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. Peking University “International Summer School” project started in 2009 and encourages departments to invite renowned experts from home and abroad to give English courses. Over the years, more and more international students choose to study at Peking University.

2015 year, for further strengthen English-taught course建设, school launched the “China Series” English-taught course projects, set up in the humanities, social sciences, economics and management, natural science and other major fields, and using the domestic and international excellent courses to further improve the teaching quality. "China Series" course using full English teaching, to encourage foreign students take part in the Chinese educational environment. "China Series" course is 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.

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.

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。
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)

• Students will be asked to write a research paper (no more than 3000 words in length) on a topic relevant to the themes of the courses.
• Both versions should be submitted both in hardcopy form and via email with the essay as an attachment in MS-word to the TA no later than the designated due date:
  Thursday, April 26, 2018 at 9 a.m., one-page outline due
  Thursday, May 17, 2018 at 9 a.m., mid-term paper due
• Essays and assignments not received on or before the due date are subject to penalty. Late work is penalized at the rate of 20% of the full marks of the assignment per day late. The maximum penalty for any assessment will be 100%.

Evaluation Details

1. Presentation (15%):
   Students will be divided into 10 groups through a random sorting. Beginning with the second week, class meetings will start with student-led presentation (approximately 20 minutes), followed by Q&A Session (approximately 25 minutes). Presentation topics should align with the theme of that particular week and need to be confirmed beforehand in consultation with the Professors and TA. Recommended topic areas are provided in the reading assignment section. Students are also encouraged to go beyond the suggestions and propose new ideas related to the theme of the week. Presentations are expected: to describe specific policy issue in a clear and understandable manner; to analyze the topic from several different perspectives; and to provide a set of clear recommendations for policy makers.

2. Participation/Performance (10%):
   Discussion constitutes a key component of the class. Students are expected to complete all the required readings prior to class meetings and to actively engage in and contribute to class discussions in a manner that is helpful for understanding and learning. Students are strongly encouraged to share their opinions and perspectives on issues pertaining to the lectures and will be evaluated based on the quality of their contributions in terms of questions and engagement. Teaching Assistant will keep a record of students’ weekly contributions. The key criterion for assessing performance is: How much and how well did each student mobilize understanding and learning for fellow students in the class?

3. Attendance (5%):
   Students are expected to attend all the classes. If you can’t attend a class for unavoidable reason, please seek permission from the Professor for approved leave and inform it to the TA.

4. Mid-term essay (30%):
   The topic of the mid-term essay should address one of issues raised during the course.

5. Final Exam (40%):
   To be held at C109, 9-11a.m., June 14, 2018.

Text Books and Reading Materials

**Session 1**

**Introduction**

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

This lecture offers an overview on how China's development has been shaped by globalization and China's contribution to the international community.

**Questions**

What is global governance? How does it differ from global government? What are the major debates on China's approach towards the current world order?

**Readings, Websites or Video Clips**


**Session 2**

**China’s Evolving Conceptions of Responsibility**

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

Perhaps there is no better starting point than China's cultural traditions and values to examine the philosophical and theoretical basis of China's relations with the outside world.

**Questions**

1. Discuss China's role in the United Nations and how China is changing the UN?
2. Why does China firmly insist that global governance reform should be promoted with the United Nations at its core?

**Readings, Websites or Video Clips**


**Session 3**

**China-US relations and Global Governance**

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

How to define China’s relationship with the United States? Friends, enemies or something else? At least two sides (can be more) of this relationship – the cooperation and competition between China and the US in global governance will be discussed.

**Questions**

1. Identify the opportunity and challenge for the future US-China ties under President Trump with his “America First” policy.
2. What should China and the United States do to avoid the “Thucydides trap” in this world of turbulence and fast change?
3. How to make the proposed “new big power relationship” really work?

**Readings, Websites or Video Clips**


**Session 4**

**China and G20**

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

The G20 has undoubtedly emerged as the primary platform for the coordination of global economic affairs. In this lecture, we will map out the evolution of China’s stance towards G20 as well as the latter’s new potentials for global economic governance.

**Questions**

1. G20 versus G7: will global governance metamorphosis from “governing by the west” to “co-governing by the east and west” take place peacefully?
2. G20’s efficacy in the context of global governance and possible hindrances to its continued success.
3. What role China seeks to play and should play in G20 in order to make G20 the “economic council” of the world?

**Readings, Websites or Video Clips**

China and Global Climate Change

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

In this lecture, we will review the process how the challenge of dealing with climate change has led to new models of global governance based on win-win solutions through cooperation and common development.

Questions
1. Can China hold the banner alone with the US withdrawing from “Paris Agreement”?
2. Discuss the passivity versus proactiveness in China’s approach to global governance with the UN climate change negotiation as an example
3. Why major power consensus and solidity is the key to success in climate change negotiation? Will such consensus holds after the US jettisoned Paris Agreement?

Readings, Websites or Video Clips

China’s Global Partnership Network

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

Global partnership is an innovation in China’s diplomatic thinking and practice. What is it all about?

Questions
1. How can we restructure the world security system to maintain world peace? Should the world continue to rely on the US-led military alliance-based security structure?
2. What are the basic blocks for building the global partnership network as proposed by China?
3. Discuss the strategic balance among major powers needed to guarantee a peaceful transition from alliances to partners and possible road-map.

Readings, Websites or Video Clips

“The Belt & Road” (B&R) Initiative

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

What is the “Belt & Road” Initiative? What sorts of new outlook it represents? And what sorts of GG concepts put forth through B&R?

Questions
1. B & R: How to make it work? Any possible obstacles, especially form major powers and China’s neighbors?
2. Will B & R promote the transformation of global governance in favor of developing countries?
3. What’s new about B & R in terms of global governance?

Readings, Websites or Video Clips

Peaceful Development as a Grand Strategy

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

Is peaceful development an inevitable choice for China? If so, why? Any alternatives? What are the challenges for China to adhere to this road?

Questions
1. Is it feasible for China to have a peaceful rise or development?
2. How will China’s rise impact the future of global governance system?
3. What sorts of role does China’s culture play in its thinking about “China Dream”?

Readings, Websites or Video Clips
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, 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.

What are the security challenges the world is facing globally? How does China work with the international community to deal with them?

Questions
1. Please discuss the merits and demerits of the UN collective security arrangements.
2. Does the world need a new collective security system? More specifically, do you agree that it should essentially be based on the current UN one while making some changes? If so, what aspects of the current system should be reformed?
3. How does peacebuilding differ from peacekeeping, peacemaking?

Readings, Websites or Video Clips

What are the key issues in China’s external economic relations? Is China going to remake the international economic order in the post-crisis world?

Questions
1. AIIB, New Developmental Bank and other new international institutions are coming up fast, how to manage a smooth transition to a new multilateral framework for global finance?
2. Is WTO doomed to failure no matter what we do? In that case, what is the alternative?
3. What role China must play to promote the emergence of a new global economic and financial order?

Readings, Websites or Video Clips

Session 9
China Confronts Global Security Challenges
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
What are the security challenges the world is facing globally? How does China work with the international community to deal with them?

Questions
1. Please discuss the merits and demerits of the UN collective security arrangements.
2. Does the world need a new collective security system? More specifically, do you agree that it should essentially be based on the current UN one while making some changes? If so, what aspects of the current system should be reformed?
3. How does peacebuilding differ from peacekeeping, peacemaking?

Readings, Websites or Video Clips

Session 10
China and Global Economic Governance
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
What are the key issues in China’s external economic relations? Is China going to remake the international economic order in the post-crisis world?

Questions
1. AIIB, New Developmental Bank and other new international institutions are coming up fast, how to manage a smooth transition to a new multilateral framework for global finance?
2. Is WTO doomed to failure no matter what we do? In that case, what is the alternative?
3. What role China must play to promote the emergence of a new global economic and financial order?

Readings, Websites or Video Clips

Session 11
Conclusion: China’s International Identity
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
How does China view itself? On what grounds China claims itself to be “the Greatest Developing Country”? And what does it mean when China views itself as a “Great Power”? Are these two self-designated identities at odds with each other? Why?

Questions
1. What is international identity? How many international identities does China have? Discuss the rationale behind each of China’s self-chosen identity?

Readings, Websites or Video Clips

This course is an introduction to undergraduate level students to explore the contemporary political system in China, with a special focus on its policy making process. The emphasis is on China’s political structure, state and society relations. This course aims to provide students with a background on major political events in modern China, and then to investigate the current political issues in China today—environmental civil society activity, problems and benefits associated with continuing economic liberalization, and discourse from within the CCP on political reform.

