

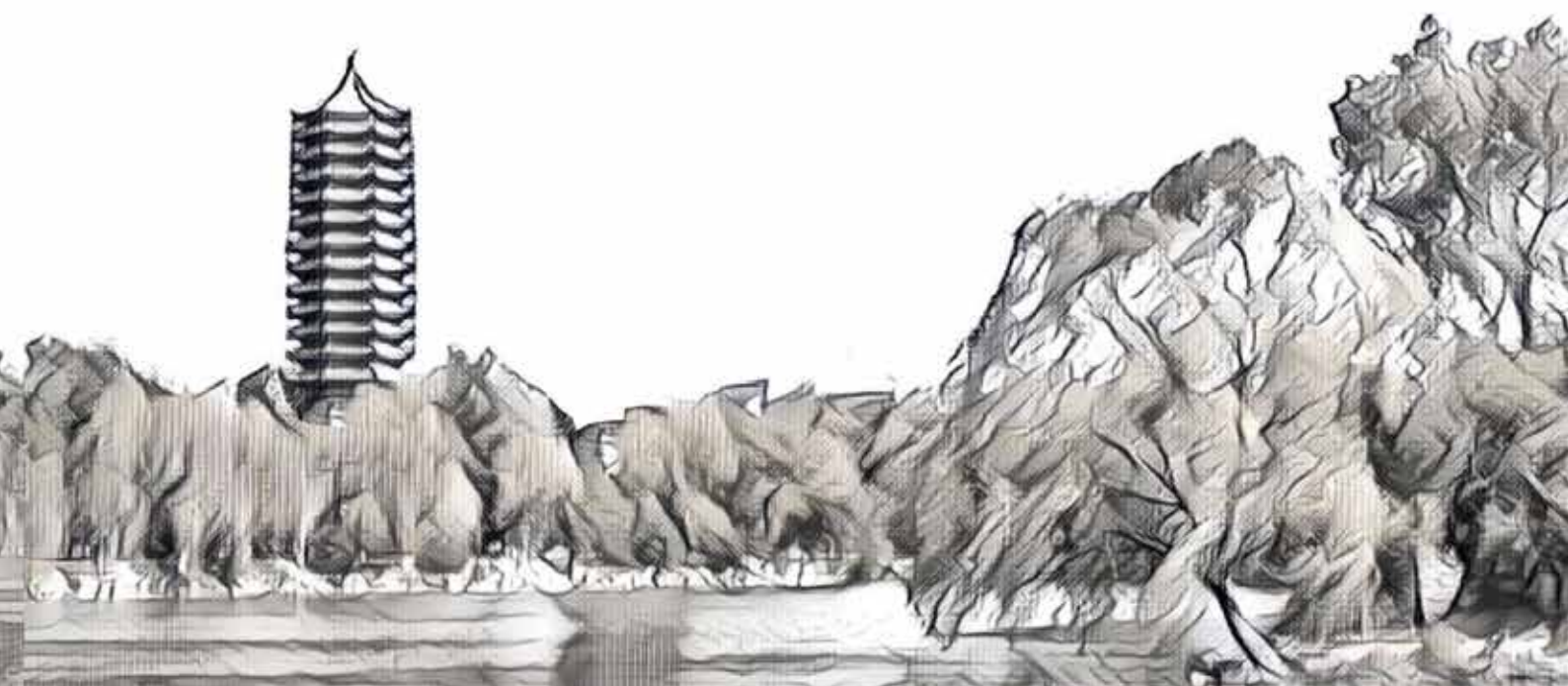


ON FALL 2018 CHINA SERIES

ENGLISH-INSTRUCTED COURSES

Office of Educational Administration
Office of International Relations
Peking University

北京大学教务部 北京大学国际合作部



序 言

PREFACE

加强国际交流与合作，提升学校国际化水平对于北京大学创建世界一流大学具有重要意义。根据北京大学 2012 年本科教育发展战略研讨会和北京大学 2012 年教学工作会讨论意见，学校于 2012 年秋季学期起设立“北京大学本科生外文平台课”，重点建设非语言类的外文授课特别是英文授课课程。2014 年 11 月，学校出台《北京大学本科非语言类外语课程建设与管理办法（暂行）》，进一步明确非语言类外语课程性质、建设目标、激励机制等重要原则。

截至 2017 年 12 月，全校英文授课的非语言类本科生课程累计 480 余门，每个春秋学期平均开设约 80 门外文授课课程。北京大学“国际暑期学校”项目自 2009 年启动，鼓励院系利用暑期邀请国内外知名学者来校开设英文课程，越来越多国际学生来校与北大学生共同学习。

2015 年，为进一步加强英文授课课程建设，学校启动了“中国系列”全英文授课课程项目，设立人文科学、社会科学、经济管理、自然科学等四大模块，利用校内外优秀师资分类型、有重点地推进英文授课课程建设。“中国系列”课程采用全英文讲授，面向海外交换生和全校学生。

国际化已经成为当前教育领域引人注目的发展趋势之一。学校将适应高等教育国际化发展的需要，着力建设一批体现北京大学学科综合优势与学术水平的外文授课课程，打造具有北大特色的跨文化交流课程平台，为提升北京大学的国际化人才培养水平不懈努力。

Peking University attaches great importance to the enhancement of international communication and collaboration as well as internationalization as it travels along the path to becoming a world-class university. Based on discussions held during the undergraduate education development strategy seminar and the Peking University teaching meeting of 2012, Peking University launched a series of undergraduate courses taught in foreign languages in the fall semester of 2012, and these courses continue to this day. These courses, while taught in foreign languages, especially English, are non-language courses, which means the course subject is not language related. The Peking University Interim Measures for Development and Management of Courses Taught in Foreign Languages (Non-language Courses) issued in November 2014 further clarified the important principles, goals, and incentives of these foreign-language instructed non-language courses.

As of December 2017, there are more than 480 English-taught courses at the undergraduate level. The spring and fall semesters each have around 80 English-taught courses, and additional English-taught courses are held in the summer. The Peking University Summer School International Program (PKUSSI), started in 2009, is famous for the domestic and international scholars that instruct each course. Over the years, more and more international students are choosing to study at PKUISS.

In order to improve the development of English-taught courses, the University launched the “On China Series – English Instructed Courses” in 2015, which covers four subjects: humanities, social sciences, economics and management, and the natural sciences. These courses are taught entirely in English and are instructed by outstanding faculty from both Peking University and its partner universities. These courses are open to both Chinese and international students.

Internationalization has become one of the most noted tendencies in academia. Peking University will continue to dedicate itself to deepening its internationalization efforts by utilizing its multi-disciplinary and academic strengths to offer more English-taught courses that will create a platform for cross-cultural communication and raise the standards for cultivating international talent.

本手册课程信息仅供参考，请以教师实际授课时公布内容为准。

The content of this brochure is subject to change and for reference only. For the most up-to-date and accurate information, please refer to the information provided by the course instructor.



02

Media and Society in China
媒体与中国社会

10

Comparative Studies of
Chinese Media and Western Media
中西新闻比较研究

16

The Image of China in
Selected Works of Western Literature
西方文学作品中的中国形象

20

Chinese Perspectives on
International and Global Affairs
本土视野下的中国外交与国际事务

28

Corporate Finance
公司金融

34

Applied Econometrics
应用经济计量

42

Business and Society in Modern China:
An Institutional Perspective
当代中国商业与社会：制度经济学的视角

48

Doing Business in China
中国商务

60

Chinese Economy
中国经济

64

Environmental Issues and
Policies in China
中国环境问题与环境政策

74

China's Education and
Its Cultural Foundations
中国教育及其文化基础

Course Title 课程名称

Media and Society in China 媒体与中国社会

Credits
学分
2

Instructor 授课教师

CHEN Kaihe
陈开和

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.09.17
~
2019.01.03

COURSE DESCRIPTION 课程简介

Objective

This course aims to familiarize students with developments in traditional and new media in China. Based on an understanding of the current media landscape and how it has developed, the course will take a comparative look into the role of the media in Chinese society. It will also look into the process and impact of China's interaction with the outside world in the realm of media and communication, including international media coverage about China and how the outside world is covered by Chinese correspondents.

Assignments (essay or other forms)

This will be a course combining traditional teaching methods with lectures and discussions. Students are required to read the reading materials before class. Occasional quizzes will also be given in class. Students are expected to participate in discussions, take the quizzes, and do an assigned report or essay, which will be presented in the last session.

Pre-requisites /Target Audience

Students who are interested in the development and impact of media in China

Evaluation Details

Grading will be made according to Class Participation (25%), Book Reports and Quizzes (25%), and Final Report/Essay (50%).



Suggested Reading and References:

1. CCTV, Xinhua, China Daily, AP, Reuters, Financial Times, Bloomberg, Wall Street Journal and New York Times, as well as other available news sources for daily reading of the news.
2. Chen, Wenhong and Stephen D. Reese, eds. (2015). Networked China: Global Dynamics of Digital Media and Civic Engagement. London: Routledge.
3. deLisle, Jacques, Avery Goldstein and Guobin Yang (2016). The Internet, Social Media, and a Changing China. Philadelphia: University of Pennsylvania Press.
4. Kean, Michael and Wanning Sun, eds. (2013). Chinese Media: Critical Concepts in Media and Cultural Studies (Vol. 1 – Vol. 4). London: Routledge.
5. Kurlantzick, Joshua (2007). Charm Offensive: How China's Soft Power is Transforming the World. New Haven: Yale University Press.
6. Lee, Chin-Chuan, ed. (1990). Voices of China: The Interplay of Politics and Journalism. New York: The Guilford Press.
7. Lee, Chin-Chuan, ed. (1994). China's Media, Media's China. Boulder, Colo. Westview Press.
8. Lee, Chin-Chuan, ed. (2000). Power, Money, and Media: Communication Patterns and Bureaucratic Control in Cultural China. Evanston, Illinois: Northwestern University Press.
9. Lee, Chin-Chuan, ed. (2003). Chinese Media, Global Contexts. London: Routledge.
10. Zhang, Juyan and Cameron Glen T. (2003). "China's agenda building and image polishing in the US: assessing an international public relations campaign," Public Relations Review, Vol. 29, No. 1, pp. 13–28.
11. Zhao, Yuezhi (1998). Media, Market and Democracy in China: Between the Party Line and the Bottom Line. Urban, Ill: University of Illinois Press.

CLASS SCHEDULE 授课大纲

Session 1

Media Landscape and Media System Evolution in China

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session aims to provide an overview of the current media landscape in China, and trace the development of China's media system before 1978, the beginning of China's opening up and reform.

Questions

What are the origins of China's current media system?

Readings, Websites or Video Clips

Zhao (1998): Introduction (pp. 1–13); Chapter 1 (pp. 14–33)

Assignments for this session (if any)

Choose one of China's current mainstream media, and be familiar with its development and current status.

Session 2

Media Reform and Commercialization: Background

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session discusses the political and economic background of China's opening up and reform, and discusses the mechanism of China's media reform.

Questions

What is the background and major mechanism of China's media reform in the 1980s?

Readings, Websites or Video Clips

Zhao (1998): Chapter 2–3 (pp. 34–71)

Assignments for this session (if any)

Search for and comment on one English media report about China's reform in the 1980s.

Session 3

Media Reform and Commercialization: Impact

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session discusses the impact of China's media reform, especially on its general structure, as well as the content and format of China's media.

Questions

What are the driving forces and major process of China's media commercialization?

Readings, Websites or Video Clips

Keane (2013): Vol. 1, pp. 47–63.

Assignments for this session (if any)

Understanding the uniqueness of China's media system.

Session 4

Media and Society in China: Print Media

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session begins by tracing the development of the early modern Chinese press in the 1800s, and the role that foreigners played in it. After that, the interactions between the print media and Chinese society between 1800 and 1978 will be addressed.

Questions

How was China's early modern press initiated? What kind of roles did the print media play in the development of Chinese society before 1978?

Readings, Websites or Video Clips

J Zhao (1998): Chapter 6 (pp. 127–150).

Assignments for this session (if any)

Search for stories of early Chinese magazine publishers, such as Robert Morrison (1782–1834); access the database “Modern English Newspapers in China”.



Session 5

Media and Society in China: Print Media (II)

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session explores the interactions between the print media and Chinese society after the initiation of opening and reform in 1978.

Questions

What were the new developments in China's print media during the 1980s? What kind of roles did the print media play in the 1980s and 1990s? What is the current situation of China's print media?

Readings, Websites or Video Clips

Zhao (1998): Chapter 6 (pp. 127–150).

Assignments for this session (if any)

Research the development of China's English language newspapers and magazines after 1978.

Session 7

Media and Society in China: Electronic Media (II)

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session explores the interaction between China's electronic media and Chinese society.

Questions

How did investigative journalism develop in China and what has been its impact on Chinese society?

Readings, Websites or Video Clips

Zhao (1998): Chapter 5 (pp. 94–126).

Assignments for this session (if any)

Access China's radio and TV programs in English, and comment on one specific program.

Session 9

The Internet, Social Media and State-Society Relations in China (II)

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Using specific cases, this session will focus on social media's impact on Chinese society.

Questions

What is the nature of social media, and what should be the principles of social media governance?

Readings, Websites or Video Clips

Chen (2015): Chapter 1 (pp. 19–36); deLisle (2016): Chapter 3 (pp. 71–85)

Assignments for this session (if any)

Experience and comment on China's Weibo and WeChat.

Session 11

Foreign Media in China

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session explores the current status of foreign media outlets and foreign journalists in China, and discusses their impact on Chinese media and Chinese society.

Questions

How do foreign media outlets penetrate Chinese market and society? And what are their influences on the Chinese audience?

Readings, Websites or Video Clips

Lee (2003): Chapter 1–2 (pp. 1–56)

Assignments for this session (if any)

Explore the international media available in nearby newsstands and on websites.

Session 6

Media and Society in China: Electronic Media

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session traces the development of China's broadcasting media, radio and television.

Questions

What were the major stages in the development of China's TV industry? What is the governing structure of China's broadcasting?

Readings, Websites or Video Clips

Zhao (1998): Chapter 5 (pp. 94–126); Video Clip: "Shen Li, China's first TV anchor."

Assignments for this session (if any)

Access China's radio and TV programs in English, and comment on one specific program.

Session 8

The Internet, Social Media and State-Society Relations in China

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session discusses the rationale and driving force behind the development of the Internet infrastructure in China, as well as the stages of China's new media growth, and the general governing structure of China's Internet.

Questions

How has China's Internet evolved since the 1990s? What is the governing structure of China's Internet?

Readings, Websites or Video Clips

Chen (2015): Chapter 1 (pp. 19–36); deLisle (2016): Chapter 3 (pp. 71–85)

Assignments for this session (if any)

Experience and comment on China's Weibo and WeChat.

Session 10

Media and Reunification of Greater China

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session explores the media landscapes in Hong Kong and Taiwan, and discusses their impact on the prospect of China's reunification.

Questions

How does the media of mainland China interact with those in Hong Kong and Taiwan? How should the role the media plays in identity politics in Hong Kong and Taiwan be evaluated?

Readings, Websites or Video Clips

Lee (1990): Chapter 8 (pp. 140–164); Lee (2000): Chapter 8 (pp. 245–270); Chapter 11 (pp. 337–365)

Assignments for this session (if any)

Explore Hong Kong and Taiwan's English language media, research their coverage on a specific topic and compare it with the mainland media coverage.

Session 12

China's Global Communication Initiatives

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session examines the role of the media in China's international relations, and explores China's global communication initiatives in recent years and the relationship between China's media and China's international public relations.

Questions

What are the conceptual differences among diplomacy, public diplomacy and international public relations? What is the role the Chinese media plays in China's international relations?

Readings, Websites or Video Clips

Zhang (2003); Kurtlanzick (2007): Chapter 1 (pp. 1–11), Chapter 3 (pp. 37–60).

Assignments for this session (if any)

Watch CGTN programs and comment on one of them.

Session 13

Class Presentation on Essay Topics

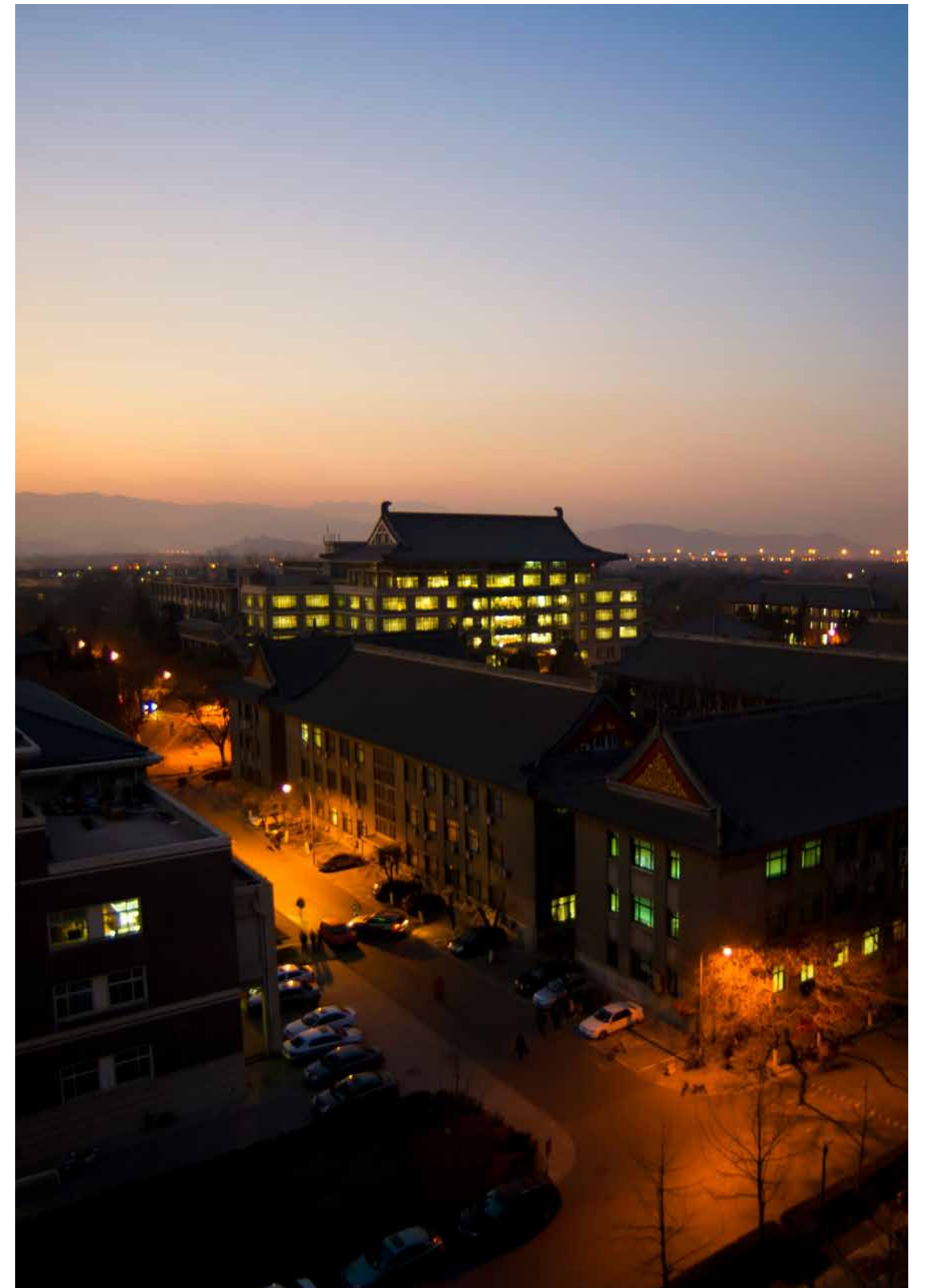
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Students present and exchange ideas on the topics and structures of their essays.

Dr. CHEN Kaihe



Dr. CHEN Kaihe is currently an associate professor of the School of Journalism and Communication, Peking University. He received his B.A. and M.A. degrees from the School of International Studies at Peking University, and Ph.D. from the University of Hong Kong. His teaching and research interests include China and World Journalism History, Media and International Relations, Globalization and Communication. He has written extensively and published articles on topics of journalism history, international relations and international communication, media and China's foreign policy. He has completed research projects on Transnational Communication and International Relations, International Communication and China's Foreign relations, International Communication and China's Soft Power (all funded by China's National Social Sciences Foundation), among others. Dr. Chen received the "Excellent Teacher of Peking University" award in 2006, 2014 and 2016.



Course Title 课程名称

Comparative Studies of Chinese Media and Western Media

中西新闻比较研究

Credits
学分
2

Instructor 授课教师

HE Shu
何姝

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.09.18
~
2018.12.25

COURSE DESCRIPTION

课程简介

Objective

This class will examine the similarities and differences between media in China and other countries through a number of different themes and mediums, such as films, blogs, online newspapers, TV programs, and more. Case studies include Chinese media reports and Western media reports on the Chinese NPC & CPPCC, Oscars, Olympics, and festival celebrations around the world. Intercultural communications and rhetorical studies will be discussed in class through the lens of issues such as politics, race, class, religion, and the environment. This course will help Chinese and foreign students to better understand the ways in which various media practices inform our everyday lives and political life in different countries. Students will not only stay current with recent developments in global news by reading stories from American and Chinese mainstream news sources on the Internet, but also develop a critical method of analyzing international media.

Pre-requisites /Target Audience

Students who are interested in cross-culture and international communication.

Students who are comfortable speaking, reading, and writing English in an academic environment and are interested in doing bilingual programs.

Open to undergraduate and graduate students.

Proceeding of the Course

What makes this course different from other media courses is that students are required to observe English language media in China and compare the similarities and differences between Chinese media and foreign media. Case studies will help students better understand the Chinese political system, economic development, and cultural diversity through media. Participating in a bilingual program will equip students with more hands-on experience and skills in international communication.

Assignments (essay or other forms)

Daily reading of English news from English language media such as CGTN, China Daily, CNN, BBC, Washington Post, and Wall Street Journal.

Text Books and Reading Materials

1. Handouts, online English newspapers, TV featured programs, short videos, films, and mobile apps.
2. Trischa Goodnow, The Daily Show and Rhetoric, Lexington Books, 2011
3. Mike Gandon, English for International Journalists, Routledge, 2013
4. Robert L. Hilliard, Writing for Television, Radio, and New Media, Wadsworth, 2011

Evaluation Details

1. Attendance and class participation: 20%
2. English presentations: 30%
3. Final project: 50%



CLASS SCHEDULE 授课大纲

Session 1

Introduction

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

1. Latest data regarding the Chinese media industry
2. Chinese media system
3. Chinese mainstream media
4. English language media in China

Assignments for this session (if any)

Familiarize yourself with Chinese media and familiarize yourself with this week's news.

Session 2

How to Know China Through Media?

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

1. Media sources
2. Differences between Chinese and foreign media on reporting Chinese affairs

Assignments for this session (if any)

Choose examples from different media sources to demonstrate different perspectives on the same issue.



Session 3

The Rise of New Media

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

1. New media has become a new driver of economic growth
2. The explosive growth of apps
3. Media convergence
4. AI, VR/AR/VI in media

Session 4

Western Reporters that Cover China (I)

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Introduce some of the most important reporters from the New York Times, Washington Post, Wall Street Journal and CNN. Study and compare their reports about China and summarize your findings.

Session 5

Western Reporters that Cover China (II)

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Introduce some of the most important reporters from the New York Times, Washington Post, Wall Street Journal and CNN. Study and compare their reports about China and summarize your findings.

Session 6

Intercultural Communication

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

China's image in the domestic and foreign media.

Session 7

Films / Documentaries / Video Clips

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Analyze bilingual films, documentaries, or video clips to learn to identify universal but culturally unique themes.

Session 8

Lobby and Interest Groups

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

To better understand Western media and policy-makers.

Session 9

Guest Speaker from English Language Media

Session 10

Student Presentations on "China's Image in the Western Media"

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Each student will present a 3–5 minute PowerPoint presentation on this topic.

Session 11

Education

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

A general introduction to China's educational system with a focus on higher education in China. This class will compare how the Western media and Chinese media differ in their coverage of Chinese universities and other institutions of higher education.

Session 12

Case Study: Campus English Newspapers

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Study the English-language version of the PKU webpage and public accounts/social media related to PKU, such as PKU International, to see what PKU needs to improve in international communication.

Session 13

Rhetoric and Translation in Media Reports

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This class will look at examples of news stories from different countries where media organizations used different diction to describe the same international event.

Session 14

Case Study: American Media Reports on the Chinese Lunar New Year

Session 15

Final Student Presentations

Session 16

Final Student Presentations

Dr. HE Shu



Dr. He Shu is an associate professor of the School of Journalism and Communication at Peking University. She received her B.A., M.A. and Ph.D. degrees at Peking University. She teaches English News Reading, Advanced News Commentary, Comparative Studies of News Media, and English Public Speaking for undergraduates and postgraduates. Her research interests include comparative studies on Western media and Chinese media, cross-culture communication, lobby studies and public speaking. She has been to more than twenty countries as a visiting scholar, lecturer, recruiter, program coordinator, and visitor. On the occasion of Peking University 110th anniversary, she published a book in English titled “Discovering Peking University: Heritage, Innovation, and Impact”. She serves as an anchor columnist writing in English and Chinese for China’s educational magazine University Academic, and has interviewed university presidents from Yale University to the Chancellor of the University of Hawai’i-Mānoa (UHM). In 2013, Dr. He, as founder and co-sponsor, launched the first Sino-U.S. Media Forum at Peking University with scholars from UHM and journalists from the Chinese and American English media. The forums are unique because both PKU and UHM take turns as host, fostering discussions on current issues in the media and new media technologies among academics, journalists, and community leaders. On Peking University’s 120th anniversary, in 2018, Prof. He, with the help of her students, produced a bilingual program called I Am Beida Ren, interviewing distinguished international PKU alumni at PKU TV.



Course Title 课程名称

The Image of China in Selected Works of Western Literature

西方文学作品中的中国形象

Credits
学分
2

Evaluation Details

The reading assignment for each week will be about 100 pages of English text. For many of the texts there are Chinese translations which can also be read. Each week, oral and written reports will be assigned for the text to be studied. These reports can be in either English or Chinese. GRADING: The final grade will be determined in this way: attendance and classroom participation: 20%; written reports 40%; oral reports 40%. ATTENDANCE: Class attendance is required. For an excused absence, the student should contact the instructor by e-mail at least one day before class begins.

Text Books and Reading Materials

Imagology: A Handbook on the Literary Representation of National Characters. (Beller, Manfred and Joep Leerssen.), Beyond Pug's Tour: National and Ethnic Stereotyping in Theory and Literary Practice. (C.C. Barfoot)

Instructor 授课教师

Nicholas Koss
康士林

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.09.18
~
2018.12.25

COURSE DESCRIPTION

课程简介

Objective

This course is a period-by-period survey of important European and American works, primarily literary texts, describing China and presenting images thereof. The main purpose of this course is to introduce to the students various images of China in the West, show how these images have changed over the centuries and enhance students' ability to understand Western literature. Attention will also be paid to the methodologies for the study of images.

Proceeding of the Course

This course is a period-by-period survey of important European and American works, primarily literary texts, describing China and presenting images thereof. The main purpose of this course is to introduce to the students various images of China in the West and show how these images have changed over the centuries. Attention will also be paid to the methodologies for the study of images.



CLASS SCHEDULE 授课大纲

Session 1

Introduction

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Images of China in the Classical period.

Session 2

China in the Medieval Period: The Travels of Marco Polo

Session 3

China in the Medieval Period: The Travels of Odoric of Pordenone and The Travels of Sir John Mandeville

Session 4

China in 17th-century Europe: The Journals of Matteo Ricci

Session 5

China in 17th-century England: The Conquest of China, By the Tartars: A Tragedy, by Elkanah Settle.

Session 6

China in 17th-century England: The Essays of Sir William Temple

Session 7

China in 18th-century France: The Orphan of China by Voltaire

Session 8

China in 18th-century England: The Citizen of the World by Oliver Goldsmith

Session 9

China in 19th-century America: Emerson and Thoreau

Session 10

China in 19th-century America: Bret Harte and Mark Twain

Session 11

China in the 20th-century: Poems and Translations by Ezra Pound

Session 12

China in 20th-century America: The Good Earth by Pearl Buck

Session 13

China in 20th-century America: Marco Millions by Eugene O'Neill

Session 14

China in the 20th-century: The Good Person of Szechwan by Bertolt Brecht

Session 15

China in 20th-century England: On a Chinese Screen by Somerset Maugham

Session 16

Final Discussion on Images of China in the West

Dr. Nicholas Koss



Dr. Nicholas Koss holds a Ph.D. in Comparative Literature from Indiana University and is currently distinguished Professor of Comparative Literature at Peking University and Chair Professor of Comparative Literature at Fu Jen Catholic University. Among his research interests are the image of China in the West, comparative fiction, and literature and religion. His publications include *The Best and Fairest Land: Medieval Images of China* (Taipei 1999), various articles, and numerous translations of Chinese literature for *The Chinese Pen* (Taiwan). He is now doing further research on the image of China in 16th- and 17th-century England. Koss is one of the founding members of the Taiwan Association for Classical, Medieval and Renaissance Studies, and served as its first President (2006–2010).

Course Title 课程名称

Chinese Perspectives on International and Global Affairs

本土视野下的中国外交与国际事务

Credits
学分
3

Instructor 授课教师

CHEN Changwei
陈长伟

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.09.20
~
2019.01.03
There will be a paper guidance
on Dec. 27, 2018

COURSE DESCRIPTION

课程简介

Objective

This undergraduate seminar course is designed to survey the major international relations topics of the People's Republic of China with a specific focus on the Chinese perspective. China's reform and opening up, launched in the late 1970s, has produced an economic miracle unprecedented in world history. Riding on the wave of globalization, China has managed to rise economically as well as geopolitically and is now a crucial actor in global governance. This course will focus on Chinese diplomacy in the era of globalization, and will unravel the role that Chinese diplomacy has played in integrating China into the existing international system. The course will further explore China's desire

to be a part of the architecture of global governance and its stated policy of continuing to work within the present international system. This course pays attention to the application of different international relations theories to the problems under study. The course also aims to familiarize students with China's involvement in world affairs from both historical and contemporary perspectives and equip students with an analytical understanding of the dynamics of China's foreign policy.

Assignments (essay or other forms)

Attendance is compulsory for all students and attendance records will be kept. Please be mindful of the SIS's academic policy that students who fail to attend class without justified reasons THREE times will automatically fail the course. In addition, requirements of this course include preparation for and participation in weekly lecture and discussion sessions, each involving about 100 pages of reading. To succeed in this course, students are strongly urged to follow the steps listed below -

1. Read:
Students are required to complete reading assignments before each lecture. This assignment forms part of the participation mark and students MUST complete this requirement in order to pass the course. The readings marked * are compulsory readings, the subsequent listings optional.
2. Think:
You are strongly encouraged to approach each reading critically, identifying its major arguments as well as the evidence that supports those arguments, and, if possible, the loopholes or weaknesses (if there are any) in those arguments.
3. Write:
Your reading and thinking should crystalize into a written work, which is broadly defined ranging from a rough reading note to a polished essay (2-3 pages, no more than 1000 words in length). However, your work will be graded on a comparative basis.
4. Discuss:
After completing the above-mentioned stages, we assume you are well prepared for the lecture and the tutorial discussion. You are strongly encouraged to exchange your views with your classmates as well as the course instructor and TA.
5. Revise:
Please revise your written work after class to reflect your thinking developed from the lecture and the subsequent discussion session.
6. Submit:
You are supposed to submit this finalized weekly written work to the TA before midnight of the next day (namely, before Friday 12 a.m.). Later submission will be subject to a penalty of 20% per day.

A tutorial discussion is organized according to the following pattern:

1. Each student is required to do at least one 20-minute presentation on a selected topic (based on the reading assignment) and take questions from the class.

2. After the presentation, another student will be invited to make some comments on the presentation, and contrast it with his or her reading notes.
3. The order of presentation will be decided at the beginning of the semester. However, the discussants will be selected randomly on the spot.
4. Though ample time for preparation is given, and the grade is separate from the grade on participation, this does not mean that one can lean back after completing the presentation - critical questions relating to the presentation of others, and how it relates to the readings, will follow!

Evaluation Details

1. Final Grade = Average Grade of Weekly Performance (60%) + Final Exam (40%).
2. Average Grade of Weekly Performance = Performance during weeks 1-10 divided by 10.
3. Weekly grade is based on attendance, presentation, participation and quality of assignments, some additional points are worth keeping in mind:
 - a) Student fails to attend the lecture and seminar as well as submit weekly writing assignment will receive a grade of "0" for that week.
 - b) Being late for class will receive a penalty of 20% deduction of that week's grade (the same penalty applied to late submission of weekly assignment, see below)
 - c) Student fail to attend class with justified reasons should submit his/her assignment as usual. His/her grade for that week will based on the quality of the submission.

Text Books and Reading Materials

The following books, which are available at the PKU main library or the SIS library, are helpful for a general understanding of the subject:

1. Han Nianlong (ed.), Diplomacy of Contemporary China (Hong Kong: New Horizon Press, 1990).
2. Zhang Qingmin, Contemporary China's Diplomacy (Beijing: Intercontinental Press, 2014).
3. He Yafei, China's Historical Choice in Global Governance (Beijing: Renmin University Press, 2015).

CLASS SCHEDULE 授课大纲

Session 1

Introduction: A Panoramic View

Readings, Websites or Video Clips

Reading assignment:

1. * Dai, Xinyuan & Renn, Duu. "China and International Order: The Limits of Integration," Journal of Chinese Political Science, Vol. 21, No. 2 (2016), 177–197. Chinese media system
2. Ho, Benjamin. "Understanding Chinese Exceptionalism: China's Rise, Its Goodness, and Greatness," Alternatives: Global, Local, Political, Vol. 39, No. 3 (August 2014), 164–176.
3. * Kim, Samuel S. "China and Globalization: Confronting Myriad Challenges and Opportunities," Asian Perspective, Vol. 33, No. 3 (2016), 41–80.
4. Kivimaki, Timo. "Soft Power and Global Governance with Chinese Characteristics," Chinese Journal of International Politics, Vol. 7, No. 4 (winter 2014), 421–447.
5. * Oliveira, Henrique Altemani de, & Leite, Alexandre César Cunha. "Chinese engagement for Global Governance: aiming for a better room at the table?," Revista Brasileira de Política Internacional, Vol. 57 (special edition) (2014), 265–285.
6. Van der Putten, Frans- Paul. "Harmony with Diversity: China's Preferred World Order and Weakening Western Influence in the Developing World," Global Policy Vol. 4, No. (2013), 53–62.
7. * Yeophantong, Pichamon. "Governing the World: China's Evolving Conceptions of Responsibility," Chinese Journal of International Politics, Vol. 6, No. 4 (2013), 329–364.
8. Zhang, Feng. "China as a Global Force," Asia and the Pacific Policy Studies, Vol. 3, No. 1 (2016), 120–128.

Session 2

China's Evolving Conceptions of Responsibility

Readings, Websites or Video Clips

Reading assignment:

1. Johnston, Alastair Iain. "Is China a Status Quo Power?," International Security, Vol. 27, No. 4 (Spring 2003), 5–56.
2. * Ma, Zhengang, "China's Responsibility and the "China Responsibility" Theory," International Studies, Summer 2007, 5–12.
3. * Ikenberry, G. John. "The Rise of China and the Future of the West. Can the Liberal System Survive?," Foreign Affairs, Vol. 87, No. 23 (2008), 23–37.
4. * Etzioni, Amitai. "Is China a Responsible Stakeholder?," International Affairs, Vol. 87, No. 3 (2011), 539–553.
5. * Etzioni, Amitai. "Is China More Westphalian Than the West?," Foreign Affairs, Vol. 90, No. 6 (May/June 2011), 172–176.
6. Ikenberry, G. John. "Future of the Liberal World Order: Internationalism after America," Foreign Affairs, Vol. 90, Issue 3 (May/June 2011), 56–68.
7. Shambaugh, David, China goes global: the partial power (Oxford University Press, 2013), 121–155.

Session 3

China-US Relations and Global Governance

Readings, Websites or Video Clips

Reading assignment:

1. * Kennedy, Scott and Fan, He. "The United States, China and Global Governance. A New Agenda for a New Era," Research Center for Chinese Politics & Business, Indiana University and the Institute for World Economics & Politics, Chinese Academy of Social Sciences, April 2013, (https://www.indiana.edu/~rccpb/wordpress/wp-content/uploads/2015/11/A_New_Agenda_fo_a_New_Era.pdf)
2. * Pei, Minxin. "How China and America See Each Other And Why They Are on a Collision Course," Foreign Affairs, Vol. 93, Issue 2 (March/April 2014), 143–147.
3. * Steinberg, James & O'Hanlon, Michael. "Keep Hope Alive: How to Prevent U.S.-Chinese Relations from Blowing Up," Foreign Affairs, Vol. 93, Issue 4 (July/August 2014), 107–117.
4. * Christensen, Thomas J. "Obama and Asia: Confronting the China Challenge," Foreign Affairs, Vol. 94, Issue 5 (September/October 2015), 28–36.
5. Krepinevich, Andrew F. Jr. "How to Deter China: The Case for Archipelagic Defense," Foreign Affairs, Vol. 94, Issue 2 (March/April 2015), 78–86.
6. Larson, Deborah W. "Will China be a New Type of Great Power?," Chinese Journal of International Politics, Vol. 8, No. 4 (2015), 323–348.
7. Swaine, Michael D. "The Real Challenge in the Pacific: A Response to 'How to Deter China'," Foreign Affairs, Vol. 94, Issue 3 (May/June 2015), 145–153.
8. Brooks, Stephen G. & Wohforth, William C. "The Once and Future Superpower: Why China Won't Overtake the US," Foreign Affairs, Vol. 95, Issue 3 (May/June 2016), 91–104.

Session 4

China and G20

Readings, Websites or Video Clips

Reading assignment:

1. Chan, Gerald. "China's response to the global financial crisis and its regional leadership in East Asia," Asia Europe Journal, Vol. 9, No. 2 (March 2012), 197–209.
2. * Hoekman, Bernard. "Revitalizing the Global Trading System: What Could the G20 Do?," China & World Economy, Vol. 24, No. 4 (2016), 34–54.
3. * Li, Xiaoyun & Zhou, Taidong. "Achieving the Sustainable Development Goals: The Role for the G20 from China's Perspective," China & World Economy, Vol. 24, No. 4 (2016), 55–72.
4. Sauvart, Karl P. China, "the G20 and the International Investment Regime," China & World Economy, Vol. 24, No. 4 (2016), 73–92.
5. * Tian, Huifang. "The BRICS and the G20," China & World Economy, Vol. 24, No. 4 (2016), 111–126.
6. * "G20 Leaders' Communique, Hangzhou Summit", 4-5 September 2016, (http://news.xinhuanet.com/english/china/2016-09/06/c_135666507.htm)

Session 5

China and Global Climate Change

Readings, Websites or Video Clips

Reading assignment:

1. * Lewis, Joanna I. "Climate change and security: examining China's challenges in a warming world," *International Affairs*, Vol. 85, No. 6 (2009), 1195–1213.
2. * Morton, Katherine. "China and the Global Environment," Lowy Institute, Paper 29, 2009, (http://www.loyinstitute.org/files/pubfiles/Morton,_China_and_the_global_environment_WEB.pdf)
3. Tsang, Stephen and Kolk, Ans. "The Evolution of Chinese Policies and Governance Structures on Environment, Energy and Climate," *Environmental Policy and Governance*, Vol. 20 (2010), 180–196.
4. * Oh, Jennifer S. "Business Interests and US-China Relations on Climate Change," *Pacific Focus*, Vol. XXVII, No. 1 (April 2012), 36–61.
5. * Deng, Haifeng; Farah, Paolo Davide & Wang, Anna. "China's role and contribution in the global governance of climate change: institutional adjustments for carbon tax introduction, collection and management in China", *Journal of World Energy Law & Business*, Vol. 8, No. 6 (2015), 581–599.
6. Sivaram, Varun & Norris, Teryn. "The Clean Energy Revolution: Fighting Climate Change With Innovation," *Foreign Affairs*, Vol. 95, Issue 3 (May/June 2016), 147–157.

Session 6

China's Global Partnership Network

Readings, Websites or Video Clips

Reading assignment:

1. * Fu, Ying. "How China Sees Russia: Beijing and Moscow are Close, but not Allies," *Foreign Affairs*, Vol. 95, Issue 1 (January/February 2016), 96–105.
2. Sharyshev, Alexander. "Strategic Partnership between Russia and China: Importance and Sustainability of Bilateral Relations," *Sravnitel'naya Politika-Comparative Politics*, Vol. 2, No. 23 (2016), 112–117.
3. * Scott, David. "Trust, structures and Track-2 Dialogue in the EU-China relationship: resetting and resettling a 'strategic partnership'?", *Asia Europe Journal*, Vol. 12 No. 1 (2014), 21–34.
4. Holslag, Jonathan. "The Elusive Axis: Assessing the EU-China Strategic Partnership," *Journal of Common Market Studies*, Vol. 49, No. 2 (2011), 293–313.
5. Heiduk, Felix. "What is in a Name? Germany's strategic partnership with Asia's rising powers," *Asia Europe Journal*, Vol. 13 (2015), 131–146.
6. Kleine-Ahlbrandt, Stephanie and Small, Andrew "China's New Dictatorship Diplomacy," [missing journal title here] Vol. 87, No. 38 (2008), 38–56.
7. * Moyo, Sam. "Perspectives on South-South relations: China's presence in Africa," *Inter-Asia Cultural Studies*, Vol. 17, No 1 (2016), 58–67.
8. * Yu, Lei. "China's strategic partnership with Latin America: A fulcrum in China's rise," *International Affairs*, Vol. 91, No. 5 (2015), 1047–1068.



Session 7

"The Belt & Road" (B&R) Initiative

Readings, Websites or Video Clips

Reading assignment:

1. * "Vision and Actions on Jointly Building Silk Road Economic Belt and 21st-Century Maritime Silk Road", Issued by the National Development and Reform Commission, Ministry of Foreign Affairs, and Ministry of Commerce of the People's Republic of China, with State Council authorization, March 2015 (<http://www.fmprc.gov.cn/ce/cevn/chn/sghkt/t1251121.htm>)
2. * Fallon, Theresa. "The New Silk Road: Xi Jinping's Grand Strategy for Eurasia," *American Foreign Policy Interests*, Vol. 37, No. 3 (2015), 140–147.
3. * Lin, Justin Yifu. "One Belt and One Road" and Free Trade Zones-China's New Opening-up Initiatives, *Frontiers of Economics in China*, [missing journal title here] Vol. 10, No. 4 (2015), 585–590.
4. Pitlo, Lucio Blanco, III & Karambelkar, Amruta. "India's Perception and Response to China's "One Belt, One Road" Initiative: Views from Indian Mainstream Media," *Asian Politics & Policy*, Vol. 7 No. 4 (2015), 667–671.
5. * Wang, Yong. "Offensive for defensive: The belt and road initiative and China's new grand strategy," *The Pacific Review*, Vol. 29, No. 3 (2016), 455–463.

Session 8

Peaceful Development as a Grand Strategy

Readings, Websites or Video Clips

Reading assignment:

1. * People's Republic of China State Council Information Office (SCIO), "China's Peaceful Development Road," September 2011, (http://www.gov.cn/english/official/2011-09/06/content_1941354.htm)
2. Wang, Shouren and Zhao, Wenshu. "China's Peaceful Rise: A Cultural Alternative," *Boundary 2*, Volume 33, No. 2 (Summer 2006), 117–127.
3. Scobell, Andrew. "Learning to Rise Peacefully. China and the Security Dilemma," *Journal of Contemporary China*, Volume 21, No. 76 (2012), 713–721.
4. Breslin, Shaun. "China and the global order: signalling threat or friendship?", *International Affairs*, Vol. 89, No. 3 (2013), 615–634.
5. * Zhang, Feng. "The rise of Chinese exceptionalism in international relations," *European Journal of International Relations*, Vol. 19, No. 2 (2013), 305–328.
6. * Buzan, Barry. "The Logic and Contradictions of 'Peaceful Rise/Development' as China's Grand Strategy," *Chinese Journal of International Politics*, Vol. 7, No. 4 (2014), 381–420.
7. Vaz-Pinto, Raquel. "Peaceful rise and the limits of Chinese exceptionalism," *Revista Brasileira de Política Internacional*, Vol. 57 (2014), 210–224.
8. Dreyer, June Teufel. "The 'Tianxia Trope': Will China change the international system?" *Journal of Contemporary China*, Vol. 24, No. 96 (2015), 1015–1031.
9. * Zhao, Suisheng. "Rethinking the Chinese World Order: The imperial cycle and the rise of China," *Journal of Contemporary China*, Vol. 24, No. 96 (2015), 961–982.

Session 9

China Confronts Global Security Challenges

Readings, Websites or Video Clips

Reading assignment:

1. * Kim, Samuel, "China's International Organizational Behavior," in Robinson and Shambaugh eds., Chinese Foreign Policy: Theory and Practice, pp. 401–434.
2. * Fullilove, Michael, "China and the United Nations: The Stakeholder Spectrum," Washington Quarterly, Volume 34, No. 3, 63–85.
3. Lanteigne, Marc. "A Change in Perspective: China's Engagement in the East Timor UN Peacekeeping Operations," International Peacekeeping, Vol. 18, No. 3 (2011), 313–327.
4. * Vanhullebusch, Matthias. "Regime Change, the Security Council and China," Chinese Journal of International Law, Vol. 14, No. 4 (2015), 665–707.
5. * Baubek, Somzhurek; Anna, Yessengaliyeva & Adil, Elmira. "Shanghai Cooperation Organization and its Activities in Ensuring Human and Social Security," Anthropologist, Vol. 22, No. 3 (Dec. 2015), 510–517.

Dr. CHEN Changwei



Dr. CHEN Changwei is an associate professor of diplomacy and foreign affairs at the School of International Studies, Peking University. He teaches courses in areas such as Chinese foreign policy, Sino-American relations, theories and practice of diplomacy as well as research methodology in social science. His most recent publications appeared in The Journal of Imperial and Commonwealth History and the Australian Journal of Politics and History. He has also published a number of articles on the history of Sino-American relations and the Cold War in Chinese journals.

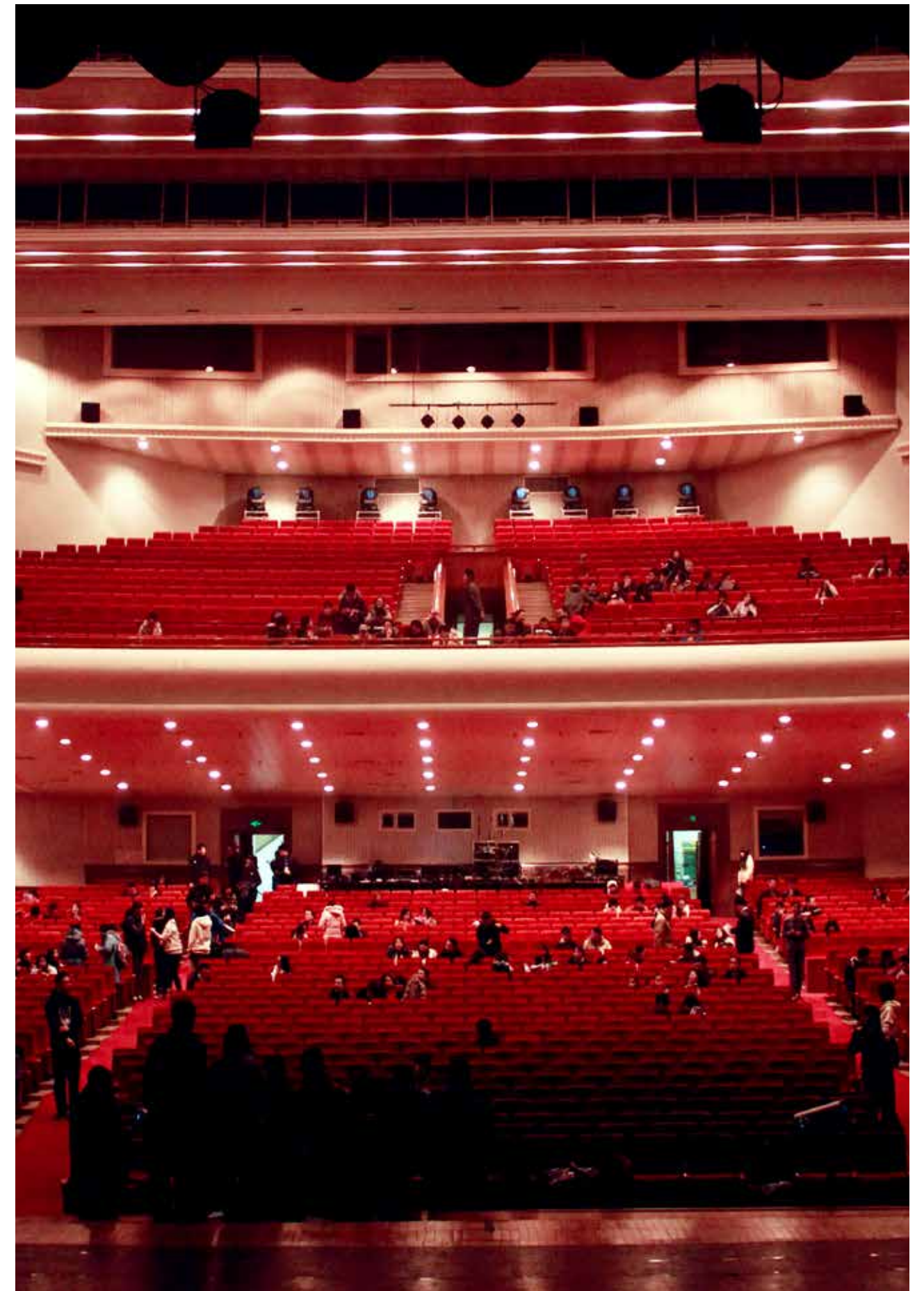
Session 10

China and Global Economic Governance & Conclusion

Readings, Websites or Video Clips

Reading assignment:

1. Ferdinand, Peter & Wang, Jue. "China and the IMF: From mimicry towards pragmatic international institutional pluralism," International Affairs, Vol. 89, No. 4 (2013), 895–910.
2. * Shield, Will. "The Middle Way: China and Global Economic Governance," Survival, [missing journal title here] Vol. 55, No. 6 (2013), 147–168.
3. * Wang, Hongying & French, Erik. "China in Global Economic Governance," Asian Economic Policy Review, Vol. 9, No. 2 (2014), 254–271.
4. * Catherine Weaver. "The Rise of China: Continuity or Change in the Global Governance of Development?" Ethics & International Affairs, Vol. 29, No. 4 (2015), 419–431.
5. Mishra, Rahul. "Asia Infrastructure Investment Bank: An Assessment," India Quarterly, Vol. 72, No. 2 (2016), 163–176.
6. * Ren, Xiao. "China as an institution-builder: The case of the AIIB," The Pacific Review, Vol. 29, No. 3 (2016), 435–442.



Course Title 课程名称

Corporate Finance 公司金融

Credits
学分
3

Instructor 授课教师

CUI Wei
崔巍

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.09.18
~
2019.01.15

COURSE DESCRIPTION 课程简介

Objective

This is an introductory class in Corporate Finance. This class focuses on three areas. First is capital budgeting decisions, which concerns what long term investments should the firm take on. Second is financing decisions, which concerns how cash can be raised for the required investment. Third is short-term finance, concerning net working capital, and discusses the way the firm manages its day-to-day cash and financial affairs.

At the end of this course, students should be able to think analytically about portfolio selection, corporate decision making and asset pricing. These skills can also be used for personal financial decisions.

Proceeding of the Course

The Course will basically follow the main textbook. The lectures on capital budgeting decision will be during the first half of the quarter. Capital structures decisions and combinations of the two will be discussed during the second half of the quarter.

Assignments (essay or other forms)

Four homework assignments and three case studies on the topic of Capital Budgeting and Capital Structure Decisions.

Evaluation Details

The grade will be based on class participation and presentation (20%), homework (20%) and a final exam (60%).

The success of the course will depend on your effort and participation.

Text Books and Reading Materials

Required Text:

Ross, Westerfield and Jaffe, Corporate Finance.

Supplemental Reading:

1. Malkiel, A Random Walk Down Wall Street, Ch 6, 7, 8
2. Cui, Wei Behavioral Finance, Ch 2, 13, 14, 15

RWJ looks mainly at Corporate Financial decisions, while the Malkiel text applies some of the ideas learned in the course to individual investment decisions in the stock market.



CLASS SCHEDULE 授课大纲

Session 1

Introduction to Corporate Finance

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Topics: forms of business organization; goals of financial management; main topics of corporate finance; identification of cash flows; the Principal-Agent problem.

Readings, Websites or Video Clips

Bolton, P. and D. Scharfstein, 1998, "Corporate Finance, the Theory of the Firm, and Organizations", Journal of Economic Perspectives, 12 (4), 95–114.

Session 3

The Real World Applications of NPV

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Topics: ways of calculating operating cash flows and total cash flows; inflation and cash flows; investments of unequal lives; decision tree; sensitivity analysis; real options.

Session 5

The Valuation of Financial Obligations: Bonds and Stocks

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Topics: the types of bonds; valuation of bonds; bond market reporting; valuation of stocks: DDM model and NPVGO model; stock market reporting.

Assignments for this session (if any)

Homework assignment 2

Session 7

Capital Structure Decision: Part I

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Topics: weighted average cost of capital; financial leverage and firm value; taxes; MM proposition.

Readings, Websites or Video Clips

Fama, E.F. and K.R. French, "Industry Cost of Capital", Journal of Financial Economics, Feb, 1997.

Miles, J., and R. Ezzel, "The Weighted Average Cost of Capital, Perfect Capital Markets and Project Life: A Clarification," Journal of Financial and Quantitative Analysis 12, Sep 1980.

Assignments for this session (if any)

Homework assignment 3

Session 2

Interest Rate Mathematics and Net Present Value

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Topics: the one-period and multi-periods case; compounding periods; Net Present Value (NPV) and its decision rule (with some simplifications).

Assignments for this session (if any)

Homework assignment 1

Session 4

The Alternative Investment Criteria

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Topics: paypack period; internal rate of return; profitability index.

Readings, Websites or Video Clips

"The Theory and Practice of Corporate Finance: Evidence from the Field", Journal of Financial Economics, 60 (2), 187–243.

Assignments for this session (if any)

Case Study 1

Session 6

Risk and Return

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Topics: historical information on risk and return; relationship between risk and expected return.

Readings, Websites or Video Clips

Markowitz, H. "Travels along the Efficient Frontier". Dow Jones Asset Management, May/June, 1997.

Assignments for this session (if any)

Case Study 2

Session 8

Capital Structure Decision: Part II

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Topics: signposts of financial distress; integration of tax effects and financial distress costs; pie theory; Pecking Order theory.

Readings, Websites or Video Clips

Myers, S. "The Capital Structure Puzzle", Journal of Finance, July 1984.

Assignments for this session (if any)

Case Study 3

Session 9

Valuation and Capital Budgeting for the Levered Firm

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Topics: three valuation approaches: the APV, FTE and WACC methods. Beta and Leverage.

Assignments for this session (if any)

Homework assignment 4

Session 10

Behavioral Corporate Finance

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Topics: two approaches: Rational Investors and Irrational Managers, and Irrational Investors and Rational Managers.

Readings, Websites or Video Clips

Shefira, Hersh, 2007, Behavioral Corporate Finance.

Baker, M., Ruback, Richard S., and J. Wurgler, 2004, "Behavioral Corporate Finance: A Survey", in Eckbo, Espen (ed.) Handbook in Corporate Finance: Empirical Corporate Finance.

Dr. CUI Wei



Dr. CUI Wei (1978-), female, born in Shenyang, is an associate professor in the School of Economics in Peking University.

Cui, Wei received her Ph.D. degree in Economics from University of California, Santa Barbara, in 2006. She began economic research in her graduate study supervised by professors Rajnish Mehra and Stephen Leroy and attended many international academic conferences.

Her main research fields include behavioral finance, investments, and macroeconomics. Cui Wei has been a project leader of many important research funds, such as National Social Science Fund project, and the Humanities and Social Science fund project of the Ministry of Education, and the Social Science Fund project of Beijing Municipal Government. She has published two books on behavioral finance, and her research has been published in leading academic journals.



Course Title 课程名称

Applied Econometrics

应用经济计量

Credits
学分
2

Instructor 授课教师

QIN Xuezheng
秦雪征

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.09.20
~
2019.01.03

COURSE DESCRIPTION

课程简介

Objective

This course provides you with a general understanding of the econometric modeling tools frequently used in empirical economic studies. The topics covered include linear regressions and the selection of functional forms, heteroskedasticity and serial correlation, basic and more advanced time series techniques, pooled cross-sectional and panel data models, models for binary choice and limited dependant variables, endogeneity and instrumental variable estimation, simultaneous equation models, etc. The computer programming techniques to implement the above models will also be taught using SAS software. In addition, you will get a taste of empirical research using real-world data by conducting an independent research project.

Pre-requisites /Target Audience

The course is intended for third- or fourth-year undergraduate students majoring in Economics, Finance, Management, Public Policy, or other social science fields. It is expected that you are already familiar with the basic set-up and derivation of linear regressions through an introductory econometrics/statistics course. The purpose of this course is to enable you to apply econometric modeling tools to solve real economic problems rather than teach you the mathematical derivation of each model.

Proceeding of the Course

The course will be delivered through lectures, student presentations and discussions. Students' participation is strongly encouraged. In each lecture, 1-2 students will be requested to present an assigned SAS computer exercise for demonstration purpose, in which they should summarize the programming techniques and comment on the outputs. In the last session of the course, 4-6 students will be invited to present their term paper summarizing their research topic, econometric methods and major findings. Each presentation should last for 20-30 minutes, and sign-ups are on a first-come, first-served basis.

Assignments (essay or other forms)

Computer programming exercises will be assigned for each lecture. The final deliverable of this course is a term paper based on the student's independent empirical research.

Evaluation Details

1. Research Proposal: 30%
2. Term Paper: 50%
3. Class Attendance and Presentation: 20%

Text Books and Reading Materials

Required Textbook:

Introductory Econometrics: A Modern Approach (6th edition), by Jeffrey Wooldridge, Cengage Learning, 2015.

Supplemental Materials (Optional):

1. Applied Econometrics: EViews and SAS Examples, by Xuezheng Qin, Peking University Press, 2016 (in Chinese).
2. Mostly Harmless Econometrics: An Empiricist's Companion, by Joshua D. Angrist and Jorn-Steffen Pischke, Princeton University Press, 2008.
3. The Little SAS Book: A Primer (3rd Edition), by Lora D. Delwiche and Susan J. Slaughter, SAS Publishing, 2003.

Academic Integrity (If necessary)

Academic integrity is highly expected. Cheating of any sort will result in an automatic fail for the course, and will be reported to the university authorities.



CLASS SCHEDULE

授课大纲

Session 1

Introduction to Econometric Modeling

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session serves as a general introduction to econometrics, its main modelling approaches, and the commonly seen data types and programming tools.

Questions

What are the major steps in carrying out an empirical research project? What are the four forms of data commonly seen in econometric analysis? What are the three main types of estimation models? What are the main categories of computer software for the implementation of econometric models?

Readings, Websites or Video Clips

Wooldridge (2015): Chapter 1, 19

Assignments for this session (if any)

Computer Exercise 1-1

Session 2

Introduction to SAS Programming

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session serves as a general introduction to SAS computer software and its programming techniques.

Questions

How to set up a data library in SAS? How to create a permanent / temporary dataset? How to read in the data from various sources? How to use DATA step for data management tasks and to combine multiple datasets? How to use PROC step to perform descriptive statistical analysis?

Readings, Websites or Video Clips

The Little SAS Book: A Primer (3rd Edition), by Lora D. Delwiche and Susan J. Slaughter, SAS Publishing, 2003.

Assignments for this session (if any)

Computer Exercise 2-1

Session 3

Ordinary Least Squares and Hypothesis Testing

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, we will discuss the Ordinary Least Squares method to estimate linear regression models and the common methods for testing linear hypothesis.

Questions

What are the key assumptions and steps for OLS estimation? What are the statistical properties of OLS estimator? How to interpret the results of regressions of four types of functional forms? How to use the T / F tests for linear hypotheses on single / multiple parameters?

Readings, Websites or Video Clips

Wooldridge (2015): Chapter 2, 3, 4

Assignments for this session (if any)

Computer Exercise 3-1, 3-2

Session 4

Dummy Variables, Time Trend and Seasonality

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, we will discuss the issues of using dummy variables in a linear regression, the impacts and correction methods of time trend and seasonality.

Questions

What are the purposes of using dummy variables? How to interpret the coefficient estimates of dummy variables and their higher order terms? What are the impacts of time trend and seasonality in a regression model? What are the common approaches for de-trending and de-seasonality? What are the consequences of the following model specification errors: omitting a variable in a regression, including irrelevant explanatory variable in a regression, measurement errors in the dependent/ independent variables, and Multicollinearity? The purposes and choices of the goodness of fit measures.

Readings, Websites or Video Clips

Wooldridge (2015): Chapter 6, 7, 9

Assignments for this session (if any)

Computer Exercise 4-1, 4-2



Session 5

Heteroskedasticity and Serial Correlation

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, we will discuss the impacts and correction methods of heteroskedasticity and serial correlation.

Questions

What are the definition and impacts of heteroskedasticity and serial correlation? How to test on the existence of heteroskedasticity and serial correlation? How to correct for heteroskedasticity and serial correlation? How to implement the (Feasible) Generalized Least Squares estimation?

Readings, Websites or Video Clips

Wooldridge (2015): Chapter 8, 12

Assignments for this session (if any)

Computer Exercise 5-1, 5-2

Session 6

Classical Time Series Models

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, we will discuss the basic structure and classical estimation models for time series data.

Questions

What are the basic structure of a time series? What are the properties and testing methods for a stationary time series? How to transform a non-stationary series to a stationary series? How to use the Box-Jenkins approach to estimate an ARIMA model?

Readings, Websites or Video Clips

Wooldridge (2015): Chapter 10, 11

Assignments for this session (if any)

Computer Exercise 6-1

Session 7

Time Series - Advanced Topics

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, we will discuss the more advanced models in time series analysis, including the VAR models, the ARCH and GARCH models, and the unit root tests.

Questions

How to set up an VAR model to estimate the inter-relationship among economic variables? How to perform Granger causality tests and impulse response analysis within the VAR model? How to use the ARCH and GARCH models to account for stochastic volatility in performing time series forecast? How to use the DF, ADF, and PP tests to detect the unit root problem in a time series?

Readings, Websites or Video Clips

Wooldridge (2015): Chapter 18

Assignments for this session (if any)

Computer Exercise 7-1, 7-2

Session 8

Pooling Time Series and Cross Sections

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, we will discuss the estimation models for pooled cross-section data, including structural break tests, Difference-in-Difference estimation, etc.

Questions

What are the purposes of pooling independent cross-section datasets? How to use the separate / pooled regression approaches to test for structural breaks within pooled cross-sections? How to use the separate / pooled sample approaches to perform the DID estimation? What are the strengths and limitations of the DID estimator?

Readings, Websites or Video Clips

Wooldridge (2015): Chapter 13

Assignments for this session (if any)

Computer Exercise 8-1, 8-2

Session 9

Panel Data Models

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, we will discuss the commonly used techniques in dealing with panel data, including the first-difference estimation, the fixed and random effect models, etc.

Questions

What are the main features of panel data? How to use the FD, FE, and RE models to account for time-invariant heterogeneity in the panel data, and what are the main differences between these models? How to use the Hausman's specification test to choose between the FE and RE models?

Readings, Websites or Video Clips

Wooldridge (2015): Chapter 14

Assignments for this session (if any)

Computer Exercise 9-1

Session 10

Binary Choice Models

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, we will discuss the estimation approaches for binary choice models, including the Linear Probability Model, the Probit Model, and the Logit Model.

Questions

What are the advantages and disadvantages of using LPM to model a binary response? How to use the MLE method to estimate a Probit / Logit model? How to calculate the partial effects and perform MLE-based hypothesis tests in a Probit / Logit model?

Readings, Websites or Video Clips

Wooldridge (2015): Chapter 17

Assignments for this session (if any)

Computer Exercise 10-1



Session 11

Endogeneity and IV Estimation

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, we will discuss the causes and consequences of the endogeneity problem, and the estimation solutions involving the use of instrumental variables.

Questions

What are the main sources of endogeneity? What are the consequences of using OLS in presence of endogeneity? What are the two basic requirement for an IV? What are the statistical properties of an IV estimator? How to use 2SLS procedure to obtain the IV estimates in a linear model? How to use the Hausman test to detect endogeneity? How to use the Sargan-Bassman test to verify the exclusion restriction of the IV estimator?

Readings, Websites or Video Clips

Wooldridge (2015): Chapter 15

Assignments for this session (if any)

Computer Exercise 11-1

Session 12

Simultaneous Equation Models

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, we will discuss the models for the system of regression equations, including the Seemingly Unrelated Regressions Model and the Simultaneous Equations Model.

Questions

What are the differences between the system estimation approach and the single equation approach? How to use the SUR model to control for contemporaneous correlation among equations? How to use the SEM model to address the simultaneity bias in a equation system? How to use the order condition and rank condition to verify if a structural equation is identifiable? What are the differences between the 2SLS and 3SLS approaches in estimating an SEM model?

Readings, Websites or Video Clips

Wooldridge (2015): Chapter 16

Assignments for this session (if any)

Computer Exercise 12-1, 12-2

Dr. QIN Xuezheng



Dr. QIN Xuezheng is an associate professor and the assistant dean in the School of Economics at Peking University. He earned his B.S. from Peking University and his Ph.D. in Economics from the State University of New York at Buffalo. Dr. Qin's primary research interests include health economics, labor economics, and applied econometrics. He has published numerous papers in international peer-reviewed journals, such as *Journal of Comparative Economics*, *Health Economics*, *Health Policy and Planning*, *China Economic Review*, *Health Economics Policy and Law*, and *Geneva Papers on Risk and Insurance*. He is also the author of several books, including *Principles of Economics* (2014), *Applied Econometrics* (2016), and *Migrant Workers in China's New Health Insurance System* (2017). His research is funded by National Natural Science Foundation of China, Ministry of Education of China, International Development Research Centre (Canada), and others. Dr. Qin is a guest editor of *China Economic Review* and *Emerging Markets Finance and Trade*, and he also serves on the editorial board of *China Health Review* and as an external reviewer for many renowned academic journals. He is included in the Beijing Higher Education Young Elite Teacher Project and has gained other recognitions. In Peking University, Dr. Qin teaches *Econometrics*, *Health Economics* and *Chinese Economic Transition*; his teaching has won national awards in China's multimedia course competition.



Course Title 课程名称

Business and Society in Modern China: An Institutional Perspective

当代中国商业与社会：制度经济学的视角

Credits
学分
2

Instructor 授课教师

GUO Yan
郭研

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.09.17
~
2018.12.24
Further notice of the time for
making up missed lessons

COURSE DESCRIPTION

课程简介



Objective

This course is designed to develop a basic understanding in Chinese economy. Taking new institutional theory as an intellectual framework, this course aims to introduce the decisions and performance of businesses in the greater social and political contexts in which they operate.

Pre-requisites /Target Audience

No pre-requisites. Students in introductory micro and macro economics courses will benefit more from this course. Students who are interested in Chinese economy and society are welcome.

Proceeding of the Course

Lecture: Instructor will give lectures on major concepts and issues.

Discussion: TA will organize classroom discussions.

Assignments (essay or other forms)

Students are required to participate in-class discussions;

Presentation by groups;

Term report

Evaluation Details

Participation in Tutorials: 20%

Presentation: 30%

Course reports: 50%

Text Books and Reading Materials

Required reading:

Afridi, F., Li, S. X., & Ren, Y. (2015). "Social identity and inequality: The impact of China's hukou system." *Journal of Public Economics*, 123, 17-29.

Cai, H., Fang, H., & Xu, L. C. Forthcoming. "Eat, Drink, Firms, Government: An Investigation of Corruption from Entertainment and Travel Costs of Chinese Firms." *Journal of Law and Economics*.

Gan, J., Guo, Y., & Xu, C. (2008). What makes privatization work? The case of China. NBER's Working Group on China 2008.

Guo, D., Jiang, K., Kim, B. Y., & Xu, C. (2014). "Political economy of private firms in China". *Journal of Comparative Economics*, 42 (2), 286–303.

Guo, D., Guo, Y., Jiang, K. (2016). "Government-subsidized R&D and firm innovation: Evidence from China", *Research Policy*, 45 (2016) 1129–1144.

Naughton, B. (2007). *The Chinese economy: Transitions and Growth*. Cambridge, Mass.: MIT Press. [Refer to Course schedule above]

Weitzman, M. L., & Xu, C. (1994). "Chinese township-village enterprises as vaguely defined cooperatives." *Journal of Comparative Economics*, 18 (2), 121–145.

Xu, C. (2011). "The fundamental institutions of China's reforms and development." *Journal of Economic Literature*, 1076–1151.

Xu, C., & Zhang, X. (2009). "The evolution of Chinese entrepreneurial firms: Township-village enterprises revisited" (Vol. 854). *Intl Food Policy Res Inst*.

Recommended readings:

Fukuyama, F (2011, March 12). Is China Next? *The Wall Street Journal*. Retrieved from <http://online.wsj.com>

Gupta A.K, Wang H. (2011, July 28) China as an Innovation Center? Not So Fast. *The Wall Street Journal*. Retrieved from <http://online.wsj.com>

Oi, J, Bebenek, C, Spar, D.L. (2006) China: "Building Capitalism with Socialist Characteristics." HBS 9-706-041.

Pei, M. (2007, October) Corruption Threatens China's Future. Retrieved from <http://carnegieendowment.org>

Shi, L., Li, S., Sato, H., & Sicular, T. (Eds.). (2013). *Rising inequality in China: Challenges to a harmonious society*. Cambridge University Press

Zhang L. (2013, October 24). In China, everyone is guilty for corruption. *CNN*. Retrieved from <http://edition.cnn.com>

CLASS SCHEDULE 授课大纲

Session 1

The Governance of PRC and Institutional Theory

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

General introduction to the course. Introduce intellectual framework of this course.

Questions

How to understand 'modern China'?

What happened in the past 60 years?

How did the institutions, business activities and the society interact with each other?

May we predict China's future?

Readings, Websites or Video Clips

Required Reading: Xu (2011)

Session 3

Socialist Market Economy with Chinese Characteristics

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Economic transition from central planning to market economy after 1978.

Questions

What is Socialist Market Economy with Chinese Characteristics?

How did it come about?

How does it work?

How does it affect business activities and society?

Readings, Websites or Video Clips

Required Reading: Naughton (2007) Ch.4; Xu (2011)

Video clips showed in class

Session 5

Township and Village Enterprises

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Brief introduction of TVEs: its origin, development and evolution, restructuring.

Questions

The significance of township and village enterprises (TVEs)

The rise and decline of TVEs

Different TVE models

The transformation of TVEs

The theoretical challenges left behind: 'The boundary of the firm'

Readings, Websites or Video Clips

Naughton (2007) Ch.12; Weitzman & Xu (1994)

Video clip in class

Session 6

Trade and FDI

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Open door policy and its impact on trade and FDI in China.

Questions

How did China become the most favorite destination of foreign direct investments (FDIs)?

Selling China?

Made in China

How did China become the most attractive market and the most powerful buyer in the world?

Sold in China

Buying the world?

Readings, Websites or Video Clips

Naughton (2007) Ch.17

Video clips in class

Session 2

The Socialist China:1949-1976

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

History of economic development and social movement during 1949–1976.

Questions

What happened in Chinese economy and society before the 1978 reform?

What are the impacts of the institutional framework on social economy?

Readings, Websites or Video Clips

Required Reading: Naughton (2007) Ch.3; Xu (2011)

Video clips showed in class

Session 4

State-owned Enterprises in PRC

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Development and reform of state-owned enterprises in Modern China.

Questions

The governance of State-owned Enterprise (SOEs) under central planning system.

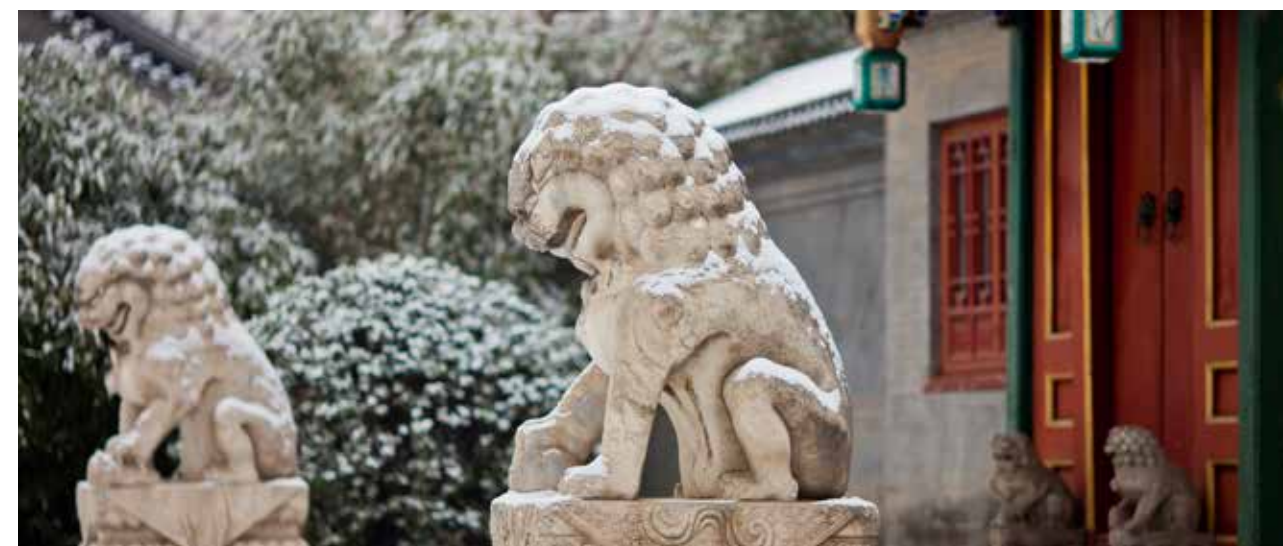
SOEs' transitions in reform era

The outcomes of the SOEs' restructuring

Readings, Websites or Video Clips

Required Reading: Naughton (2007) Ch.13; Gan et al. (2008)

Video clips in Class



Session 7

Private Sector in China

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Development of the private sector in China

Challenges faced by the private sector in China

Questions

The private sector in the past three decades

Origin

Rise

Political economy of private sector

Readings, Websites or Video Clips

Required Reading: Naughton (2007) Ch.15; Guo et al. (2014)

Video clips in Class

Session 9

Wrap-up

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Summaries of the course

Questions

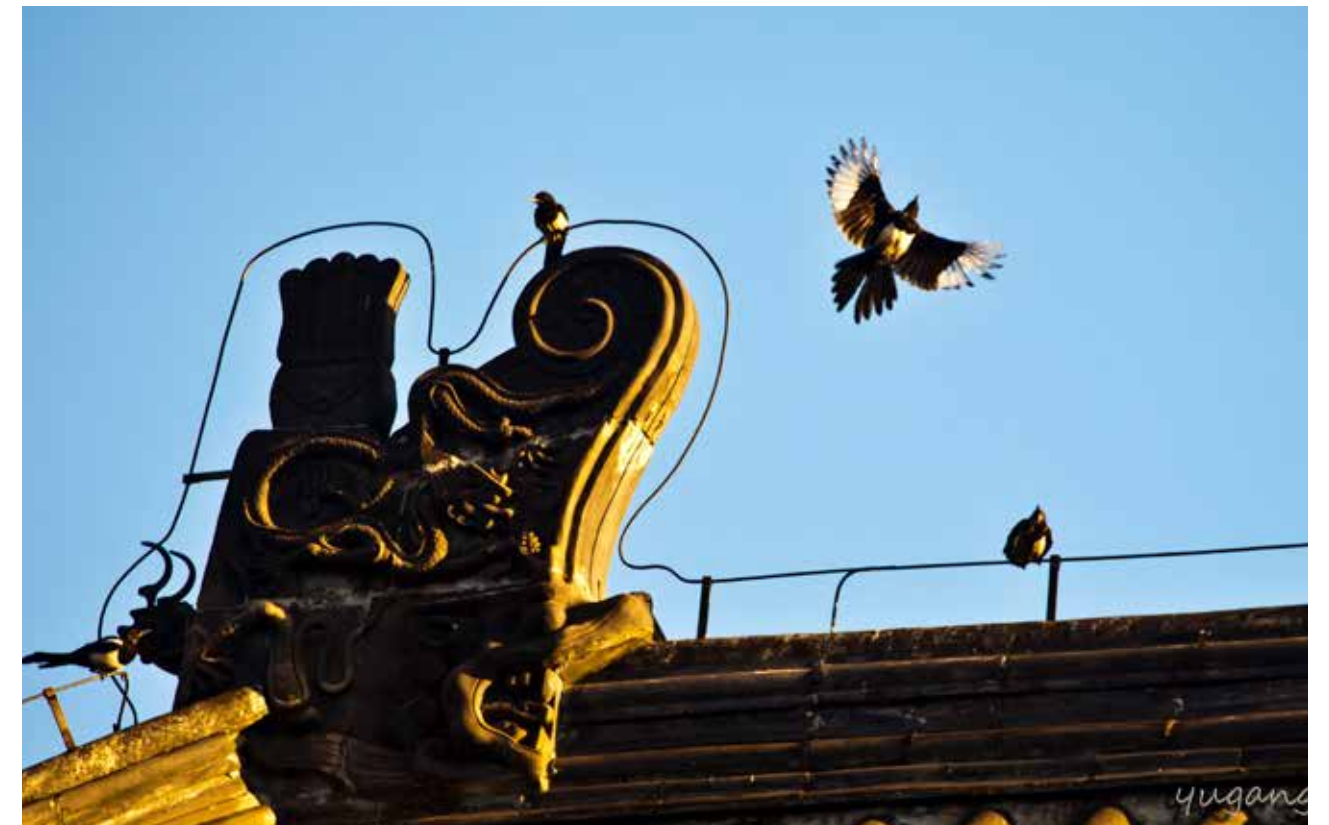
Main framework of the course

Economic journey of modern China

How to encourage innovation

Readings, Websites or Video Clips

Required Reading: Guo et al. (2016)



Session 8

Corruptions, Business and Politics

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Background of anti-corruption

Its impact on business activities and economy

Questions

What is corruption?

Why do we care about corruption? (the consequences of corruption)

What are the causes for corruption?

What is special with corruption in China?

Can China fight corruption under current institutions?

Readings, Websites or Video Clips

Required Reading: Cai et al.(2013)

Session 10

Presentation Work

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Students presentation week

Questions

Students are required to report their understandings of this course based on one of the topics of this course.

Dr. GUO Yan



Teaching Experience

2002–present, Associate Professor, School of Economics, Peking University

1994–2002, Assistant Professor, School of Economics, Peking University

Courses Taught

Principles of Economics (I), undergraduate students Peking University

Principles of Economics (II), undergraduate students Peking University

Social Investigation, undergraduate students Peking University

Microeconomics of Banking, graduate students Peking University

Financial market, undergraduate students Peking University

Commercial Bank Management, MBA students, Peking University

Research Interest

R&D and Innovation, Financial Intermediary, Institutional Economics

Course Title 课程名称

Doing Business in China

中国商务



Proceeding of the Course

Topic

- Topic: China at a Glance
- Topic: Market and Firms in China
- Topic: China's International Trade
- Topic: Foreign Direct Investment and Market Entry
- Topic: Managing Joint Ventures and Alliances
- Topic: Financing China Operation
- Public holiday: No Class
- Topic: China's Innovation System and IPR Issues
- Topic: China's Legal and Regulatory Systems
- Topic: China Going Global & "One Road One Belt" Strategy
- Topic: China's Future
- Group Project Report Presentation

Date

*This schedule is subject to change with prior notice.

Assignments (essay or other forms)

Students are required to form groups and to complete a group project on a chosen topic on China business and present it to the whole class in the final class.

Text Books and Reading Materials

There is no required textbook as such. Course materials combine three types of readings: (1) general reference books that typically cover broad topics on China business; (2) topic specific readings that include articles, reports and cases; (3) reports and news clips on current business events. Students are advised to contact the professor or the teaching assistant prior to the class if s/he wants to bring new materials to the attention of the whole class.

Some general reference books include :

1. Abrami, Regina M., William C. Kirby and F. Warren McFarlan, Can China Lead? Reaching the Limits of Power and Growth, 2014, Harvard Business Review Press.
2. Chang, Sea-Jin, 2013, Multinational Firms in China:

Entry Strategies, Competition, and Firm Performance, Oxford University Press.

3. Chow, Gregory C., 2007, China's Economic Transformation, 2nd edition, Blackwell Publishing Limited.
4. Chow, Gregory C., 2011, China as a Leader of the World Economy, World Scientific.
5. Haley, Usha C.V. and George T. Haley, 2013, Subsidies to Chinese Industry: State Capitalism, Business Strategy, and Trade Policy, Oxford University Press.
6. Kroeber, Arthur, 2016, China's Economy: What Everyone Needs to Know, Oxford University Press.
7. Lardy, Nicholas, 2014, Markets over Mao: The Rise of Private Business in China. Peterson Institute for International Economics.
8. Lin, Justin Yifu, 2011, Demystifying the Chinese Economy, Cambridge University Press.
9. Maddison, Angus, 2007, Chinese Economic Performance in the Long Run, 2nd edition, OECD Development Centre Studies.
10. Naughton, Barry, 2007, The Chinese Economy: Transitions and Growth, Cambridge: The MIT Press.
11. Nee,Victor and Sonjo Oppen, 2012, Capitalism from Below, Markets and Institutional Change in China, Harvard University Press.
12. Riedel, James, Jing Jin and Jiao Gao, 2007, How China Grows: Investment, Finance and Reform, Princeton: Princeton University Press.
13. Subramanian, Arvind, 2011, Eclipse: Living in the Shadow of China's Economic Dominance, Washington, DC: Peterson Institute for International Economics.
14. Wu, Jinglian, 2005, Understanding and Interpreting Chinese Economic Reform, Texere.
15. Yip, George S. and Bruce McKern, 2016, China's Next Strategic Advantage: From Imitation to Innovation, Cambridge: MIT Press.
16. Zhang, Joe, 2013, Inside China's Shadow Banking: The Next Subprime Crisis? Hong Kong: Enrich Professional Publishing Inc.

Academic Integrity (If necessary)

Plagiarism is forbidden throughout the whole course. Students are required to finish their group work and final exam on their own.

Instructor 授课教师

WU Changqi
武常岐

Prerequisites 先修课程

Introductory level of
economics
经济学基本知识

Course Date 课程日期

2018.09.18
~
2018.12.04

COURSE DESCRIPTION

课程简介

Objective

In this course, we will take a close look at the present situation of China's business landscape, and the opportunities and challenges to both multinational enterprises and domestic firms that it offers. We will acquire a better understanding of the fundamental factors and institutional changes in China in the context of globalization. This course will take the perspective of corporate decision makers, although a few important functional level issues will also be covered.

The objectives of this course include the development of (1) a general management perspective on China business environments; (2) knowledge of functional areas and operations in conducting China business; and (3) basic skills for analyzing international economic environments and exploring business opportunities.

Pre-requisites /Target Audience

Introductory level of economics/senior years of undergraduate students

Evaluation Details

The final grade consists of three components: (1) Class attendance and participation in class discussion, counting for 30 percent in the final grade. (2) Group report, counting for 30 percent in the final grade. The project report will be presented and discussed in the class when the class approaches its end. Guidelines for the group project will be provided. (3) A Final Exam counting for 40 percent in the final grade. The final exam will be essay type questions. It may include a mini-case analysis. The exam will take place one week after the last day of the class.

CLASS SCHEDULE 授课大纲

Session 1

China at a Glance

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session intends to give students a brief introduction to the history, places, culture, people and administration of China; to let them know what happens in China; what achievements has China made on its way to establish a market economy; what challenges China faces in different critical areas.

Questions

What has happened in China? Will China's boom continue? How to succeed in China market?

Readings, Websites or Video Clips

Readings (required)

- Spar, Depora and Jean Oi, 2006, "China: Building Capitalism with Socialist Characteristics", HBS, 9-706-041.
- Comin, Diego and Richard Vietor, 2012, "China 'Unbalanced'", HBS 9-11-010.
- Fogel, Robert, 2010, "\$123 Trillion", Foreign Policy.

Readings (optional)

- Feenstra, Robert C., Hong Ma, J. Peter Neary, D.S. Prasada Rao, 2013, "Who Shrunk China? Puzzles in the Measurement of Real GDP", Economic Journal, 123 (573), 1100–1129.
- Perkins, Dwight H. and Thomas G. Rawski, 2008, "Forecasting China's Economic Growth to 2025", in Loren Brandt and Thomas Rawski (eds.), China's Great Economic Transformation, Cambridge University Press.

On-Line Resources:

China Business Review: <http://www.chinabusinessreview.com/>

The Ministry of Commerce of PRC: <http://english.mofcom.gov.cn/>

The Economist Magazine: <http://www.economist.com/countries/china/>

Assignments for this session

Review the the class content of this session and read the articles assigned for next class; search the Internet for information about China's businesses.



Session 2

Market and Firms in China

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session is designed to help students understand market structure in China; to distinguish three different kinds of firms and their differences in objectives and constraints; to understand the implications of such constraints on firms' behavior and, subsequently, on their performance. Students should focus on the lecture and raise questions about the points they are interested in or confused about.

Questions

Why do firms perform differently? What are the characteristics of China's mixed market? What are the differences of objectives, resources, constraints and performances between SOEs, POEs and FIEs in China?

Readings, Websites or Video Clips

Readings (required)

- The Economist, Special Report: State Capitalism, 2012.
- Wu, Changqi and David Li, 2006, "Firm Behavior in a Mixed Market, the Case of China", in China's Domestic Private Firms: Multi-Disciplinary Perspectives on Management and Performance, edited by Anne Tsui, Yanjie Bian, Leonard Cheng, M.E. Sharpe.
- Xu, Dean, Yingang Pan, Changqi Wu and Bennett Yim, 2006, "Performance of Domestic and Foreign-Invested Enterprises in China", Journal of World Business, 41, 261–274.

Readings (optional)

- Batson, Andrew, 2014, Fixing China's State Sector, Paulson Policy Memorandum.
- Keister, Lisa, 1998, "Engineering Growth: Business Group Structure and Firm Performance in China's Transition Economy", American Journal of Sociology, 104 (2), 404–440.
- Guillen, Mauro, 2002, "Structural Inertia, Imitation and Foreign Expansion: South Korean Firms and Business Groups in China, 1987–1995", Academy of Management Journal, 45 (3), 509–525.
- Khanna, Tarun, and Yishay Yafen, 2007, "Business Groups in Emerging Markets: Paragons or Parasites?" Journal of Economic Literature, Vol. XLV, pp. 331–372.
- Pan, Yigang, and Chi, Peter S. K., 1999, "Financial Performance and Survival of Multinational Corporations in China", Strategic Management Journal, 20 (4), 359–374.
- Poncet, Sandra, 2005, "A Fragmented China: Measure and Determinants of Chinese Domestic Market Disintegration", Review of International Economics, 13 (3), 409–430.
- Chang, Sea Jin and Dean Xu, 2008, "Spillovers and Competition among Foreign and Local firms in China", Strategic Management Journal, 29: 495–518.

Assignments for this session (if any)

Review the contents that professor has discussed in this session and read the articles assigned for next class.

Session 3

China’s International Trade

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session is designed to help students learn about China’s foreign trade regime and China’s foreign trade policy; to understand why China trades with other nations and why China trades what it does; to evaluate the impact of China’s accession to the WTO; to understand current issues related to China trade and the future of regional economic integration.

Questions

What is China’s foreign trade regime and foreign trade policies? How did China open up? Does China practice mercantilism? What drives the regional economic integration? How to resolve the dumping issue? How does social networks play part in international trade?

Readings, Websites or Video Clips

Readings (required)

1. Rauch James and Vitor Trindade, 2002, “Ethnic Chinese Network in International Trade”, The Review of Economics and Statistics, 84 (1): 116–130.
2. Yang, Tao James, 2012, “Aggregate Savings and External Imbalances in China”, Journal of Economic Perspectives, 26 (4), 125–146.
3. Li, David D. and Changqi Wu, 2004, “GATT/ WTO Accession and Productivity”, in Growth and Productivity in East Asia, Edited by Takatoshi Ito and Andrew Rose. Chicago: The University of Chicago Press.
4. Feenstra, Robert and Gordon H. Hanson, 2004, “Intermediaries in Extrepot Trade: Hong Kong Re-Exports of Chinese Goods”, Journal of Economics and Management Strategy, 13 (1), 3–35.

Readings (optional)

1. Amiti, Mary and Caroline Freund, 2010, The Anatomy of China’s Export Growth, in China’s Growing Role in World Trade, edited by Robert C. Feenstra and Shang-Jin Wei, 35–56.
2. Helpman, Elhanan, 2006, “Trade, FDI, and the Organization of Firms”, Journal of Economic Literature, 64 (3), pp. 589–630.
3. Krugman, Paul, 1983, “New Theories of Trade among Industrial Countries”, American Economic Review, 73 (2), 343–347.
4. Rauch, James, 2001, “Business and Social Networks in International Trade”, Journal of Economic Literature, 39 (4), 1177–1203.
5. Rose, Andrew, 2004, “Do We Really Know that the WTO Increases Trade?” American Economic Review, 94 (1), 98–114.
6. Feenstra, Robert and Gordon H. Hanson, 2005, “Ownership and Control in Outsourcing to China: Estimating the Property-Rights Theory of the Firm”, The Quarterly Journal of Economics, 120 (2), 729–761.

Online Resources:

U.S. Department of Commerce: <https://www.commerce.gov/>

Assignments for this session (if any)

Review the class content in this session and read the articles assigned for next class.

Session 4

Foreign Direct Investment and Market Entry

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session intends to help students understand basic facts regarding foreign direct investment in China; how to enter Chinese market; and how to position one’s business/product in China market.

Questions

Where are the origins of FDI in China? What is the FDI’s regional distribution in China? What are the determinants of the location of FDI in China? Why is China attractive to FDI? What is the impact of FDI? How we can measure FIE performance? What are the main modes of foreign entry?

Readings, Websites or Video Clips

Reading (required)

1. Economist Intelligent Unit, Multinational Companies and China: What Future? 2011.
2. Lau, Chung Ming and Garry D. Bruton, 2008, “FDI in China: What We Know and What We Need to Study Next”, Academy of Management Perspectives, 22 (4), 30–44.

Reading (optional)

1. Cheng, Leonard and Changqi Wu, 2001, “Determinants of Performance of Foreign Invested Enterprises in China”, Journal of Comparative Economics, 29 (2), 347–365.

Online Resources:

United Nations Conference on Trade and Development: www.unctad.org/wir

Assignments for this session (if any)

Review the class content in this session and read the articles assigned for next class; search and read other articles that relates to this session.

Session 5

Managing Joint Ventures and Alliances

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session intends to help students understand joint ventures, including the reasons for forming joint ventures and hazards associated with joint ventures; and the ways to make joint ventures work; and the evolution of MNEs in China.

Questions

Why do firms form joint ventures? What are the hazards associated with joint ventures? How we can make joint ventures work? What are the solutions to incentive problems? What are the similarity and differences between the three generic modes of market entry (equity joint venture, cooperative joint venture and wholly foreign-owned enterprise)?

Readings, Websites or Video Clips

Reading (required)

Bai, Chong-en, Zhigang Tao and Changqi Wu, 2004, “Revenue Sharing and Control Rights in Term Production: Theories and Evidence from Joint Ventures”, Rand Journal of Economics, 35 (2), 277–305.

Assignments for this session (if any)

Review the class content in this session and read the articles assigned for next class; Read the articles and cases and discuss in groups.

Session 6

China's Financial Systems

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session intends to help students gain an understanding of Chinese financial system, of its structure, of how it is working, how it has evolved over these years, and what problems and challenges are facing Chinese financial system. We will also get to know the innovation and progress in the Chinese financial system and their impact on China's economy and firms.

Questions

What is the structure of China's financial system? What are the main players in the system and what roles do they play? What are the challenges facing the Chinese financial system and how will businesses cope with it? What is shadow banking and its impact on the economy?

Readings, Websites or Video Clips

Readings (required)

1. Elliott, Douglas and Kai Yan, The Chinese Financial System: An Introduction and Overview, Brookings Institution.
2. Allen, Franklin, Jun "QJ" Qian, Chenying Zhang, Mengxin Zhao, 2012, China's financial system: Opportunities and challenges, NBER Working Paper 17828.
3. Lin, Justin Y, Xifang Sun, Harry X. Wu 2015, "Banking Structure and Industrial Growth: Evidence from China", Journal of Banking and Finance 58 (3).
4. Lu, Yunlin, Haifeng Guo, Erin H. K, Hung-Gay Fung, 2015, "Shadow banking and firm financing in China", International Review of Economics and Finance, 36, 40–53.

Readings (optional)

1. Allen, Franklin, Jun Qian, and Meijun Qian, 2008, "China's Financial System: Past, Present, and Future", in L. Brandt and T. Rawski (eds), China's Great Economic Transformation. Cambridge University Press. pp. 506-568.
2. Ayyagari, Meghana, Asli Demirgüç-Kunt, and Vojislav Maksimovic, 2010, "Formal versus Informal Finance: Evidence from China", Review of Financial Studies, 23 (8), 3048-3097.

Assignments for this session (if any)

Review the class content in this session and read the articles assigned for next class.



Session 7

China's Innovation System and IPR Issues

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session intends to help students understand the innovation policies in China and the intellectual property protection status in China; as well as the innovation performances in Chinese firms; the determinants of innovation activity in Chinese firms; intellectual property protection and China's economic development.

Questions

What are the innovation policies in China? What challenges are facing Chinese firms in terms of the intellectual property rights?

Readings, Websites or Video Clips

Readings (required)

1. Cheung, Kui-yin, Ping Lin, 2004, "Spillover Effects of FDI on Innovation in China: Evidence from the Provincial Data", China Economic Review, 15 (1), 25-44.
2. Jefferson, Gary, Hu, Albert G. Z., Guan, Xiaojing, Yu, Xiaoyun, 2003, "Ownership, performance, and innovation in China's large- and medium-size industrial enterprise sector", China Economic Review, 14 (1), 89-113.
3. Girma, Sourafel, Yundan Gong, and Holger Görg, 2008, "What Determines Innovation Activity in Chinese State-Owned Enterprises? The Role of Foreign Direct Investment", World Development, 37 (4), 866-873.

Readings (optional)

1. OECD, 2008, Review of Innovation Policy: China.
2. Yam, Richard, Jian Cheng Guang, Kit Fai Pun and Esther P.Y. Tang, 2004, "An Audit of Technological Capabilities in Chinese Firms: Some Empirical Findings in Beijing", China, Research Policy, 33, 1123-1140.
3. Ayyagari, Meghana, Asli Demirgüç-Kunt, and Vojislav Maksimovic, 2011, "Firm Innovation in Emerging Markets: The Role of Finance, Governance, and Competition", Journal of Financial and Quantitative Analysis, 46 (6), 1545-1580.
4. Maskus, Keith E., Sean M. Dougherty, and Andrew

Mertha, 2005, "Intellectual Property Rights and Economic Development in China", in Carsten Fink and Keith E. Maskus (eds.), Intellectual Property and Development: Lessons from Recent Economic Research, World Bank and Oxford University Press: Washington, D.C.

