



MADLB – Strategies of Economic Development in the People’s Republic of China

Elective- Autumn 2026.

Course Information

Course Duration: 15 weeks

Credit Hours: 3 hours

Meetings: By Appointment

Location: JSIA

Prerequisites: Basic knowledge of economics or international relations recommended

Equivalent Courses: none

Exclusive Courses: none

Instructor: Prof. (Dr.) Sriparna Pathak

Biography:

Dr. Sriparna Pathak is a Professor and the founding Director of the Centre for Northeast Asian Studies in the Jindal School of International Affairs (JSIA) of O.P. Jindal Global University, (JGU) Haryana, India. She also serves in the capacity of a Senior Fellow, at the Jindal India Institute. Additionally, she is also an Associate Director at the Motwani Jadeja Institute of American Studies at JGU. She teaches courses on Foreign Policy of China as well as Theories of International Relations. Her latest book is titled, ‘Strategic Evolution of QUAD from ‘Ocean Froth’ to Asian NATO’ (2026). Her previous work experience covers Universities like Gauhati University, Don Bosco University; the Ministry of External Affairs, where she worked as a Consultant for the Policy Planning and Research Division, working on China’s domestic and foreign policies; think tanks like Observer Research Foundation in New Delhi and Kolkata respectively, South Asia Democratic Forum in Brussels where she is a Research Fellow and the Centre for Armed Forces Historical Research in New Delhi where she worked as a researcher. She is also associated with the digital task force and is the India representative at Doublethink Lab of Taiwan.

Awarded a Doctorate degree from the Centre for East Asian Studies, Jawaharlal Nehru University (JNU) in 2015, Dr. Pathak is fluent in English, Hindi, Mandarin and other Indian languages like Hindi, Bengali and Assamese. She has been a recipient of the joint fellowship awarded by the Ministry of Human Resources Development, India and the China Scholarship Council, Government of the People’s Republic of China, and she spent two years in China, actively researching various aspects of China’s domestic economy. Her areas of interest are China’s domestic economy, trade and economic relations between India and China and China’s foreign policy and economic linkages with the world. She is currently working on a project on China’s influence operations in India. She has been a resource person for various media organisations, colleges, Universities and think tanks within India and abroad. She can be reached at spathak@jgu.edu.in or @Sriparnapathak on Twitter.

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Part-I

Course Title: Strategies of Economic Development in the People's Republic of China

Course Duration: One semester

Type: JSIA Elective

Credits: 4

Level: B.A., M.A. and PhD

Medium of instruction: English

Pre requisites: Basic knowledge of economics and international relations recommended

Pre cursors: none

Equivalent course: None

Part II

Course description: This course examines the strategies behind China's remarkable economic transformation from a centrally planned economy to a global economic powerhouse. It explores historical context, key policies, reforms, and contemporary challenges, including rural-urban disparities, environmental sustainability, and global trade dynamics. Through case studies, data analysis, and theoretical frameworks, students will critically analyse the drivers, successes, and limitations of China's development model.

Course Aims:

- Introduce the fundamental ideas and influences behind China's economic rise
- Articulate as clearly as possible the assumptions and presuppositions behind some of the most important geoeconomic decisions made by China in the 21st century.
- Study the Chinese economy in relation to some of its most significant counterparts in international politics.

Course Requirements:

This is primarily a reading and discussion course. Students are expected to come to class fully prepared and to have thoroughly completed the assigned readings and to actively participate in class discussions. Regular attendance goes without saying. Required readings will be

discussed in class. Mugging up is not encouraged, instead understanding and application as per one's own comprehension would be laudable. Students are also expected to be abreast of important international developments, particularly with respect to issues related to Chinese economics.

Teaching and Learning Activities	Assessment Tasks/Activities	How?
<ul style="list-style-type: none"> ➤ Express the basic tenets of China's economic growth 	<p><i>Lecture, class participation, class presentations and involvement.</i></p> <ul style="list-style-type: none"> • Students will get introduced to the the needs and methods of China's economic planning. Through class participation, students will get familiar to and understand the subject matter. Simulations, case studies, discussions and presentations will bring in thorough grounding of the subject matter. 	<p>Internal assessments</p> <p>One time end semester written exam</p> <p>Assignments</p> <p>Discussion in class.</p>
<ul style="list-style-type: none"> ➤ Understand the principles behind Chinese economic policy making and understand how they have shaped up in relation to great powers of the system. 	<p><i>Lecture, class participation and involvement, distribution of topic wise problem sets, tutorials</i></p> <p>Students will get introduced to the methods through which Chinese economic policy analysis can be undertaken. Book reviews and white papers' analysis will bring in thorough grounding of the subject matter.</p>	<p>End Semester Written Exam</p> <p>Short assignment and/or presentation in class.</p>