### Instructor
Shaohua Lei
雷少华

### Prerequisites
None

### Course Date
2018.02.28 ~ 2018.06.13
(Exam Included)

### Objective
This course is an introduction to undergraduate level students to explore the contemporary political system in China, with a special focus on its policy making process. The emphasis is on China’s political structure, state and society relations. This course aims to provide students with a background on major political events in modern China, and then to investigate the current political issues in China today—environmental civil society activity, problems and benefits associated with continuing economic liberalization, and discourse from within the CCP on political reform.

### Pre-requisites /Target audience
None/Undergraduate Students

### Proceeding of the Course
3 hours/week

### Assignments (essay or other forms)
1. Presentation
2. Readings Review
3. Observation Paper

### Evaluation Details
1. **Class attendance and participation (10%)**
   Attendance is mandatory. Regular class participation is strongly encouraged for this course. Students will be expected to have completed the week’s reading assignments prior to section. Most readings are available in the course public email box. All electronic materials are for this course use only. Out-of-class circulation is not allowed.

2. **Presentation (20%)**
   Students will be required to do a 15-minute presentation on selected reading assignment during the course. PowerPoint is strongly recommended. Students are also required to turn in ONE 2-page review of select reading assignment in class. Before turning in the hardcopy in class, the student should circulate his or her review (PowerPoint presentation, if available) to the whole class (to the course public email) by Monday, 5 p.m.

3. **Observation Paper (20%)**
   Students will be required to submit a 10-page observation paper (China Through My Eyes) by the end of the course. This paper should be relevant for the central theme of this course, but does not need to be too academic. Students are expected to write a paper which is based on personal experiences, interviews or observations in Beijing or other places in China. Any story or personal experience which you found interesting can be used in your observation paper, for example, ordinary citizens quarrelling with police officers. The due date of the completed paper will be announced toward the end of the semester. Students are strongly encouraged to write the research paper as early as possible. Early submissions are welcomed.

4. **Final Exam (50%)**
   The format will be in-class closed-book exam. The exam will be based on materials included in readings and lecture.

### Text Books and Reading Materials

### Academic Integrity (If necessary)
Cheating will NOT be tolerated. Anyone caught cheating will be reported to the University Administration.

### Disability Statement
Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with the instructor during the first three weeks of class. All discussions will remain as confidential as possible. Any special requirement or request about final exam CANNOT be facilitated after three weeks except emergency.
**CLASS SCHEDULE**

**Session 1**
Course Introduction

**Session 2**
Legacies and Diversity
Readings, Websites or Video Clips

**Session 3**
From Revolution to Development
Readings, Websites or Video Clips

**Session 4**
Political Drivers of Economic Change
Readings, Websites or Video Clips
Tony Saich, Governance and Politics of China, NY: Palgrave Macmillan, 2011, chapter 4

**Session 5**
The Chinese Communist Party
Readings, Websites or Video Clips
Tony Saich, Governance and Politics of China, chapter 5

**Session 6**
Local Autonomy under Central Authority
Readings, Websites or Video Clips
Tony Saich, Governance and Politics of China, pp. chapter 7

**Session 7**
States and Society I
Readings, Websites or Video Clips
Tony Saich, Governance and Politics of China, chapter 9

**Session 8**
States and Society II
Readings, Websites or Video Clips

**Session 9**
Decision Making in an Authoritarian Regime
Readings, Websites or Video Clips
Tony Saich, Governance and Politics of China, chapter 6

**Session 10**
Contemporary Critical Social Issues in China I
Readings, Websites or Video Clips

**Session 11**
Contemporary Critical Social Issues in China II
Readings, Websites or Video Clips

**Session 12**
Nationalism
Readings, Websites or Video Clips

**Session 13**
Ethnicity and Identity
Readings, Websites or Video Clips
Neil Collins and Andrew Cottee, Understanding Chinese Politics, Manchester University Press, pp.124-140

**Session 14**
Cyberspace and Censorship
Readings, Websites or Video Clips

**Session 15**
China Faces the Future
Readings, Websites or Video Clips
Lei Shaohua received a doctorate in political science from the University of Utah, U.S.A, in 2013. He is an assistant professor at the School of International Studies, Peking University, and is a Senior Research Fellow at the Institute of International and Strategic Studies, Peking University. His research fields are Chinese Politics and public policy, Comparative Studies on Chinese and Foreign Political System, Sino-U.S. Relations. His main works are Social Protest in Contemporary China, 2003-2010: Transitional Pains and Regime Legitimacy (London: Routledge,2014, co-authored with Yanqi Tong), “Sublimating Contentious Chinese Politics into Local Public Administration,”Public Integrity Journal, 2017.

**Session 16**
Final Exam
Course Title: China and International Organizations

**Course Description**

This course will help students to gain a general understanding of the role of China in major international organizations, and how this developmental reality shapes contemporary world politics. After successfully completing this, students are expected to understand:

1. the origin and development of major international organizations,
2. China’s role in this developmental trajectory,
3. How major international organizations contribute to world peace and prosperity,
4. How China influences world politics through international organizations,
5. The role of China in the reform of the current system of international organizations.

**Objective**

- Participation in this class commits the students and instructor to abide by a general norm of equal opportunity and academic integrity. It implies permission from students to submit their written work to services that check for plagiarism. It is your responsibility to familiarize yourself with the definition of plagiarism. Violations of the norm of academic integrity will be firmly dealt with in this class.

**Instructor**

Lianlian LIU

**Prerequisites**

None

**Course Date**

2018.03.01 ~ 2018.06.14 (Exam Included)

**Credits**

3

**Evaluation Details**

- Class participation: 30%
- Presentations: 20%
- Final essay: 50%

**Text Books and Reading Materials**

Reading materials to be distributed in class.

**CLASS SCHEDULE**

**Session 1**

**Introduction: International Organizations and China**

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

This meeting will give a brief introduction to the content of the course. Students are expected to gain a general understanding of the nature and function of international organizations in the modern world by answering 8 questions.

**Questions**

1. How many international organizations do you know?
2. Why you define them as international organizations?
3. Who established international organizations and why?
4. How do international organizations originate and develop in the past centuries?
5. What are the role of international organizations in the modern world?
6. Will international organizations develop towards an international government?
7. What is China’s role in this developmental trajectory?

**Assignments (essay or other forms)**

- Students will:
  1. make a presentation to the class, moderate class discussion in that session;
  2. participate in class discussion in the form of asking and answering questions in each session, and
  3. write a report of no less than 3000 words based on his/her presentation.

**Session 2**

**The history of international organizations & China’s role**

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

In this meeting, we will explore the origin and development of international organizations, and China’s role in this process.

**Questions**

1. What are the preconditions for the emergence of international organizations?
2. Why did not the emperors in the ancient China consider establishing international organizations?

**Readings, Websites or Video Clips**

Reading materials to be distributed in class.
In this meeting, we will analyze the origin and development of the United Nations, its institutional structure, and its role in world politics.

Questions
1. When and why was UN established?
2. What is China’s role in this process?
3. How does the institutional structure of the UN serve its mission?

Readings, Websites or Video Clips
Reading materials to be distributed in class.

Session 5
UN Peacekeeping-China
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this meeting, we will review the origin and development of UN peacekeeping, its contribution and problem.

Questions
1. When and why was the UN Peacekeeping created?
2. How does UN Peacekeeping contribute to world peace?
3. What challenges does UN Peacekeeping face?
4. What is the unique role of China in UN peacekeeping?

Readings, Websites or Video Clips
Reading materials to be distributed in class.

Session 7
World Bank-China
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this meeting, we will examine the origin and development of World Bank (WB), and the role of WB in global economic governance. We will also analyze China’s increasingly important role in the WB and the challenges it faces.

Questions
1. When and why did the US and other countries establish WB?
2. How do you think about the impact of WB to world prosperity (positive or negative)?
3. Is the reform of WB necessary and feasible?
4. What is the role of China in the reform of WB and IMF?

Readings, Websites or Video Clips
Reading materials to be distributed in class.

Session 9
BRICS-China
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this meeting, we will explore the origin and development of BRICS and the New Development Bank, the relations of BRICS to World Bank and IMF, and the role of China in this developmental reality.

Questions
1. Is BRICS an international organization?
2. Why was BRICS formed (for political interests or economic considerations)?
3. Do you think BRICS will compete with WB and IMF?
4. What is China’s role in the formation and operation of BRICS?

Readings, Websites or Video Clips
Reading materials to be distributed in class.

Session 3
The United Nations-China
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this meeting, we will analyze the origin and development of the United Nations, its institutional structure, and its role in world politics.

Questions
1. When and why was UN established?
2. What is China’s role in this process?
3. How does the institutional structure of the UN serve its mission?