Online Resources

State Intellectual Property Office of the P.R.C: <http://www.sipo.gov.cn/>

World Intellectual Property Organization: <http://www.wipo.int/portal/en/index.html>

WTO TRIPS (Trade-related Aspects of Intellectual Property Rights): https://www.wto.org/english/tratop_e/trips_e/trips_e.htm

Assignments for this session (if any)

Review the class content in this session and read the articles assigned for next class; prepare for the final project with group members.

Session 8

China's Legal and Regulatory Systems

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session intends to give students a deeper understanding of China's legal and regulatory systems; the characteristics of the legal and regulatory systems; the challenges they are facing; and what are their impact to local or foreign owned firms in China and their impact on China's economy; what reforms are going on them.

Questions

What are the characteristics of the legal and regulatory systems? What challenges or constraints might the foreign invested firms face in particular industries?

Readings, Websites or Video Clips

Readings (required)

1. Wu, Changqi and Zhicheng Liu, 2012, "A Tiger without Teeth? Regulation of Administrative Monopoly under China's Anti-Monopoly Law", Review of Industrial Organization, 41, 133–155.

Online Resources

The National People's Congress of the P.R.C: <http://www.npc.gov.cn/>

Assignments for this session (if any)

Review the class content in this session and read the articles assigned for next class; Prepare for the final project and final exam.

Session 9

China Going Global and One Road and One Belt Strategy

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session intends to help students gain an understanding of the patterns of China's foreign direct investment and compare it with that of developed countries. Also in this session, we will talk about China's One Belt One Road strategy and understand how it might influence China and even the world's economy. We will also get to know some theories about foreign direct investment and figure out whether they can still apply to the situation in China and other developing countries.

Questions

What are the patterns of China's foreign direct investment (destination, speed, etc.)? How do they differ with those of developed countries? What are reasons for these patterns? What do you know about China's One Belt One Road strategy?

Readings, Websites or Video Clips

Readings (required)

1. Morck, Randall, Bernard Yeung, Minyuan Zhao, 2008, "Perspectives on China's Outward Foreign Direct Investment", Journal of International Business Studies, 39 (3), 337–350.
2. Mathews, John A., 2006, "Dragon multinationals: New players in 21st century globalization", Asia Pacific Journal of Management, 23, 5–27.
3. Guillen, M. and E. Garcia-Canal, 2009, "The American model of the multinational firm and the new multinationals from emerging economics", Academy of Management Perspectives, 23 (2), 23–35.

Readings (optional)

1. Luo, Y. and R. L. Tung, 2007, "International expansion of emerging market enterprises: A springboard perspective", Journal of International Business Studies, 38 (4): 481–498.

Assignments for this session (if any)

Review the class content in this session and read the articles assigned for next class.

Session 10

China's Future

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session intends to help students to gain a broad picture of China's present economic, social and cultural situations, and based on current forecasts, form their own view on China's future. We will talk about the general challenges facing China and other emerging economies and the efforts they are making to become a more prosperous and harmonious society. We will talk about China's role and liabilities in this globalized world and how it might evolve over time.

Questions

What do you think of China's present economic, social and cultural status and what are your forecasts about China's future? Will China continue to lead in the world? What new roles might China play in the future? What are the things that China need to fulfill or improve in the future to become more and more prosperous country and a wonderful investment destination for foreign firms?

Readings, Websites or Video Clips

Readings (required)

World Bank and the Development Research Center, the State Council of China, 2012, China 2030: Building a Modern, Harmonious, and Creative High Income Society.

Online Resources

Financial Times: <https://www.ft.com/china>

Assignments for this session (if any)

Discuss and think about the contents we have learned and talked in this session; prepare for the final project and final exam.



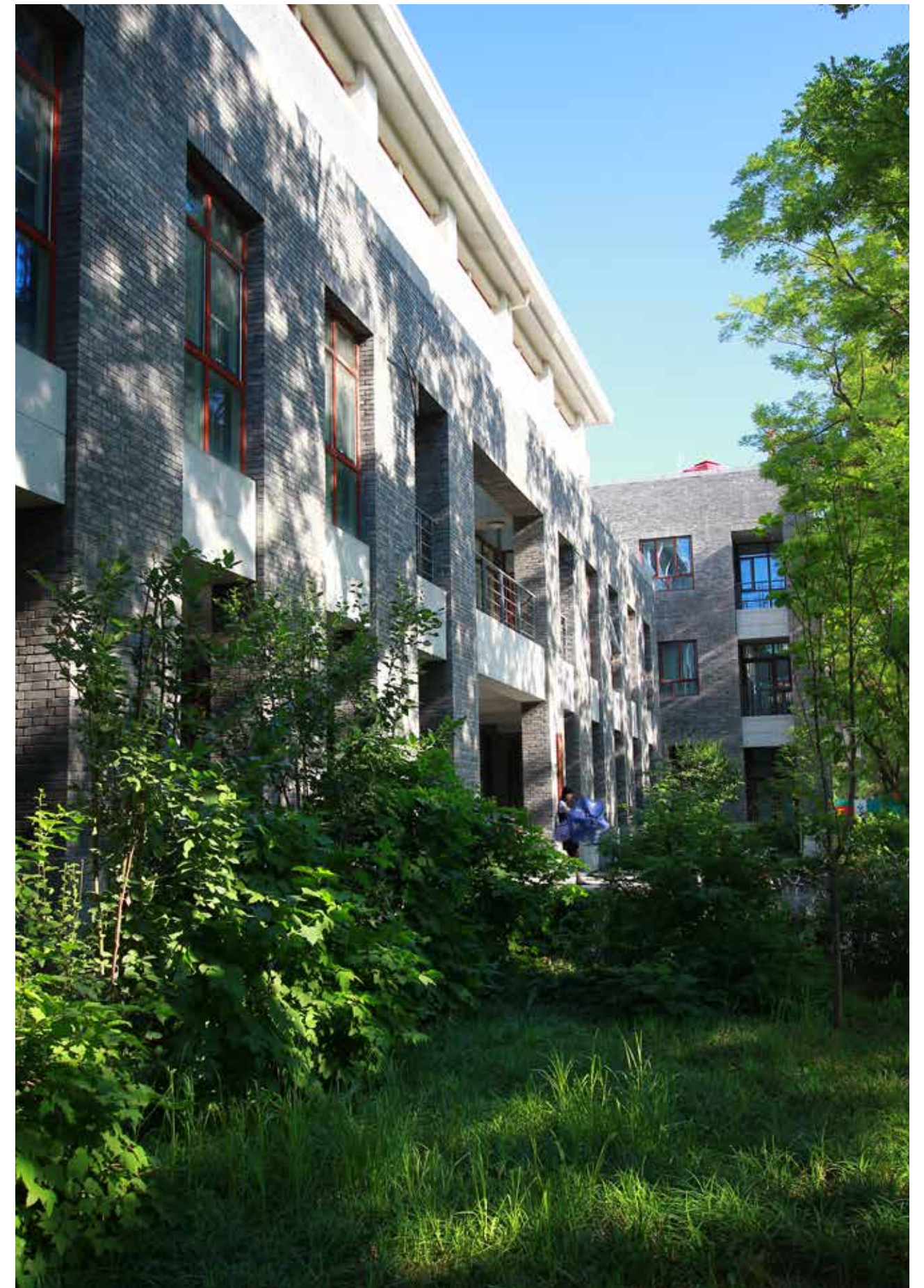
Dr. WU Changqi



Professor WU Changqi is the Director of Institute of the National High-Tech Industrial Zone Development Strategy, the Executive Director of Institute of International Business and Management and the Director of Guanghua-Cisco Leadership Institute, Peking University. Before joining Peking University, he was on the faculty of School of Business and Management, the Hong Kong University of Science and Technology for over ten years. Professor Wu was a visiting scholar at the J.L. Kellogg Graduate School of Management, Northwestern University (1997) and a visiting professor at the Catholic University of Leuven (1998) and the University of Hong Kong (2012–2016).

Professor Wu received his degree of Bachelor of Economics from Shandong University, China (1982). He earned his degree of Master of Business Administration with distinction (1986) and his Doctorate in Applied Economic Sciences (1990) from the Catholic University of Leuven, Belgium. Professor Wu was a recipient of the 1991 Young Economist Essay Competition Award from the European Association for Research in Industrial Economics. He specializes in industrial economics, management strategy, and international business. He has published a number of scholarly books and his research appears in journals in the fields of economics and management, including Rand Journal of Economics, International Journal of Industrial Organization, Review of Industrial Organization, Journal of Management Studies and Journal of World Business. He has been the principle investigator of two major research projects: "Internationalization Strategy of Chinese Firms" and "Chinese Enterprise Outward Direct Investment and Cross-Border Mergers and Acquisitions" funded by the National Science Foundation of China. He leads a research group on Economic, Industrial and Strategic Analysis of the Next Generation Mobile Internet. He has served as an economics and business expert in the Drafting Committee for the 12th and 13th five-year plans of the National Major Science and Technology Programs of China.

Professor Wu has served on the editorial boards of the European Management Review and Journal of World Business. He is the Chairman of China Chapter of the Academy of International Business. He serves as an expert consultant to the National Development and Reform Commission, Ministry of Commerce and Ministry of Science and Technology of China. Professor Wu has been invited to deliver executive seminars to major corporations, international organizations and government agencies around the world. He has served as directors on the boards of a number of listed companies including, BYD Co Ltd and Qingdao Haier Co. Ltd.



Course Title 课程名称

Chinese Economy 中国经济

Credits
学分
3

Instructor 授课教师

HUANG Yiping
黄益平

Prerequisites 先修课程

Principles of Economics
(or Introductory Microeconomics Introductory
Macroeconomics)
经济学原理
(或宏观经济学、微观经济学的基本知识)

Course Date 课程日期

~~2018.09.19~~
~
~~2019.01.02~~

COURSE DESCRIPTION 课程简介

Objective

This course intends to introduce to students the key features of China's economic reform and development from 1978. It starts with a discussion of the pre-reform Chinese economic system and then explains the logic of the reform policies. It compares the reform strategy that China adopted with those in other transition economies. It then reviews the main policies and development in specific areas such as agriculture, manufacturing, international trade, labor market, financial sector, etc. Students should gain sound knowledge about China's reform policy, reasons for economic success, challenges and risks facing the economy and some options going forward.

Evaluation Details

Class discussion: 15%

Course essay: 35%

Final examination: 50%

There will be a 2-hour final examination at the end of the semester.

Pre-requisites /Target Audience

Principles of Economics (or Introductory
Microeconomics Introductory Macroeconomics)

Text Books and Reading Materials

Barry Naughton, The Chinese Economy: Transition and Growth, MIT Press, 2007.



CLASS SCHEDULE 授课大纲

Session 1

Introduction and Overview, The Chinese Economic History

Session 6

Industrialization: From Rural Township and Village Enterprises to Urban Industrial Development

Session 2

Reform Strategies: Development Strategy, Transaction Cost, Dual-track System and Assymetrical Market Reform

Session 7

Demography, Labor Market and Income Distribution

Session 3

Political Economy of China's Economic Transition

Session 8

Transformation of the Domestic Financial System

Session 4

Agriculture Reform: Initial Success and Later Problems

Session 9

Exchange Rate and Capital Account Liberalization

Session 5

Trade Policy, Special Economic Zones and WTO Accession

Session 10

Reform of the Fiscal System

Session 11

Growth and Structural Change

Session 13

Macroeconmic Policies: Monetary and Fiscial Policies

Session 12

Innovation

Session 14

Can China Overcome the Middle-income Trap?

Dr. HUANG Yiping



Dr. HUANG Yiping is Jin Guang Chair Professor of Economics and Deputy Dean of the National School of Development (NSD) and Director of the Institute of Digital Finance (IDF), Peking University. Currently, he is also a Member of the Monetary Policy Committee at the People's Bank of China and Research Fellow at the Finance Research Center of the Counselors' Office of the State Council. He serves as Chairman of the Academic Committee of China Finance 40 Forum, a member of Chinese Economists 50 Forum, and the Rio Tinto Adjunct Professor in the Chinese Economy at Australian National University. He is Editor of China Economic Journal and an Associate Editor of Asian Economic Policy Review. His research areas include macro economy, financial reform and rural development.

Previously, he was a policy analyst at the Research Center for Rural Development of the State Council, research fellow and senior lecturer of economics at the Australian National University, General Mills International Visiting Professor of Economics and Finance at the Columbia Business School, Managing Director and Chief Asia Economist for Citigroup, Chief Economist for Caixin Media Group, Managing Director and Chief Economist for Emerging Asia for Barclays, and an Independent Director of China Life Insurance Ltd, Minmetal Trust Ltd and Mybank.

Prof. Huang received his Bachelor of Agricultural Economics from Zhejiang Agricultural University, Master of Economics from Renmin University of China and PhD in Economics from Australian National University.

Course Title 课程名称

Environmental Issues and Policies in China

中国环境问题与环境政策

Credits
学分
2

Instructor 授课教师

XU Jianhua
徐建华

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.09.21
~
2019.01.04

COURSE DESCRIPTION

课程简介

Objective

Environmental problems are serious issues the global community faces. They are largely the byproduct of human activities. To address these problems requires the involvement of every individual, and also requires policy makers to create favorable environment to incentivize the involvement of individuals. This course is designed to systematically introduce environmental problems, and their cause and solution.

Environmental problems in China are quite severe. China has achieved enormous success in social and economic development. These achievements have been obtained at a price. Environmental problems plague China: air, water and soil pollution is notoriously severe, trash problems besiege urban and

rural areas, chemical plants explosion and oil spills occur from time to time. In introducing environmental problems, Chinese examples will be heavily used in this course.

The most important objective of the course is to help students understand the causes, consequences, and solutions of environmental problems and enable them to make environmentally sound decisions. At the same time, the students are expected to know better about what's happening in China: the challenges and the efforts.

Pre-requisites /Target Audience

There are no pre-requisites for this course. This course is open to all undergraduate students.

Proceeding of the Course

This content of the course is divided into two parts: China environmental issues and China environmental policy.

The first part of the lecture covers the various environmental issues in China, including air pollution, water pollution, soil pollution, ozone depletion, climate change, rangeland degradation, deforestation and forest degradation, desertification, and biodiversity loss. The causes, consequences, and solutions of these issues will be introduced.

The second part of the lecture covers the environmental policies in China, including a description on the policies, the rationale of these policies, and how these policies are made.

Week 1: Introduction and course overview

Week 2: Air pollution

Week 3: Water pollution (quiz)

Week 4: National day holiday

Week 5: Soil pollution

Week 6: Ozone depletion (quiz)

Week 7: Climate Change

Week 8: Mid-term

Week 9: Rangeland (quiz)

Week 10: Forest

Week 11: Desertification (quiz)

Week 12: Biodiversity loss

Week 13: Environmental policy: what?

Week 14: Environmental policy: why? (quiz)

Week 15: Environmental policy: how?

Week 16: Final

Assignments (essay or other forms)

Quizzes: 5 in-class quizzes, with each taking 10 min

Mid-term: A one-page essay describing the causes and consequences of an environmental issue featured in a documentary movie and proposing solutions to the issue

Final: Choose an environmental issue and present its causes, consequences, and solutions

Evaluation Details

Mid-term exam: 20%; Final exam: 40%;

Five quizzes: 40% (each quiz accounts for 8%).

Academic Integrity (If necessary)

Students must turn in at least 4 in-class quizzes to get a grade for this course.



CLASS SCHEDULE

授课大纲

Session 1

Introduction and Course Overview

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

A general introduction to the contents to be covered in this course will be given, including the environmental issues confronting human beings in general and environmental issues that China faces, the root cause and solutions of environmental issues, the responsibilities of individuals for the causes and solutions of environmental issues.

Readings, Websites or Video Clips

Frederick K. Lutgens and Edward J. Tarbuck (2013). *The Atmosphere: An Introduction to Meteorology* (12th edition). Pearson Education, Inc. (p.13–14, p.17–22, p. 357–377)

Video: “The Power of the Planet” by BBC



Session 2

Air Pollution

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, basic science and terminologies on atmosphere and air pollution will be presented, and the causes and consequences of, and solutions to air pollution will be introduced. Air pollution in China will be demystified.

Questions

What is the status and trend of air pollution in China?

What are the causes of air pollution in China?

What are the consequences of air pollution in China?

What are the policies for abating air pollution in China? What are the rationale for these policies?