Grading of Students' Achievement

- 50 marks: End term exam
- 20 marks: policy paper submission tentatively in the eleventh week
- 20 marks: In class quiz tentatively in the seventh week.
- 10 marks: Class Participation

Grades and their values

<i>COURSE LETTER GRADES AND THEIR INTERPRETATION</i>			
Letter Grade	Percentage of Marks	Grade Points	
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 – 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 – 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 – 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 – 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 – 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 – 49	2	Pass 1: Pass with Basic understanding of the subject matter .
P2	40 – 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Plagiarism

Any idea, sentence or paragraph you cull from a web source **must be credited** with the original source. If you paraphrase or directly quote from a web source in the exam, presentation or essays, the source must be explicitly mentioned. You *SHOULD NOT* plagiarise content, be it from scholarly sources (i.e. books and journal articles) or from the Internet. The university has strict rules with consequences for students involved in plagiarism. **This is an issue of academic integrity on which no compromise will be made**, especially as students have already been trained in the perils of lifting sentences or paragraphs from others and claiming authorship of them.

JSIA Anti Plagiarism Policy

Plagiarism is a serious breach of the most fundamental principles of academic ethics. Plagiarism does not simply consist of copy pasting. The use of synonym substitution, or closely paraphrasing another person's work without properly attributing it, constitutes plagiarism and will be dealt with accordingly. Please note the following with regards to the JSIA plagiarism policy, effective from Spring 2021 onwards:

Repeat offences

1. The Academic Office, as well as the Executive Office headed by Ms. Swarnima Singh, will maintain a record of plagiarism cases. Normal penalties (zero marks for any assignment with plagiarism in excess of 30%, marks cut for plagiarism below 30%) will apply for a first offence only. The penalty structure of the School will be applicable in cases of plagiarism
2. More than one instance of plagiarism above 30%, or repeated instances of plagiarism not exceeding 30%, will result in the parents/guardians being informed. Additional penalties may include referring to the JSIA Disciplinary Committee or the University Disciplinary Committee as may be deemed fit.

Self-plagiarism and double submissions

Students may not submit the same material for two classes without prior permission from all faculty involved. Submitting the same assignment for two classes is not permissible under any circumstances. Where faculty permit some partial overlap between assignments (for example, allowing a portion of a term paper to be revised for a thesis), assignment parameters should be increased to ensure fairness to other students, and agreements should be communicated via email to ensure a paper trail exists in case any problems arise.

Communication with faculty in case you have been found plagiarising

Students may not ask faculty for Turnitin or any other Plagiarism Checker reports. Students may not use their own Turnitin reports, or reports generated by other software that detects similarity, to attempt to negotiate with faculty over plagiarism thresholds.

Students may not ask faculty for an additional chance to redo finals, etc., if they have failed due to over 30% plagiarism. If you have reason to believe that the plagiarism determination was inaccurate, you must follow up with the Examinations Office and adhere to the issued guidelines.

Cheating or copying by classmates If the faculty member discovers a case of two students submitting identical work, both students will get a zero.

The responsibility to investigate who copied from whom is not the faculty's or the Academic Office's. Students are to ensure that they do not share their work and get it copied from.

Use of Spinbot/ AI and similar tools

Faculty may, at their discretion, penalise or fully disallow an assignment if they have reason to believe that a synonym substitution tool has been used to evade plagiarism detection. In cases where students disagree with the faculty's determination that a synonym substitution tool has been used, they may take it up with the faculty first and then with the Academic Engagement Committee. AI usage of above 30% in submissions, will be penalized.

Viva follow-up in case of suspected plagiarism

Faculty may, at their discretion, ask students to conduct a viva if they suspect plagiarism has occurred, to discuss the assignment material, arguments, drafting process, or any other questions that faculty see fit to use to assess whether plagiarism has occurred. For final exams where the student has a F due to plagiarism, s/he should apply for a reevaluation or take a resit.

Retroactive plagiarism

If an assignment is given marks but subsequently found to have been plagiarised, marks for that assignment will be penalised or revoked, in line with existing policies.

Resources

Students are strongly encouraged to set up an appointment with the CWS in case you have any doubts about how to avoid plagiarism.

Please refer to the following link for an example: <https://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>

Part III

Readings:

The major readings outside of lectures and handouts would be from the following books:

1. Naughton, Barry. *The Chinese Economy: Transitions and Growth* (2nd ed., MIT Press, 2018).
2. Lin, Justin Yifu. *Demystifying the Chinese Economy* (Cambridge University Press, 2012).
3. Selected articles and reports (provided via course platform, e.g., JSTOR, World Bank).

Supplementary Resources

- World Bank and IMF reports on China's economy.
- Academic journals: *China Economic Review*, *Journal of Asian Economics*.
- News outlets: *South China Morning Post*, *Caixin Global*.
- Data sources: National Bureau of Statistics of China, World Development Indicators.

Part-IV

Broad Lecture Outline

<u>Teaching Week</u>	<u>Lecture Title</u>
1-2	Introduction to China's Economic Development
3-4	Historical Context – Pre-Reform Era (1949–1978)
5	Deng Xiaoping and the Reform Era (1978–1990s)
6	Industrialization and State-Owned Enterprises (SOEs)
7	Foreign Direct Investment and Global Integration
8	Rural-Urban Divide and Migration
9	Mid term exam
10	Inequality and Social Challenges
11	Environmental Sustainability and Green Development
12	Belt and Road Initiative (BRI) and Global Influence
13	Innovation, Technology, and the Digital Economy
14	Contemporary Challenges and Future Prospects
15	Revision

Part V: Detailed outline on week by week lectures and readings

<u>Teaching week</u>	<u>Lecture Title</u>	<u>Readings [Make extensive usage of the library resources]</u>
1-2	<p align="center">Introduction to China’s Economic Development</p>	<p>1) Naughton, Ch. 1; Lin, Ch. 1</p> <p>2) The Turning Point in China’s Economic Development (2006), Authors: Edited by Ross Garnaut and Ligang Song, available at https://www.jstor.org/stable/j.ctt2jbj5d</p>
3-4	<p align="center">Historical Context – Pre-Reform Era (1949–1978)</p> <p>Maoist policies; Great Leap Forward; Cultural Revolution; centrally planned economy.</p>	<p>1) Naughton, Ch. 2; Spence, Jonathan. <i>The Search for Modern China</i> (selections)</p> <p>2) Economic Development and the Quality of Life in China during the Maoist Period”, Author: Victor D. Lippit, Journal: <i>Journal of Contemporary Asia</i>, Vol. 10, No. 1/2 (1980), pp. 29–46</p> <p>3) “The Chinese Economy under Maoism: The Early Years, 1949–1969”, Author: Alexander Eckstein, Journal: <i>The China Quarterly</i>, No. 43 (Jul.–Sep. 1970), pp. 1–27</p>

5	<p>Deng Xiaoping and the Reform Era (1978–1990s)</p> <p>Open Door Policy; Special Economic Zones (SEZs); household responsibility system.</p>	<ol style="list-style-type: none"> 1) Naughton, Ch. 3–4; 2) Vogel, Ezra. <i>Deng Xiaoping and the Transformation of China</i> (selections). 3) China’s Economic Reform: The Role of Deng Xiaoping”, Author: Barry Naughton, Journal: <i>The China Quarterly</i>, No. 144 (Dec. 1995), pp. 1003–1037 4) The Rural Reform in China and Its Implications”, Author: Justin Yifu Lin, Journal: <i>American Journal of Agricultural Economics</i>, Vol. 70, No. 5 (Dec. 1988), pp. 1039–1045
6	<p>Industrialization and State-Owned Enterprises (SOEs)</p> <p>Role of SOEs; township and village enterprises (TVEs); heavy industry growth.</p>	<ol style="list-style-type: none"> 1) Naughton, Ch. 5 2) “From Mao to Market: Rent Seeking, Local Protectionism, and Industrialization in China’s State-Owned Enterprises”, Author: Andrew G. Walder, Journal: <i>American Sociological Review</i>, Vol. 59, No. 2 (Apr. 1994), pp. 163–187 3) “The Transformation of State-Owned Enterprises in China: Mixed Ownership and Industrial