Readings, Websites or Video Clips
Reading materials to be distributed in class.

Session 4
UN Security Council-China
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this meeting, we will discuss the mission and decision-making procedures of UN Security Council in the maintenance of world peace. We will also explore the different attitudes of five permanent members and other countries toward the reform of UN Security Council.

Questions
1. What is your opinion on the veto power of P5?
2. How do you think about the performance of China and other four permanent member states of UN Security Council?
3. Do you think it is necessary to reform UN Security Council? Why?

Readings, Websites or Video Clips
Reading materials to be distributed in class.

Session 6
International Monetary Fund-China
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this meeting, we will examine the origin and development of the International Monetary Fund (IMF), how does IMF contribute to a stable international financial system, and what challenges it faces.

Questions
1. When and why did the US and other countries establish IMF?
2. How do you think about the impact of IMF to world prosperity (positive or negative)?
3. Is the reform of IMF necessary and feasible?
4. What is the role of China in the reform of IMF?

Readings, Websites or Video Clips
Reading materials to be distributed in class.

Session 8
WTO-China
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this meeting, we will examine the history of WTO, the story of China’s entry into WTO, and challenges for both China and WTO brought by TPP and FTAs.

Questions
1. Under what conditions did GATT come into being?
2. Why and how was GATT replaced by WTO?
3. How does China benefit from and contribute to WTO?

Readings, Websites or Video Clips
Reading materials to be distributed in class.

Session 10
AIIB-China
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

In this meeting, we will explore the origin and development of the Asian Infrastructure Investment Bank (AIIB), the relations of AIIB to World Bank and Asian Development Bank, and the role of China in the establishment of AIIB.

Questions
1. Why was AIIB established (for political interests or economic considerations)?
2. Do you think AIIB will compete with World Bank and Asian Development Bank?
3. How do you evaluate China’s role, in particular, its veto power?

Readings, Websites or Video Clips
Reading materials to be distributed in class.
Course Title: Our Changing Planet

变化中的地球

Credit: 2

Course Description:

Environmental Science is fundamentally an interdisciplinary science including interactions among atmosphere, hydrosphere and lithosphere. The course Our Changing Planet is an elective course for undergraduate students, providing fundamental and essential knowledge to better understand environmental problems in China and the world. Major environmental issues such as greenhouse gases and climate change, photochemical smog, acid rain, and air pollution will be covered, especially haze in China.

Session 11

INGOs-China

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

In this meeting, we will discuss the origin and development of international non-governmental organizations (INGOs) and their roles in global governance.

Questions

1. Can you compare the similarity and difference between inter-governmental organizations and non-governmental organizations?
2. Why and how does China change its attitude toward INGOs?

Readings, Websites or Video Clips

Read materials to be distributed in class.

Session 12

UN Humanitarian Intervention-China

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

In this meeting, we will examine the history of UN’s human rights protection programmes, and China’s changing view on UN humanitarian interventions. We will also discuss whether it is possible to balance sovereignty doctrine and human rights protection.

Questions

1. What domestic hurdles does China face?
2. What external hurdles does China face?
3. If you were the policymaker, how would you resolve these hurdles?

Readings, Websites or Video Clips

Read materials to be distributed in class.

Session 13

China, International Organizations, and World Order

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

In this meeting, we will discuss China’s policies towards international organizations, explore the hurdles for China to play a more significant role.

Questions

1. Under what conditions do you think humanitarian intervention is necessary?
2. What is the relation between human rights protection and the principle of sovereignty? Are they incompatible?
3. Do you think it is possible to make sovereignty doctrine and human rights protection compatible?

Readings, Websites or Video Clips

Read materials to be distributed in class.

Instructor: Mei ZHENG

Prerequisites: None

Course Date: 2018.03.01 ~ 2018.06.14 (Exam Included)
Pre-requisites /Target audience
No pre-requisites required. Students who are interested in air pollution in China and environmental sciences are welcome.

Proceeding of the Course
Instructor will give lectures and lecture is the major teaching method.

Assignments (essay or other forms)
Presentation on specific topic related to the course by individual or groups.
Students are required to participate in-class discussion.

Evaluation Details
Final paper exam (60%)
Final presentation (25%)
Class participation and presentation (15%)

Text Books and Reading Materials
Two major textbooks include:

Reading Materials
2. Han, Y., and Zhu, T. (2015) Health effects of fine particles (PM2.5) in ambient air. Science China (Life Sciences), 58, 624-626.

CLASS SCHEDULE

Session 1
Earth’s lithosphere: Global warming, composition of solid earth, and plate tectonics
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
Start with general introduction of the course, then introduce structure and composition of solid earth, and plate tectonics
Questions
What is the past, present and future of CO2?
What are the two major systems of zonation of Earth’s interior?
What are the vertical profiles of major properties of solid Earth?
What processes and properties on earth are linked to plate tectonics?
Readings, Websites or Video Clips
Textbooks:

Session 2
Earth’s atmosphere: Composition of atmosphere and major wind patterns
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
Introduce basic concepts, wind patterns, and composition and vertical structure of atmosphere
Questions
What is the earth’s radiation budget and solar spectrum?
What are the vertical structure of atmosphere and profiles of major species such as ozone?
How do the major wind patterns form?
Readings, Websites or Video Clips
Textbooks:

Session 3
Earth’s hydrosphere: Seawater properties, ocean circulation, and air-sea exchange
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
Composition of seawater, vertical structure of physical and chemical properties of seawater, two major types of ocean circulation, Fe fertilization, and air-sea exchange
Questions
What are the vertical profiles of T, S, and nutrients in the ocean?
What determines the major circulation pattern in the ocean?
What is biological pump of CO2?
Readings, Websites or Video Clips
Textbooks:
Session 4
China haze: Past, present and future trend
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
Introduce the past history, the present status, and future prediction of haze in China including the comparison of PM2.5 concentration and property between China and other countries.

Questions
What is the trend of haze and visibility in China?
How is PM2.5 in China different from other countries?

Readings, Websites or Video Clips

Session 5
China haze: Distribution, sources, and formation mechanisms
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
Introduce spatial and temporal variation of PM2.5 in China, and present the current knowledge of sources and formation mechanisms of haze in China.

Questions
How is haze in Beijing formed?
What is the spatial variation and gradient of PM2.5 in China?
Where are the hotspots of haze in China?

Readings, Websites or Video Clips

Session 6
China haze: Health impacts of haze
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
Introduce the major research findings and key experiments related to health impacts of haze in China.

Questions
What are the major health outcomes related to haze based on current research?
What are the major species and sources of PM2.5 associated with health impacts?

Readings, Websites or Video Clips

Session 7
Biogeochemical cycles: Biogeochemical cycles of carbons and other key elements on earth
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
Introduce biogeochemical cycles of carbon, sulfur, nitrogen, and phosphorus. Introduce major concepts such as residence time and mass in each reservoir.

Questions
What are the environmentaleffects of major elements such as nitrogen and sulfur?
What are the global biogeochemical cycles of these key elements?

Readings, Websites or Video Clips
Textbooks:

Session 8
The changing earth surface: Changing land and water
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
Describe major changes on earth (land, water, and atmosphere), and important issues related to changes due to anthropogenic activities.

Questions
What are the major changes on the land due to human activities?
What are the major changes in the ocean?
What can be done to reduce these changes?

Readings, Websites or Video Clips
Textbooks:

Session 9
The changing atmosphere: Paleoclimate, global warming, and other challenges
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
Introduce climate change in the past (paleoclimate), and current global warming issue, and other challenges we are facing today.

Questions
What are the major changes in the atmosphere?
What can be done to reduce global warming?
What drives paleoclimate change?

Readings, Websites or Video Clips
Textbooks:

Session 10
Student presentation about haze in China
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
Each student will give a presentation about haze in China. The presentation can focus on specific topic (e.g., source of haze, health impacts of haze) based on the information from lectures, textbooks, reading materials, and literature research.

CV of Instructor
Mei Zheng is a professor in the Department of Environmental Sciences and Engineering, and the vice Dean of Marine Research Institute at Peking University in Beijing, China. She received her Ph.D. from Graduate School of Oceanography, University of Rhode Island in 2000. During 2000-2001, she was a postdoc at Georgia Institute of Technology and a visiting postdoc at University of Wisconsin-Madison. She worked at School of Earth and Atmospheric Sciences at Georgia Institute of Technology until 2010. Prof. Zheng joined Peking University in late 2010. Her research interests include sources of PM2.5 in urban areas and transport of anthropogenic aerosol to marine environment using chemical tracers and modeling tools. She is currently serving on several international committees including AGU’s Meetings Committee, IBI Steering Committee, and general secretary of IGAC-China Working Group. Prof. Zheng has published about 100 SCI papers in environmental science.
Course Title 课程名称
China’s Energy and Environmental Challenges
中国能源与环境挑战

Instructor 授课教师
Qi Chen
陈琦

Course Date 课程日期
2018.02.27 ~ 2018.06.12
(Exam Included)

Credit 学分
2

Credits

Course Description 课程简介
The focus of this undergraduate course is energy, the driving force of the development of the global economy and our society. China is the world’s second largest economy, the world’s largest consumer of coal, the second largest consumer of oil, and the world’s largest emitter of CO2. Rapid economic development after China’s reform and opening up alters the global energy structure and leads great environmental challenges. The course is structured for a broad, brief exposure to energy fundamentals, covering both the non-renewable (fossil fuel and nuclear) and renewable (solar, wind, hydro-, and bio-) energy technologies, the historical shifts of energy sectors (production, demand, imports, exports, and prices), and the energy-pollution-climate connections. It aims to help students develop a working knowledge about the energy economy and the sound policymaking, to understand the global changes, and to encourage intellective thinking of sustainable development. This course also includes two field trips, during which students will have real-world exposure to renewable energy facilities and air-quality monitoring stations in China.

Pre-requisites / Target audience
The course presumes basic knowledge in chemistry, physics, and mathematics at the high school level.

Evaluation Details
Grade weighting:
- Class participation and discussion (15%);
- Three homeworks (45%, 15% for each);
- Final essay (40%).
Late homework is penalized five-point per day (100 points for each homework). Exceptions can only be made for medical or family emergencies and must be approved by instructor. Field trips are part of the class hours and are required to attend. The actual dates depend on the results from class survey and the availability of the sites.

Text Books and Reading Materials
- Energy Systems and Sustainability, Godfrey Boyle, Bob Everett, and Janet Ramage, Oxford University Press, 2003
- IEA Key World Energy Statistics (KWES) 2016, available online
- IEA World Energy Outlook (WEO) 2016, available online
- BP Statistical Review of World Energy (SRWE) 2016, available online
- EIA, International Energy Outlook (IEO) 2016, available online
- Some journal articles distributed on class

Lectures will be provided by the instructor. On-class discussions will be often organized and led by the instructor. Students are highly encouraged to prepare additional slides for the instructor on the topics that they are interested and to introduce their slides on class. Meetings with TA will be scheduled allowing opportunities for students to seek help with specific questions as they arise relating to the lectures, readings, and homework.

Besides the general lectures (24 class hours), two field trips will be arranged as part of the class hours. One is to visit the PKU air-quality monitoring roof site (2 class hours). The other is to visit the wind farm, solar power, and pumped hydro energy storage facilities in the suburb of Beijing (6 class hours).

Assignments (essay or other forms)
Students are expected to complete three homework assignments and a term paper, which provides practice in both conceptual and quantitative aspects of the course material.
Session 1
Introduction and Energy Basics
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
- Briefly overview the course arrangements: participants, syllabus, requirements, etc.
- Introduce the connection between energy and society
- Introduce the basic concepts of energy and the overview of global primary energy use
- Practice on the energy charting tool
- Introduce the energy units and understand the utility bills

Questions
- What is energy?
- Why is energy so important for us?
- What are the major types of energy that has been used globally and regionally?
- What is the China's current energy "pie"?

Readings, Websites or Video Clips
- Textbook Chapter 1-3

Assignments for this session (if any)
- Preparation for next-time class discussion: Options for heating to minimize your monthly bill?

Session 2
Coal: Perspectives, Problems, Prospects
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
- Introduce the basic concepts about coal: origin, reserves, production, consumption, R/P, and environmental issues etc.
- Understanding the coal sector
- Discuss about the historical changes in the imports and exports of coal in China, focusing on two cases: (1) China's famous export tax rebate policy: impacts on energy economy; (2) National microeconomic control: historical shifts of import/export duty
- Understanding China's rising coal imports

Questions
- What is coal?
- How to estimate the lifetime of an energy resource?
- What are the major environmental problems associated with coal burning?
- How are the national policy and energy economy connected?
- What is the future of coal industry?

Readings, Websites or Video Clips
- Textbook Chapter 5

Session 3
Oil: Perspectives, Problems, Prospects
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
- Introduction of the basic concepts about oil: origin, reserves, production, consumption, peak oil, oil dependency, and environmental issues etc.
- Understanding the oil sector
- Overview of the imports and exports of oil in China and in the United States, focusing on two cases: (1) US lifts 40-year ban on oil exports; (2) China still export oil.
- Discuss about the falling oil prices and the impact of low oil prices

Questions
- What is oil and how important is oil in history?
- What affect the imports and exports of oil?
- What is the future of oil industry?

Readings, Websites or Video Clips
- Textbook Chapter 6

Session 4
Natural Gas: Perspectives, Problems, Prospects
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
- Briefly introduce the origin of natural gas.
- Flipped classroom practice (discussion led by students); reserves, production, consumption, international trade, pipeline network, the sector, and environmental issues etc. of natural gas.
- Introduce more facts about natural gas trade, focusing on (1) US became a net exporter; (2) China's appetite for LNG imports; (3) China's natural gas pricing reform.

Questions
- What is natural gas?
- Is the natural gas renewable?
- What affects the natural gas trade?
- Is natural gas a green energy source?

Readings, Websites or Video Clips
- Textbook Chapter 7

Session 5
Shale Revolution
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
- Introduce the basics about shale gas/oil: origin, reserves, production, consumption, trades, environmental issues etc.
- Introduce the two key technologies of shale development: horizontal drilling and fracking
- Discuss how the shale revolution becomes a made-in-America success story and the reasons of its success.
- Discuss about the international shale development beyond US and China's situation.

Questions
- What is shale gas and shale oil?
- What are the differences between conventional and non-conventional resources?
- How important are they?
- Can other countries be successful in shale development?
Session 6

Understanding Electricity

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

- Introduce electrical development and its connections to fossil fuel.
- Discuss about China’s electricity development, focusing on (1) reform 2002; (2) reform 2015; (3) remaining problems.
- Discuss about other counties’ electricity generation (class attendee’s home countries)
- Introduce the basic concepts of thermal power plants (Carnot Cycle and the maximum efficiency) and Discuss about the ways to increase the efficiency (CHP, CCHP etc.).

Questions
- What is electricity and where is it from?
- Why is China still building coal plants?
- How can a coal-driven country become greener?

Readings, Websites or Video Clips
- Textbook Chapter 11
- Articles on China’s electricity reform

Assignments for this session (if any)
- Homework #2

Session 7

Haze in China

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

- Overview the air pollution problem caused by energy use.
- Introduce the fundamental knowledge about haze (origin, characteristics, historical lessons, new complex) and air quality monitoring.
- Discuss about the health impacts of haze and the health studies of PM2.5
- Discuss about the pros and cons of haze-related commercial products (mask, air purifier).

Questions
- What is haze?
- Where does it come from?
- Why is haze so difficult to control?
- What can we do to improve air quality and to protect ourselves?

Readings, Websites or Video Clips
- Video Clip: Under the dome, produced by Chai Jing
- Articles of scientific research on haze

Session 8

Hydro and Nuclear Power: Perspectives, Problems, Prospects

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

- Summary of fossil fuel and global/China’s energy needs.
- Introduce the status of utilizing hydro-resources to generate power (theory, technical and economic potential, Three Gorges Dam and Itaipu Dam, hydroelectricity production, environmental issues, the seasonal variation and capacity factor of hydro-electricity, promising PHECS facility).
- Introduce the status of utilizing nuclear-resources to generate power (theory, BWR and PWR, production and reserves, environmental issues, development in China and in other countries).

Questions
- What is hydro- and nuclear- power?
- Are they green and renewable?
- What are the main issues that affects the development of the two energy sources?

Readings, Websites or Video Clips
- Textbook Chapter 8-9
- Articles about Three Gorges debate and the Fukushima accident

Session 9

Wind Power: Perspectives, Problems, Prospects

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

- Introduce the basics of utilizing wind to generate power (earth energy balance, wind turbines, wind technical vs economic potential, capacity factor, and wind curtailment).
- Discuss about the challenges for development wind energy in China.
- Discuss about options to address those challenges.

Questions
- What is wind power?
- Is wind power green and renewable?
- What is wind power?

Readings, Websites or Video Clips
- Articles about Three Gorges debate and the Fukushima accident

Session 10

Solar Power: Perspectives, Problems, Prospects

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

- Introduce the basics of utilizing solar to generate power (isolation, PV and CSP, capacity factor, technology and facilities, and environmental issues).
- Discuss about the development of photovoltaic industry and the factor contributing to lower cost of the photovoltaic systems.
- Introduce the status and policy of solar utilization in China.