Readings, Websites or Video Clips

Frederick K. Lutgens and Edward J. Tarbuck (2013). *The Atmosphere: An Introduction to Meteorology* (12th edition). Pearson Education, Inc. (p.13–14, p.17–22, p. 357–377)

Video: “The Power of the Planet” by BBC

Assignments for this session (if any)

10-min in-class quiz testing the degree to which the students understand the course materials.

Session 3

Water Pollution

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, basic science and terminologies on water resource and water pollution will be briefed, and the causes and consequences of, and solutions to water pollution (rivers and lakes) will be introduced. Water pollution in China will be illustrated.

Questions

How are water resources distributed globally and in China?

What are the status and trends of water pollution in China?

What are the causes of water pollution in China?

What are the consequences of water pollution in China?

What are the policies for cleaning water bodies in China? Why are these policies made?

Readings, Websites or Video Clips

2014 Report on the State of the Environment in China, by MEP

Video: “The Power of the Planet” by BBC

Assignments for this session (if any)

10-min in-class quiz testing the degree to which the students understand the course materials.

Session 4

Soil Pollution

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, basic science and terminologies on soil and soil pollution will be briefed, and the causes and consequences of, and solutions to soil pollution will be introduced. Soil pollution in China will be illustrated.

Questions

What is soil and how is it formed?

How polluted is the soil in China?

What are the causes of soil pollution in China?

What are the consequences of soil pollution in China?

What are the policies for preventing soil pollution and remediating polluted soil in China?

Readings, Websites or Video Clips

<http://www.fao.org/ag/AGP/AGPC/doc/Counprof/china/China1.htm>

Bulletin of the National Soil Pollution Survey released by Ministry of Environmental Protection and Ministry of Land and Resources in 2014



Session 5

Mid-term

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Watch two documentary films — “An Inconvenient Truth”, and “The Human Scale”, and write an essay on climate change or urban planning.

Readings, Websites or Video Clips

Videos: “An Inconvenient Truth” and “The Human Scale”

Assignments for this session (if any)

Write a one-page essay on your understanding of climate change or urban planning.

Session 6

Climate Change

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, basic science and terminologies on weather and climate change will be briefed, and the causes and consequences of, and solutions to climate change will be introduced. Greenhouse gas emissions and CO₂ abatement policies in China will be depicted. Theories for governing global environmental resources will be introduced.

Questions

What is climate change? What is greenhouse gas effect and what are greenhouses gases?

Where are the greenhouse gases from? How much greenhouse gases are emitted? What is the contribution from China?

What are the concentrations of greenhouse gases in the atmosphere?

What are the consequences of climate change?

What are the plausible impact on China of climate change?

What are the solutions?

Readings, Websites or Video Clips

The Fifth Assessment Report by IPCC <http://ipcc.ch/report/ar5/index.shtml>

Assignments for this session (if any)

10-min in-class quiz testing the degree to which the students understand the course materials.

Session 7

Ozone Depletion

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, basic science and terminologies on ozone and ozone layer will be briefed, and the causes and consequences of, and solutions to ozone layer will be introduced. The emissions of ozone depleting substances and abating policies in China will be described.

Questions

What is ozone and where is it in the atmosphere?

How is the ozone layer formed in the atmosphere? Why is ozone layer important?

What are the chemicals generated by human activities leading to ozone depletion?

How much are the ozone depleting substances emitted? What is the concentration of ODS in the atmosphere?

How do ozone depleting substances destruct the ozone layer? What are the consequences?

What are the solutions?

Readings, Websites or Video Clips

Twenty Questions and Answers About the Ozone Layer: 2010 Update

<http://www.esrl.noaa.gov/csd/assessments/ozone/2010/twentyquestions/>

<https://www.epa.gov/ozone-layer-protection/basic-ozone-layer-science>

J. Environ. Stud. Sci. 2015, volume 5, issue 2: Special Issue on success of the Montreal Protocol

Session 8

Rangeland Degradation and Forest Depletion

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, the distribution of rangeland and forest globally and in China will be briefed, and the causes and consequences of, and solutions to rangeland degradation and forest depletion will be introduced. Policies for preserving rangeland and forest in China will be described. Basic theories for managing natural resources will be introduced.

Questions

How are rangeland and forest distributed in China?

What is the status of rangeland and forest in China?

Why are rangeland and forest important?

What caused the degradation of rangeland and depletion of forest in China?

What are the consequences?

What policies have been made to preserve natural resources, especially rangeland and forest, in China? What are the rationale for these policies.

Readings, Websites or Video Clips

Bulletin on the Second National Land Use Survey released by Ministry of Land and Resources and National Bureau of Statistics in 2013

Gongbuzeren, Li, Y.B. and Li, W.J.* 2015. “China’s rangeland management policy debates: What have we learned?” Rangeland Ecology & Management, 68:305–314.

The First to the Eighth National Forest Resource Inventory Report released by China’s State Forestry Administration

<http://www.fao.org/docrep/ARTICLE/WFC/XII/MS12A-E.HTM>

Assignments for this session (if any)

10-min in-class quiz testing the degree to which the students understand the course materials.

Session 9

Biodiversity Loss

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this session, the terminologies on biodiversity will be briefed, and the causes and consequences of, and solutions to biodiversity loss will be introduced.

Questions

What is biodiversity and why do we care about biodiversity?

How many species are on the Earth? How many species are in China and how are they distributed geographically?

What caused biodiversity loss in China?

What are the consequences of biodiversity loss in China?

What are the policies made to preserve biodiversity in China and globally?

Readings, Websites or Video Clips

China's Fifth National Report on the Implementation of the Convention on Biological Diversity, released by The Ministry of Environmental Protection of China in 2014

Assignments for this session (if any)

10-min in-class quiz testing the degree to which the students understand the course materials.

Session 10

Final Presentation

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

Each student spends 15 min to present an environmental issue chosen by themselves. Students are required to describe its causes, consequences, and solutions.

Questions

What is biodiversity and why do we care about biodiversity?

How many species are on the Earth? How many species are in China and how are they distributed geographically?

What caused biodiversity loss in China?

What are the consequences of biodiversity loss in China?

What are the policies made to preserve biodiversity in China and globally?

Readings, Websites or Video Clips

China's Fifth National Report on the Implementation of the Convention on Biological Diversity, released by The Ministry of Environmental Protection of China in 2014

Assignments for this session (if any)

10-min in-class quiz testing the degree to which the students understand the course materials.



Dr. XU Jianhua



Dr. XU Jianhua is an environmental policy associate professor in the Department of Environmental Management, College of Environmental Sciences and Engineering, Peking University. She obtained her PhD in engineering and public policy from Carnegie Mellon University in 2007. Before joining Peking University in 2009, she was a research scientist at Pacific Northwest National Laboratory. She has been working in the areas of environmental decision-making and environmental risk governance for more than 10 years. Her early interest was in designing and applying models and methods for aiding decision making in complex environmental issues. Her current focus is on environmental risk governance, exploring how the government, market, and society can work together to better our environment. She studies how the public respond to environmental issues and what are the factors influencing their attitudes and behaviors, probes how institutions shape the behaviors of the public in environmental participation and influence the way the government enforce environmental regulations, and explore how the market can play a role in improving the environmental conditions. She has published more than 30 scholarly articles. She is also a research fellow in the Environmental Economics Program in China, at Peking University, and an adjunct research fellow at the Center for Crisis Management Research, School of Public Policy and Management, Tsinghua University. She taught four courses: risk analysis and management, Environmental Research Method, and Social Sciences Research Method for Environmental Majors.

Course Title 课程名称

China's Education and Its Cultural Foundations

中国教育及其文化基础

Credits
学分
2

Instructor 授课教师

SHI Xiaoguang
施晓光

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.09.20
~
2018.11.29

COURSE DESCRIPTION

课程简介

Objective

The course will create modules for international as well as domestic students who are interested in China's Education in historical context and comparative perspective. The course is devoted to China's education from antiquity to the contemporary time. In addition to acquiring a general knowledge of China's education and relevant cultural context, participants in the course are expected to be actively involved in creating materials for the course; including discussing on China's education and relevance, setting up a platform of dialogues between international students and local students. The course aims to promote the mutual understanding of the nature of Chinese education and others in the way that upcoming participants learn from each other. The course test will rely on their presentation, performance in the group discussion in terms of relevant topics and their final essays on comparing China's education and their own countries.

Pre-requisites /Target Audience

International students, exchange students as well as local students are welcome and eligible to choose the course.

Assignments (essay or other forms)

Paper & presentation

Evaluation Details

Class attendance (20%)

Participation and discussion (20%)

Team work and presentation (20%)

Final paper work (40%)

Proceeding of the Course

International students, exchange students as well as local students are welcome and eligible to choose the course.

TIME	CHAPTERS	CONTENTS	STUDY HOURS
Week -1	1	General Introduction: Saga of China Education	3
Weeks 2	2	Legacy of China ancient education before 1840	3
Week -3	3	Changes of modern education Movement in Qing Dynasty and Republic of China	3
Week -4	4	Reshaping of China modern education after 1949	3
Weeks-5-6	5	Reform China Education in the New Century	3
Week 7	6	China K-12 education and its problems	3
Weeks 8-9	7	China higher education and its problems	3
Week 10	8	China other education and its problems	3
Week 11		Conclusion: discussion and assignment	3

Text Books and Reading Materials

Gu M. (2014). Cultural Foundations of Chinese Education, Brill Press.

Gu J. et al (2009). Higher Education in China, Zhejiang University Press, Homa & Sekey books.

Zhou J. (2010). Chinese Higher Education, Higher Education Press.

Wang L. (2009). Basic Education in China, Zhejiang University Press, Homa & Sekey book.

Yang J. (2011). Good or Bad? Learning Globalization, Postmodernity and a Changing China Education System.

Bénéï, Véronique. Manufacturing citizenship: Education and nationalism in Europe, South Asia and China, Routledge Research in Education.

Seybolt, Peter J. Revolutionary education in China: Documents and commentary.

Weston, Timothy B. (2004). The Power of Position: Beijing University, Intellectuals, and Chinese Political Culture, 1898–1929. Berkeley, CA: University of California Press.

Chow, Tse-tsung (also Zhou Cezong) (1960). The May Fourth Movement: Intellectual Revolution in Modern China. Cambridge, MA: Harvard University Press.

Yeh, Wen-Hsin (1990). The Alienated Academy: Culture and Politics in Republican China, 1919–1937, Council on East Asian Studies, Harvard University Press.

Min, Weifang, "Chinese Higher Education: the Legacy of the Past and the Context of the Future", in Phillip G. Atbach & Toru Umakoshi (eds.) (2004). Asian Universities: Historical Perspectives and Contemporary Challenges, The Johns Hopkins University Press, 59.

World Bank (1997). China: Higher education reform.

Chen, Y. (2004). "China's Mass Higher Education: Problem, Analysis, and Solutions", Asia Pacific Education Review, Vol. 5, No. 1, 23–33.

Hayhoe, R., "Peking University and the Spirit of Chinese Scholarship," Comparative Education Review, Vol. 49, No. 4, 2005, pp. 575–583.

CLASS SCHEDULE

授课大纲

Session 1

General Introduction: Saga of China Education

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session gives a general introduction to China's education from a historical perspective, focusing on several issues, such as education in the Chinese context: conception and operation; the cultural foundation of education in China; social transformation and China's education; PISA performance and the secret to success; challenges and future 2020 vision.

Questions

What is the difference between China's education and Western education in both conceptual and operational perspectives?

What does PISA mean to China's education reform?

Readings, Websites or Video Clips

Cultural foundations of Chinese Education (Chapter one)

Assignments for this session (if any)

Reading material ahead and classroom discussion

Session 2

Legacy of China's Ancient Education before 1840

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session aims to help students to learn about the tradition of China's education and its cultural heritages from ancient times to the early modern period.

Questions

What did this form of schooling look like?

What were the teaching contents included during this period of time?

How did the institutions of higher learning evolve from Piyong to Shunyuan?

Readings, Websites or Video Clips

Education in traditional China (chapter one to chapter three)

Assignments for this session (if any)

Reading materials ahead and discussion in the classroom

Field study at Guozhijian at Beijing

Session 3

Changing to Modern Education Movement in the Qing Dynasty and Republic of China

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session aims to help students to understand the history of educational development and reform in late Qing Dynasty and Republic of China periods. Several important events such as Westernization movement and Hundred-Day-Reform movement are covered.

Questions

Why did the Westernization movement and Hundred-Day-Movement happen in late Qing Dynasty period?

What did Christian universities contribute during the period of the Republic of China?

Readings, Websites or Video Clips

Peking University and the Spirit of Chinese Scholarship

Chinese University 1885–1995: A century of cultural conflict

Assignments for this session (if any)

Reading materials ahead and discussion in the classroom

Team discussion and presentations based on the discussion

Session 4

Reshaping of China Modern Education after 1949

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session aims to help students to learn about reconstruction and development of education in the period of new China. Several important events such as establishment of new institutions of higher education are covered.

Questions

How did the educational ideas and models from the Soviet Union influence China's education in 1950s and 1960s.

What was negative impact of those ideas and models?

Readings, Websites or Video Clips

Education in traditional China (chapter four to chapter seven)

Assignments for this session (if any)

Reading materials ahead and discussion in the classroom

Team discussion and presentations based on the discussion



Session 5

Reform China Education in the New Century

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session aims to help students to understand the history of educational development and reform in late 1990s to the early 21st century. Several important events such as the pursuit of WCU campaign are covered.

Questions

What are the “Project 985” universities? Why did the Chinese government launch the campaign of building WCU?

Readings, Websites or Video Clips

Asian Universities: Historical Perspectives and Contemporary Challenges

Assignments for this session (if any)

Reading material ahead and classroom discussion

Session 6

China K-12 Education and Its Problems

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session aims to help student learn about China's basic education system and its achievements and realities. Emphasis will be placed on policies and initiatives launched by the MOE since the 1990s.

Questions

How much do you know about China’s K-12 education?

What are the major problems facing Chinese higher education development and reform?

Readings, Websites or Video Clips

Basic education in China,

Good or Bad? Learning Globalization, Postmodernity and a Changing China Education System

Assignments for this session (if any)

Reading material ahead and classroom discussion

Session 7

China’s Higher Education and its Problems

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session aims to help students learn about China's higher education system and its achievements and realities. Emphasis will be placed on policies and initiatives launched by the MOE since the 1990s.

Questions

How much do you know about China’s higher education?

What are major problems facing to Chinese higher education development and reform?

Readings, Websites or Video Clips

Chinese Higher Education: The Legacy of the Past and the Context of the Future

World Bank Report, China: Higher education reform

China's Mass Higher Education: Problem, Analysis, and Solutions

Assignments for this session (if any)

Reading materials ahead and discussion in the classroom

Team discussion and presentations based on the discussion

Session 8

China’s Other Education and Its Problems

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

This session aims to help students learn about China's education system as whole and its achievements and realities. Emphasis will be placed on on policies and initiatives launched by MOE since the 1990s.

Questions

How much do know about the Chinese system of education beside basic and higher education?

Readings, Websites or Video Clips

Manufacturing citizenship: Education and nationalism in Europe, South Asia and China.

Assignments for this session (if any)

Reading materials ahead and discussion in the classroom

Team discussion and presentations based on the discussion

Session 9

Conclusion: Discussion and Assignment



Dr. SHI Xiaoguang



Dr. SHI Xiaoguang completed his doctorate of Comparative Education at Beijing Normal University in 1998, and received grants such as the EU Erasmu Scholarship, and Special Award for Canadian Studies.

He has served as a professor in the Graduate School of Education, Peking University, since 2007, and also as one of the academic staff/Deputy Director at Peking University’s Center of International Higher Education (PKU-CIHE). He has also been a visiting scholar, guest professor and research fellow at some universities worldwide. His academic interests include international and comparative higher education policy and higher education theory. He has (co-) authored or edited many publications in the field of his research, such as Thoughts on American Higher Education (2001), The Idea of Western Higher Education: A Historical Perspective (2002), Studies on Makiguti Tunezaburo's Educational Thoughts (2012), Higher Education in the Globalist Knowledge Economy (2012) and China’s Rising Research Universities:A new Era of Global Ambition (2014).

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