		<p>Strategy”, Author: Wendy Leutert, Journal: <i>The China Quarterly</i>, Vol. 232 (Dec. 2017), pp. 973–996</p>
7.	<p>Foreign Direct Investment and Global Integration</p> <p>FDI inflows; export-led growth; WTO accession (2001).</p>	<ol style="list-style-type: none"> 1. Lin, Ch. 5; 2. Lardy, Nicholas. <i>Integrating China into the Global Economy</i>. 3. “Growth and Transition: Why Has China’s Performance Been So Different?” Author: Pomfret Richard, Journal Name: <i>Journal of Contemporary Economics</i>, Vol. 25, No. 3, (December 1997): 422-440.
8.	<p>Rural Urban Divide and Migration</p> <p>Hukou system; rural-urban migration; urbanization challenges.</p>	<ol style="list-style-type: none"> 1. Chan, Kam Wing. “The Chinese Hukou System at 50.” <i>Eurasian Geography and Economics</i>. 2. “Gender and Rural-Urban Migration in China”, Author: Delia Davin, Journal: <i>Gender and Development</i>, Vol. 4, No. 1, [Urban Development] (Feb., 1996), pp. 24-30

9.	<p>Mid term examination: In class quiz, objective type questions</p>	
10.	<p>Inequality and social challenges: Income inequality; regional disparities; poverty alleviation programs.</p>	<ol style="list-style-type: none"> 1) Naughton, Ch. 10; 2) World Bank. “China Poverty Reduction Report.” 3) Bian, Yanjie, “Chinese social stratification and social mobility”, Journal: Annual Review of Sociology, Vol. 28, No. 1, 2002, pp 91-116
11.	<p>Environmental Sustainability and Green Development</p> <p>Pollution challenges; renewable energy push; Paris Agreement commitments.</p>	<ol style="list-style-type: none"> 1. Economy, Elizabeth. <i>The River Runs Black</i> (selections); 2. IEA reports. 3. “China's Environmental and Developmental Issues in Transition”, Authors: Wang Yi and Huiqing Liu, Journal: Social Research, Vol. 73, No. 1, China in Transition (SPRING 2006), pp. 277-291

<p>12.</p>	<p>Belt and Road Initiative (BRI) and Global Influence</p> <p>BRI's economic and geopolitical impacts; infrastructure investments</p>	<ol style="list-style-type: none"> 1. Hillman, Jonathan. "China's Belt and Road Initiative: Five Years Later." CSIS Brief. 2. "The New Silk Road and China's Evolving Grand Strategy", Journal: The China Journal, No. 77, January 2017: 110-132. 3. "Beyond Balancing: China's Approach towards the Belt and Road Initiative", Authors: Zhou Weifeng and Mario Esteban, Journal: Journal of Contemporary China, 27, No. 112 (2018): 487-501.
<p>13.</p>	<p>Innovation, Technology, and the Digital Economy</p> <p>Tech giants (Alibaba, Tencent); AI and 5G; Made in China 2025.</p>	<ol style="list-style-type: none"> 1. Naughton, Ch. 12; 2. McKinsey Global Institute. "China's Digital Economy." 3. "China's Innovation System and Its Transformation: A Study of the Interaction Between Science, Technology and Economy", Journal: Science and Public Policy, 35, No. 5 (June 2008): 317- 329.
<p>14.</p>	<p>Contemporary Challenges and Future Prospects</p> <p>US-China trade war; aging population; economic slowdown; Xi Jinping's policies.</p>	<ol style="list-style-type: none"> 1. Morrison, Wayne. "US-China Trade Issues" 2. "Prospects for the Chinese Economy", Author: Peter Nolan, Cambridge Journal of Economics, Vol. 15, No. 1 (March 1991), pp. 113-124

		Stanford University Press, 2015. 3) Gerald Segal, <i>Sino-Soviet Détente: How Far, How Fast?</i> <i>The World Today</i> , Vol. 43, No. 5 (May, 1987), pp. 87-911
15.	Revision	

Print and Electronic Media Resources

- 1) People's Republic of China Ministry of Foreign Affairs at <http://www.fmprc.org.cn>
- 2) Chinese Academy of Social Sciences at <http://www.cass.net.cn>
- 3) Shanghai Institute of International Studies <http://www.siiis.org.cn>
- 4) China Daily (Beijing) at <http://www.chinadaily.com.cn>
- 5) People's Daily (Beijing) at <http://english.peopledaily.com.cn>
- 6) BBC Selected World Broadcasts
- 7) The Hindu (New Delhi)
- 8) China Report at <http://wnc.fedworld.gov>