Questions
- What is solar power?
- Is solar less expensive than other types of energy sources (nuclear, coal, natural gas)?
- What is the future of solar power?

Readings, Websites or Video Clips
- Articles about China’s solar photovoltaic policy

Session 11

Biofuel and Low Carbon Transportation

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

- Introduce the various choices of bio-energy (ethanol and biodiesel, production, prices and margin, trade, environmental issues).
- Discuss about the energy use of vehicles.

Questions
- What are the bio-energy choices?
- Is biofuel a promising sustainable energy choice?
- Are the electrical cars green?
Garden City is the planned settlement (town, village), normally separated from the downtown of a large city, that brings together the best elements of town and country, aiming to economically, socially and environmentally sustainable development.

Garden City Movement originated from housing problem caused by Industrial Revolution in the end of 19th century, UK, gradually spread over the world in 20th century, and become as the platform for international development of modern urban planning.

China was influenced by Garden City Movement since 1900, first stared in the foreign settlement area of the port cities, then practiced in the urban planning of some cities, mainly in the public park, university’s campus, manor’s garden, etc., and mostly reflected in the sketch of some city’s planning. After 1990’s, garden city movement’s carrying out in China mixed with other ideas such as environment protected city, green city, low charcoal city, suitable living city, natured city etc.

This course is opened for any student with interesting in Garden City, who will be trained to understand the real history of Garden City Movement, its origin, developing stages, current situation and future trend, as well as to master the real idea of Garden City movement, which provides benefit professional civilization elements for their future work.
The course concerning “urban”----such as Urban History, Urban Planning, Conservation Planning of Urban Heritage and etc.---- are suitable as the pre-studying ones of this course.

1. Origin of Garden City Movement 2
2. Processes of Garden City Movement 2
3. Development of Garden City Movement 2
4. Spread of Garden City Movement over the World 1
5. Garden City Movement’ Influence in China 3
6. Expectation of Ecological Civilization Construction in China 1

Assignments (essay or other forms)

PPT presentation & paper

Evaluation Details

Class attendance (20%)
Participation and discussion (20%)
PPT Presentation (20%)
Final paper work (40%)

Text Books and Reading Materials

Pat Hudson, The Industrial Revolution, London: Edward Arnold, 1992, 1-244

Brian Lund, Housing Problems and Housing Policy, London: Longman, 1996, 1-238
Mervyn Miller, English Garden Cities, Kemble Drive, Swindon, English Heritage, 2010, 1-117
Peter Hall, Colin Ward, Sociable Cities: The Legacy of Ebenezer Howard, Chichester etc.: John Wiley & Sons, 1998, 1-229
Planning
Works in Chinese
埃比尼泽·霍华德，明日的田园城市，北京：商务印书馆，2000/2009/2010
陈嘉泰，科技助推世界现代田园城市建设，电子科技大学出版社，2011
支文军，当代语境下的田园城市，北京：商务印书馆，2000/2009/2010
张捷，新城规划的理论与实践—田园城市思想的世纪演绎，中国建筑工业出版社，2005
李百浩，中国近代城市规划与文化，湖北教育出版社，2008
牛锦红，近代中国城市规划法律文化探析，中国法制出版社，2011
Session 3

Housing Policy in UK

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

Introducing the Acts on housing and working class during 1850-1930, issued by the local authority and central authority in UK.

Comparing the housing act between UK and China

Questions

Are there any difference between The Public Health Act (1848) and Housing of the Working Classes Act (1866) ?

How does the slum connect the housing policy?

Readings, Websites or Video Clips

Works and papers on Housing policy searched, selected and download from Science-Direct web.

Assignments for this session (if any)

Previewing the papers on industrial model village.

Session 4

Industrial Model Village

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

Introducing the industrial model village, Saltaire and Bournville, both are the designed workers’ village for the factory that moved from downtown of Liverpool and Birmingham, in order to improving the condition of workers dwellings conditions.

Comparing with UK, concerning the worker’s and staff’s dwellding quarters of the key factory in China since 1949.

Questions

What are the similarity &difference between Saltaire and Bournville?

What does the 156 key project in China mean?

Readings, Websites or Video Clips

Dr Gary Firth, Salt and Saltaire, The History Press, 2011

Margaret A. Broomfield, Bournville: Then and Now, York:William Sessions Ltd., 1975:158

Assignments for this session (if any)

Previewing the papers on Howard’s work

Session 5

Ebenezer Howard and his thought

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

Introducing E. Howard biography and his work To-Morrow: A Peaceful Path to Real Reform, his ideas on garden city, as well as the Chinese translation version of Howard’s work.

Questions

What are real ideas thought by Howard?

How many experiment garden cities planned and constructed by Howard?

When did Howard’s idea introduced into China?

Readings, Websites or Video Clips


埃比尼泽•霍华德，《田园城市》，北京：商务印书馆，2008(《明日的田园城市》，北京：商务印书馆，2008)

Assignments for this session (if any)

Previewing the papers on Howard’s work

Session 6

Garden City Movement

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

Introducing the garden city movement in UK:

1. reforming the 19th century city;
2. Masterplanning the garden city communities;
3. garden city homes;
4. industry and commerce;
5. The spirit of the place.

Briefly introducing the situation of urban housing development in China since 1980’s.

Questions

What does the difference exist between garden city, garden suburb, garden village, garden estate?

What is the spirit of garden city?

Readings, Websites or Video Clips


Assignments for this session (if any)

Previewing the papers on Housing and Town Planning

Session 7

Housing, town and country planning Act

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

Introducing the housing, town and country planning acts, especially on Housing and Town Planning Act (1909), which is caused by garden city movement, and is the start of modern town planning over the world.

Introducing the paradox of “urbanization planning” in China.

Assignments for this session (if any)

Previewing PPT presentation for study on the city planning history of Chang-Chun and Ha-Erbin.

Session 8

Garden City Movement’ Influence in China

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

Introducing how garden city movement influence the city planning in China since 1900, firstly in the port cities along the coast, then into the inner cities. Some influence are indirectly in the semi-colonial city.

Questions

Who is the first Town-country planner in China directly influenced by garden city movement?

Who many cities’ planning in China influenced by the garden city movement?

Readings, Websites or Video Clips

李百浩,中国近代城市规划与文化,湖北教育出版社, 2008

Assignments for this session (if any)

Previewing the paper on Garden City Movement’ Influence in China
Session 9

Case study on garden city in China

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

Introducing several kinds of garden city in China:
1. garden quarter in the city during 1900-1949;
2. garden villages of the key factory during 1950-1980;
3. the new garden city after 1980. With Howard’s garden city perspective.

Questions

What is the difference between three period’s garden city in China?

Readings, Websites or Video Clips

Material’s Reviewing after searching from academic website.

Session 10

Expectation of Ecological Civilization Construction in China

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

Introducing the new developing on garden city movement in UK, such as 21th century garden city by NGCA and The Letchworth Declaration, as well as the new development on garden city in China, such as new town and green villages etc.

Questions

Does Howard’s idea still fit for housing and town planning in the 21st century

Readings, Websites or Video Clips

The Letchworth Declaration

Current papers searched from academic websites on garden city

Assignments for this session (if any)

PPT presentation and paper

CV of Instructor

Que Weimin (April 9, 1957- ), Graduated from Peking University with Ph.D on Historical Geography in January, 1999, is a Professor in College of Urban & Environmental Sciences, Peking University (2004- ), Member of Editorial Board of Journal of Historical Geography (2012- ), Jury Member for the UNESCO Asia-Pacific Heritage Awards for Culture Heritage Conservation (2007- ), Core Member of Historical-Geography Special Group, Geography Society in China (1998-).

Que’s current academic interesting is Cultural Heritage, mainly on industrial heritage and urban heritage, teaching courses of World Heritage Research (for the Ph.D and Master student in Peking Uni., since 2005), Urban-Town Heritage Conservation Planning (for Undergraduates in Peking Uni., since 2006), Past and Present of Yuanmingyuan Park (for all students in Peking Uni. since 2012), currently researching the program of Garden City Movement’s Practice in China (2017-2020).

Que’s publication are works, World Heritage Perspective on Historic Block—Case Study on Shaoxing Ancient City(Beijing: Zhonghua Press, 2010), Geography and History: Bridging the Divide. (Alan R.H.Baker, Cambridge University, 2003), Beijing: Commercial Press. 2010), Geography and History: Bridging the Divide. (Alan.R.H.Baker, Cambridge University, 2003), Beijing: Commercial Press.

