearson, 2009). Provides a historical background of the Qing (1644-1911) with a political/military focus; contains useful tables, maps, and figures describing major events.

*The Chinese Economy, Transitions and Growth*, by Barry Naughton (MIT Press, 2007). An excellent overview of the nature of economic reforms implemented by the CCP since 1978.

Classes will be a combination of lecture, student presentations, and in-class discussion and data exercises. The success of the class depends heavily on student participation, as I intend to run our meetings similar to a seminar or a study-group. The following will be used in determining course grades.

Presentation of readings on syllabus	15 %
Presentation of a comparative timeline	10 %
Data analysis written report	30 %
Final take-home exam	25 %
Participation, in-class exercises	20 %

The final is a take-home exam. The questions will be distributed on the last day of class (Thursday May 3). It is due Monday, May 7 on or before 12 noon in my office (206B).

Students will take turns presenting readings and articles on the syllabus. Each presentation should be about 25 minutes long, summarizing the content of the article. In addition, prepare 3 questions for class discussion. Slides for the presentation should be emailed to me at least one hour before the start of class. Those not presenting should be prepared to ask questions and participate in the discussion of the article. A Timeline comparison: a research project comparing major events in China and other global events, theme based. Themes will be assigned.

I will post everyone's presentations on D2L. At the end of the course we will have created a "course notebook" to which everyone has contributed, consisting in part of your notes and class presentations. This course notebook will be valuable for writing the final exam, and will also demonstrate the positive contributions of joint work.

A significant number of the readings demonstrate how quantitative methods can shed light on history. For this requirement, you will be given access to historical data on China, drawn from various sources. The aim of your analysis is to examine patterns or trends in the data, present your findings in a coherent fashion, and discuss what your results imply about China's economy during the relevant period. The report should be 10 typed pages (double spaced) in length, including all references and Tables and Figures. Students should organize in groups of 3 and hand in a 1-paragraph statement of your topic by February 27. A preliminary draft is due on March 13. I will be scheduling meetings with groups over March 15-22 to discuss your preliminary draft. The report is due May 3, and each group will give a 5-8 minute summary of their project and findings during the final week.

These will consist of short writing exercises about the reading assignment for that day, which you will then be able to share with the class. We will also have data exploration sessions. Grading is simple: check, check-plus, or zero.

Come to class unless you are ill. Excessive absences (over 4) will affect your course grade.

For class policies on student disabilities, see: <http://www.colorado.edu/disabilityservices>. Policies on religious observance are at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html). Students and faculty each have responsibility for maintaining an appropriate learning environment: <http://www.colorado.edu/policies/classbehavior.html>. Policies regarding discrimination and equity will be upheld: <http://www.colorado.edu/odh> and <http://www.colorado.edu/institutionalequity/policies>. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. See <http://www.colorado.edu/policies/honor.html> for information on the Honor Code.

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Please note:

