The 21<sup>st</sup> century will be one dominated by the transformation and growth of C . . How can we understand the rise of China as a major power? This course surveys the economic history of China between 1550 and 1949 in a comparative perspective, focusing on the major ideas and debates about Chinese development in the field of world economic history. As modern growth first occurred with the British Industrial Revolution, we will study whether and how models based on the European experience of growth can be usefully used to explain development patterns in China. We will also seek to understand the dimensions in which China has developed along different historical paths from the Western model. Topics of focus include comparisons of household systems, kinship and lineage organization, commerce and trade in pre-modern China, and the opening of China to foreign trade after the Opium Wars.

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Classes will be a combination of lecture and discussion. The following will be used in determining a course grade.

Midterm	25 %
Student presentation	20 %
Data analysis report	20 %
Final	30 %

Please note: Readings are subject to change, depending on the speed at which we will progress through the semester. The reading list is intentionally long. It is as much a topic outline as a springboard for interested students to continue further learning on China even after the semester is over. To do well on the exams, target your readings to each topic, reading to achieve depth of understanding in a number of topics.

Readings with a \* will be placed on D2L. All other readings are either from the required text Family, Field, and Ancestors Cy

What is economic growth? How should we think about pre-modern growth? What can China teach us

Western Europe forge ahead of other countries of the world? What does human development indices

\*Robert C. Allen, Go

Review, Sept 1982. Avner Greif and Guido Tabellini, C I B C and Europe Compared, o A E ‡ o o E G American Sociological Review, 64, 1999.

What is the significance of commerce? How can we understand efficiency from a theoretical and empirical point of view? What would a comparison here indicate? What types of Chinese institutions were responsible for supporting trade?

Family, Field, and Ances	stors	<b>s,</b> Ch. 6,	С		L	I	h
Thomas A. Metzger, u	0		С	I		С	