Que’s publication are works, World Heritage Perspective on Historic Block—Case Study on Shaoxing Ancient City(Beijing: Zhonghua Press, 2010), Geography and History: Bridging the Divide. (Alan R.H.Baker, Cambridge University, 2003), Beijing: Commercial Press.


Course Title 课程名称

Doing Business in China 中国商务

Instructor 授课教师

Changqi Wu 武常岐

Prerequisites 先修课程

Introductory level of economics

Course Date 课程日期

2018.02.27  2018.05.15  (Exam Included)

Course Description 课程简介

Objective

In this course, we are going to take a close look at what has happened to China’s business landscape, the opportunities and challenges to both multinational enterprises and domestic firms. We are going to acquire a better understanding on the fundamental factors and institutional changes in China in the context of globalization. This course will take the perspective from the 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 about functional areas and operations in conducting China business; and 3) basic skills of analyzing international economic environments and exploring business opportunities.

Pre-requisites /Target audience

Introductory level of economics/senior years of undergraduate students

Proceeding of the Course

Topic

1. China at a Glance
2. Market and Firms in China
3. China’s International Trade
4. Foreign Direct Investment and Market Entry
5. Managing Joint Ventures and Alliances
6. Financing China Operation
7. Public holiday: No Class
8. China’s Innovation System and IPR Issues
9. China’s Legal and Regulatory Systems
10. China Going Global and One Road and One Belt Strategy
11. China’s Future
12. Group Project Report Presentation

*This schedule is subject to change with prior notice

Credits 分值

2
Assignments (essay or other forms)

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

Evaluation Details

The final grades consist of three components:
1. Class attendance and participation in class discussion, which counts for 30 percent in the final grade.
2. Group report, which counts for 30 percent in the final grade. The project report will be provided.
3. Final Exam which counts for 40 percent in the final grade. The final exam will be essay type of questions. It may include a mini-case analysis. The exam will take place one week after the completion of the class.

Text Books and Reading Materials

There is no required textbook as such. Course materials combine three kinds 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:


Academic Integrity (If necessary)

Plagiarism is not allowed throughout the whole course. Students are required to finish their group work and final exam on their own.

CLASS SCHEDULE

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 about 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 boom continue? How to succeed in China market?

Readings, Websites or Video Clips

Readings (required)

Readings (optional)

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 performances. Students are required to focus on the lecture and raise their 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?
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 the 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)


Readings (optional)


Readings (required)


Readings (optional)


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 4

Foreign Direct Investment and Market Entry

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

Purpose: This session intends to help students understand basic facts on foreign direct investment in China; how to enter Chinese market; and how to position 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

Readings (required)

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)


Online Resources:

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

Assignments for this session (if any)

Review the contents that professor has discussed 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 to form 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 firms form joint ventures? What are the hazards associated with joint venture? How we can make joint ventures work? What are the solutions to incentive problems? What are the similarity and differences in joint ventures work? and how to position in China market.

How we can measure FIE performance? What are the main modes of foreign entry?

Readings, Websites or Video Clips

Readings (required)

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)


Online Resources:

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

Assignments for this session (if any)

Review the contents that professor has discussed in this session and read the articles assigned for next class; search and read other articles that relates to this session.

Assignments for this session (if any)

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

Assignments for this session (if any)
Review the contents that professor has discussed 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 have an understanding of China’s 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 Chinese financial system, 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 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 characteristics of the legal and regulatory systems?
What are the innovation policies in China?
What are 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.

Readings, Websites or Video Clips
Readings (required)

Readings (optional)

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 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)

Readings (optional)

Online Resources

Assignments for this session (if any)
Review the contents that professor has discussed 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 view on 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)

Online Resources
The National People’s Congress of the P.R.C. http://wwwnpc.gov.cn/
Assignments for this session (if any)
Review the contents that professor has discussed 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 get a view on the patterns of China’s foreign direct investment and try to compare it with that of developed countries. Also in this session, we will talk about China’s one belt and 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 it differs with that of the developed countries? What are reasons for these patterns? What do you know about China’s one belt and one road strategy?

Readings, Websites or Video Clips
Readings (required)

Readings (optional)

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 10

China’s Future

Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
This session intends to help students to have a broad picture of China’s present economic, social and cultural situations, and based on the currents 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)

Readings (optional)

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.

CV of Instructor

Professor Changqi Wu (武常岐) 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).

Online Resources
Financial Times: https://www.ft.com/china
**Course Title**
**Chinese Society and Business Culture**
**课程名称**
**中国社会与商业文化**

**Instructor**
Bobai Li
李博柏

**Course Date**
2018.02.28 ~ 2018.05.16
(Exam Included)

**Course Description**
This course explores key features of Chinese society and their implications to Chinese business culture. It begins with a comparative analysis about the structural differences between the Chinese and Western societies and moves on to discuss the social, economic, and cultural implications of such differences. After establishing basic analytical perspectives, we will focus on Chinese business culture and explore emerging patterns in areas like market ecology, labor processes, retailing and consumer behaviors, work relations and management. We will adopt an interdisciplinary perspective and analyze Chinese society and culture using concepts and theories from various social science disciplines (e.g., sociology, economics, psychology, philosophy, and political science). Our purposes are to understand the unique features of Chinese society and business culture on the one hand, and to develop a broad theoretical perspective for cross-cultural analyses on the other. Therefore, this class can also serve as a general social science course.

**Objective**
None

**Pre-requisites /Target audience**
None
Any students who are interested in understanding cross-national social and cultural differences.

**Prerequisites**
None

**Credits**
2

**Assignment**

**Evaluation Details**
Class Participation (15%): Class participation is critical for satisfactory learning of the course topics. Therefore, students are expected to contribute to group discussions, attend classes, and participate in class discussions. Missing a class without an advanced permission of absent will get 5% penalty of course score and those who miss four or more classes will not receive a final grade.

Teamwork (30%): Group discussion of selected issues before each class will be vital for class preparation and learning. To facilitate cross-cultural comparisons, students will be organized into four- or five-person discussion groups with balanced representation of different countries/regions (Each team should have students coming from at least three countries). Each group should meet at least once a week to discuss issues related to the next class.

In addition to weekly group discussion, each team is required to conduct two case studies during Week 3 and Week 10 (See source schedule below for a brief description; detailed guidelines are TBD one week earlier). A case study should have two components: 1) fact gathering for selected issues in both China and group members’ home countries; and 2) comparative analysis of cross-national similarities and differences. Teams are required to present their case studies (about 15 minutes) in class and submit a report (5-7 double-spaced pages) after class.

Starting from Week 3, every class will have two to three case study presentations (about 15 minutes each). Teams are also required to submit a case-study report (5-10 double-spaced pages) after the presentation. Each case study will be evaluated by the presentation and the report. Teamwork scores will be determined by a base score (for the whole project) and individual contribution.

Short Essay (15%): Each student is required to select a topic from the weekly class schedule and write a short essay (4-6 double-spaced pages) on the topic. The essay should have three components: 1) gathering facts and information, through real life experience, internet and media, field trips, and so forth; 2) comparing the Chinese
experience to the closest phenomena in other countries; and 3) explaining why things are different in China and other countries. Shorts essays are due within one week after the selected topic is covered in class.

Note: 1) Essays that cover earlier topics will not be accepted; 2) Late essays will receive 2% score deduction for every day of delay.

Final Essay (40%): In the end of the course, each student is required to submit a final assay that analyzes a particular issue or phenomena about China. In addition to describing the issues of phenomena in details based on first-hand observations and comparing them to other countries, the final essay should also use concepts and/or theories covered in the lectures to analyze cross-national similarities and differences. The final essay should run 10 to 12 double-spaced pages, due by the end of the course.

Text Books and Reading Materials

- Weekly reading materials (PDF copy, TBD alone with case study guidelines one week earlier)
- The People’s Republic of Capitalism with Ted Koppel (2006), Documentary DVD

Session 3

Gates and Walls

Description of the Session

Why Chinese communities, including residential neighborhoods and various work units, are gated? We will analyze what gates and walls mean in China and how they shape the ecological structure of Chinese society.

Readings, Websites or Video Clips


Assignments for this session (if any)

Case Study: Gated Community

Session 4

Dynamics of the Chinese Marketplace

Description of the Session

Chinese marketplaces differ from those in western countries in fundamental ways. For the most parts, Chinese marketplaces are against concentration, standardization, and transparency (information and price). We will discuss key features and dynamics of Chinese marketplaces and understand their structural roots.

Readings, Websites or Video Clips


Assignments for this session (if any)

Case Study: select one from 1) retailing and street vendors; 2) shopping centers; 3) product variety, and 4) online stores such as taobao and jingdong.

Session 5

Labor and Employment

Description of the Session

Cheap labor has been widely regarded as an important factor that has been driving Chinese economy. But underlying cheap labor is also a dynamics labor market that differs from that in a mature market economy. We will discuss various unique labor phenomena such as small business, migrant labors, wage dynamics, and special jobs and occupations in China and understand their impacts on Chinese economy.

Readings, Websites or Video Clips

3. Chunyun
2. migrant workers and the secondary labor market;
1. Any types of employment, including self-employed, contractors, and any other jobs you find interesting.

Case Study: select one from the followings:

Assignments for this session (if any)
Case Study: choose 1) wechat and social media in China or 2) guanxi inactions.

Session 8
Workplace Diversity and Management
Description of the Session
People in the same organization share something together (homogeneity) while differ in many other aspects (heterogeneity). We will discuss the internal heterogeneity and heterogeneity within Chinese work organizations and explore the managerial implications of workplace diversity.

Assignments for this session (if any)
Case Study: select one from 1) internal promotion vs. external hiring or 2) experience vs. potential in internal promotion.

Session 9
The Chinese Internal Labor Market
Description of the Session
We will discuss the dynamics of the Chinese internal labor market, in particular how future leaders are identified, selected, trained, and promoted. We will also explore how the institution of internal labor market affects individual careers, corporate management, social mobility, and political dynamics.

Assignments for this session (if any)
Case Study: Layoff vs. Pay-cut during economy difficulties.

Session 10
Moral Economy and Political Meritocracy
Description of the Session
In this class, we will discuss leadership and politics in China. We will focus on one fundamental political thought in China (and many other east Asian societies)—the elites have the moral obligations to take care of the masses while the masses are expected to show loyalty and obedience to the elite. We will explore the implications of this moral contract for political (and organizational) leadership and compare the unique Chinese governance principle, political meritocracy, to Western electoral democracy. We will also discuss features of the so-called Chinese model.

Assignments for this session (if any)
Case Study: Layoff vs. Pay-cut during economy difficulties.

 Sessions 6
Guanxi and Collectivism
Description of the Session
Guanxi is widely regarded as one of the central features of Chinese society. But the reasons why guanxi is so prevalent in social and economic exchanges have not been fully understood. We will analyze the rationality of guanxi and collectivism in China and explore their structural conditions and social and economic implications.

Assignments for this session (if any)
Case Study: select one from the followings:
1. Any types of employment, including self-employed, individual merchants, small business, brokerage jobs such as hangnuo dang, real estate brokers, subcontractors, and any other jobs you find interesting.
2. migrant workers and the secondary labor market;
3. Chunyun

Sessions 7
Cultural Dynamics and Competition Dilemma
Description of the Session
We will discuss various fundamental dynamics in Chinese culture, such as asiannes, cultural conformity, and shared role models, and explore their impacts on social and economic competition. We will use education as an example to analyze the kinds of competition dilemmas faced by Chinese people and their implications for Chinese society.

Assignments for this session (if any)
Case Study: select one from the followings:
1. Luxuty-goods consumption:
2. Education and the tiger-mom debate.

Assignments for this session (if any)
Case Study: Choose either 1) Wechat and Social Media in China or 2) guanxi inactions.

Readings, Websites or Video Clips

Assignments for this session (if any)
Case Study: select one from the followings:
1. Any types of employment, including self-employed, individual merchants, small business, brokerage jobs such as hangnuo dang, real estate brokers, subcontractors, and any other jobs you find interesting.
2. migrant workers and the secondary labor market;
3. Chunyun

Assignments for this session (if any)
Case Study: Choose either 1) Wechat and Social Media in China or 2) guanxi inactions.

Readings, Websites or Video Clips

Session 11
The Chinese Internal Labor Market
Description of the Session
We will discuss the dynamics of the Chinese internal labor market, in particular how future leaders are identified, selected, trained, and promoted. We will also explore how the institution of internal labor market affects individual careers, corporate management, social mobility, and political dynamics.

Assignments for this session (if any)
Case Study: Layoff vs. Pay-cut during economy difficulties.

Assignments for this session (if any)
Case Study: Wechat and Social Media in China or 2) guanxi inactions.

Readings, Websites or Video Clips

Assignments for this session (if any)
Case Study: select one from the followings:
1. Any types of employment, including self-employed, individual merchants, small business, brokerage jobs such as hangnuo dang, real estate brokers, subcontractors, and any other jobs you find interesting.
2. migrant workers and the secondary labor market;
3. Chunyun

Assignments for this session (if any)
Case Study: select one from the followings:
1. Any types of employment, including self-employed, individual merchants, small business, brokerage jobs such as hangnuo dang, real estate brokers, subcontractors, and any other jobs you find interesting.
2. migrant workers and the secondary labor market;
3. Chunyun
Course Title 课程名称
Chinese Economy 中国经济

Instructor 指授教师
Yiping HUANG 黄益平

Prerequisites 先修课程
Principles of Economics (or Introductory Microeconomics Introductory Macroeconomics)

Course Date 课程日期
2018.03.01 ~ 2018.06.14 (Exam Included)

Course Description 课程简介

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, labour 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.

Objective 目标

Professor Li is Associate Professor of organizational and strategic management at the Guanghua School of Management. He is a sociologist by training, receiving his BA from Peking University and MA and PhD from Stanford University. He was on the faculty in the Department of Sociology at Northwestern University from 2001 to 2006 before returning to China. Professor Li’s research interests include organizational behavior, human resource management, and research methods.

Prerequisites
Principles of Economics (or Introductory Microeconomics Introductory Macroeconomics)

Evaluation Details 评价详情
Class discussion: 15%
Course essay: 35%
Final examination: 50%
There will be a 2-hour final examination at the end of the semester.

CV of Instructor

Professor Li
### Text Books and Reading Materials


### Session Schedule

**Session 1**
- Introduction and overview, the Chinese economic history

**Session 2**
- Reform strategies: development strategy, transaction cost, dual-track system and asymmetrical market reform

**Session 3**
- Political economy of China's economic transition

**Session 4**
- Agriculture reform: initial success and later problems

**Session 5**
- Trade policy, special economic zones and WTO accession

**Session 6**
- Industrialization: from rural township and village enterprises to urban industrial development

**Session 7**
- Demography, labor market and income distribution

**Session 8**
- Transformation of the domestic financial system

**Session 9**
- Exchange rate and capital account liberalization

**Session 10**
- Reform of the fiscal system

**Session 11**
- Growth and structural change

**Session 12**
- Innovation

**Session 13**
- Macroeconomic policies: monetary and fiscal policies

**Session 14**
- Can China overcome the middle-income trap?

### CV of Instructor

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 Counsellors’ 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.
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
Xiaoguang Shi 施晓光

Prerequisites 先修课程
None 无

Course Date 课程日期
2018.02.26 ~ 2018.05.11 (Exam Included)

Course Description 课程简介
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 available to choose the course

Proceeding of the Course

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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%)

Reading Materials
Yang J 2011, Good or Bad?: Learning Globalization, Postmodernity and a Changing China Education System
Seybolt, Peter J Revolutionary education in China: documents and commentary


World Bank (1997) China: higher education reform


Session 1

**General Introduction: Saga of China Education**

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

This session makes a general introduction about China’s education from a historical perspective, focusing on several issues, such as Education in Chinese Context: conception and operation; The culture foundation of China Education: Social transformation and China’s education; PISSA performance and the secret to success; Challenges and future 2020 vision.

*Questions*

What is of difference between China’s education and western education in both conceptual and operational perspectives?

What Does PISSA 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 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 its cultural heritages from ancient time to early modern one.

*Questions*

What did form of schooling system look like?

What are the teaching contents included in the period of time?

How did the institutions of higher learning evolve from Pyong 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 studies at Guozhijian at Beijing

Session 3

**Changes of modern education Movement in Qing Dynasty and Republic of China**

*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 period of new China. Several important events such as establishment of new institutions of higher education are covered.

*Questions*

How did the ideas and models of Form Soviet Union influenced on China’s education in 1950s and 1960s.

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 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 period of new China. Several important events such as establishment of new institutions of higher education are covered.

*Questions*

How did the ideas and models of Form Soviet Union influenced on China’s education in 1950s and 1960s.

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 learn about reconstruction and development of education in period of new China. Several important events such as establishment of new institutions of higher education are covered.

*Questions*

What was the project 985 universities, Why Chinese government launch the campaign of building WCU?

Readings, Websites or Video Clips

Peking University and the Spirit of Chinese Scholarship

Chinese University 1885-1995 a century cultural conflict

Assignments for this session (if any)

Reading materials ahead and discussion in the classroom

Team discussion and presentations based on the discussion

Readings, Websites or Video Clips

Peking University and the Spirit of Chinese Scholarship

Chinese University 1885-1995 a century cultural conflict

Assignments for this session (if any)

Reading materials ahead and discussion in the classroom

Team discussion and presentations based on the discussion
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 students learn about China’s basic education system and its attainment and realities. Most parts will place emphasis on policies and initiatives launched by MOE since 1990s onwards.

Questions
How much do you know China's higher education? What are major problems facing to 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 materials ahead and discussion in the classroom
Team discussion and presentations based on the discussion

Session 7

China 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 attainment and realities. Most parts will place emphasis on policies and initiatives launched by MOE since 1990s onwards.

Questions
How much do you know 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 8

China 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 a whole and its attainment and realities. Most parts will place emphasis on policies and initiatives launched by MOE since 1990s onwards.

Questions
How much do you know 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 9

Conclusion: discussion and assignment

CV of Instructor

Dr. Shi completed his doctorate of Comparative Education at Beijing Normal University in 1998, sponsored by the EU Erasmus Scholarship, Special Award for Canadian Studies and so on. He has been serving as a professor in the Graduate School of Education, Peking University since 2007, and also one of academic staff/Deputy Director at Peking University, Center of International Higher Education(PKU-CIHE). He also had rich experiences of working as visiting scholars, guest professors and research fellows at some universities worldwide. His academic interests include international and comparative higher education policy; higher education theory. He has (co-)authored or edited many publications in the field of his studies, such as American higher education thoughts (2001), Idea of Western higher education: a historical perspective (2002), Studies on Makiguti Tunezaburo's Educational Thoughts(2012), and Higher Education in the Globalist Knowledge Economy(2012) and China's Rising Research Universities:A new Era of Global Ambition(2014) and so on.
The enforcement of the bipolar logic in the 1950s inspired a set of hedging strategies from the most sensitive peripheries of the two blocks - Europe and China in particular - as an attempt to gain space of actions in foreign policy and accumulate political capital to invest in the relationship with the superpowers. The 1960s was a crucial decade in this respect. The emergence of Sino-Soviet discord and the extreme distress caused by the Great Leap Forward made Beijing particularly active in setting up an independent cooperation with the ‘intermediate zones’. While Moscow’s tight control restricted the limit of actions of Eastern European countries - with the sole exception of Romania and Albania - on the other side of the iron curtain they seemed more keen to gain advantage from China’s resilience towards bipolar conformism, first and foremost De Gaulle’s France.

The normalization of diplomatic relations between France and China was the crossroads between two separate historical courses: the ascent of the People’s Republic of China as it sought for a new sphere of influence and autonomy in the international system and the decline of a European colonial power like France, which found it difficult to adapt to the demise of the Euro-centrism of the post-war era. As Malraux prophetically said during his trip to China in 1965, “300 years of European energy are fading while the Chinese era begins.”

Sino-French normalization had a profound symbolic result: it signaled the beginning of a new socialization between China and the West, a socialization driven this time by Beijing’s proud search for independence in international relations. In 1960s Mao’s fierce struggle against revisionism - and the Cultural Revolution as its corollary - revised the logic of the ‘leaning of one side’ dictated by Yalta’s bipolar logic and created the conditions for a further diversification in the international system, as shown in its reconfiguration of the intermediate zone theory presented at that very same time. In 1970s Western Europe helped to facilitate and consolidate this historical shift by progressively recognizing the PRC and setting up trading strategies aimed at integrating its market, and its economic policies, into the capitalist system.

If this entente seemed favoring a partial multipolarization of the international relations, this still happened however within the frame of the superpower domination and its strategic rationale: the logic of détente both between the superpowers and within Europe conflicted with the Chinese desire to isolate the social imperialist threat coming from Moscow. As a sort of inverse proportionality when the logic of détente prevailed Beijing’s space for action diminished, and vice-versa: at the end of 1970s the demise of Mao’s radicalism followed by the launch of Deng’s reform coupled with the crisis of détente between the superpowers and transformed Sino-Western partnership into a decisive element for the defeat of the Soviet Union and the creation of the contemporary system we live in today.

This course aims to attribute a balanced historical position to the role played by Sino-European relations in these crucial passages. It attempts to reach an accurate assessment of this relationship by analyzing the development of bilateral relations within the complex framework of the Cold War structure and the superpowers dominion within it. Therefore, it looks at the bilateral relations between China and the individual European countries not simply per se but as a segment of a complex matrix of relations ordered by the hierarchy imposed by the superpowers hegemony. An objective historical evaluation of the function that these segments produced in the transformation of the Cold War hierarchies has yet to come.

This course aims to fill this gap by providing PKU undergraduate students with a unique analytical tool to decipher the evolution of Sino-European relations from the Cold War until today. A special attention will be given to the current evolution of Sino-European relations within the framework of the Belt and Road Initiative launched by President Xi Jinping at the end of 2013.
The course, opened to ALL PKU UNDERGRADUATE students will last 48 hours (3 credits) and it will be divided in several subtopics.

Class presentations will be evaluated based on:
1. a) Persuasiveness of the argument,
2. b) Evidence used to support the argument,
3. c) Overall clarity of the presentation (organization, clarity, rhetoric).

Evaluation Details
The final vote of the course will be based upon the following scale:
• 25% attendance & debates
• 25% mid-term exam
• 25% class presentation
• 25% final exam
Attendance and readings are compulsory.

Text Books and Reading Materials
Primary and secondary sources for each subtopic:

Assignments (essay or other forms)
The students will be evaluated on their attendance & participation to weekly debates, class presentations, the Mid term and final exams. More specifically:
• Debates: a structured debate examining a controversial proposition with three students asked to speak in support of the proposition and three students asked to speak against the proposition. The rest of the class is expected to ask questions of both sides after the debate. Each side has 15 minutes to present their case – 10 minutes primary statement and a 5-minute rebuttal. There will be 15 minutes for Q&A once both sides have presented their case. Debate teams and individuals will be evaluated based on:
  1. Persuasiveness of the argument,
  2. Evidence used to support the argument,
  3. Overall clarity of the presentation (organization, clarity, rhetoric).
• Mid-term exam: a set of questions with multiple answer based on the readings of class 5-10
• Class presentations: they will be based on student's individual presentation with PPT on a specific topic chosen from the course sub-topics together with the TA (within March 7th). Each presentation should have 10 slides/infographics and do not exceed 10 minutes + 5 minutes of Q&A

Academic Integrity (If necessary)
Plagiarism: The University takes plagiarism very seriously and is committed to ensure that as far as possible it is detected and dealt with accordingly.

Proceeding of the Course
The course, opened to ALL PKU UNDERGRADUATE students will last 48 hours (3 credits) and it will be divided in several subtopics.

Intro: Europe & Asia: from polarity to fusion
March 1st, 2018
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
This lecture is a conceptual introduction to the course. It is based on two historical ‘movements’ the Asianization of Europe and the Europeanization of Asia, as the pillars of a new futurist transition towards an Hegelian synthesis of Eurasian identity, symbolized by the ‘One Belt, One Road’ project.

China and the Cold War: an overview
March 8th and 15th, 2018
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)
This section will provide an introduction to China’s role in the Cold War from its foundation in 1949 to the end of the Cold War in Asia. Thanks to the support of Chen Jian and Odd Arne Westad the analysis will focus on China’s mutant relations with the superpowers: the rise and demise of Sino-Soviet alliance in 1950s and 1960s and the Sino-American détente and semi-alliance of 1970s and 1980s. A special emphasis will be given to the new process of ‘socialization’ between China and the West activated in the 1970s through the combination of Deng Xiaoping’s reform and opening and Brzezinski’s China policy.

Readings, Websites or Video Clips
Chen Zhimin, ‘Nationalism, Internationalism and Chinese Foreign Policy’ in Journal of Contemporary China (2005), 14(42), September, 545-578.

Readings, Websites or Video Clips

Readings, Websites or Video Clips
Sino-Eastern European relations: the Polish and Hungarian cases
March 22nd, 2018

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

This section will restrict the focus on the relations between the main ‘third actors’ of the Cold War, namely Europe and China. It will begin with a conceptual overview on Sino-Eastern European relations from 1950s to the end of 1980s and then will analyze two text cases, namely Sino-Polish and Sino-Hungarian relations, focusing on their evolution after the Sino-Soviet split in 1960s and 1970s.

Readings, Websites or Video Clips

• Shen Zhihua, and Yafeng Xia. “The Whirlwind of the Sino-Soviet split in 1960s and 1970s. Sino-French normalization had a profound symbolic result: it signalled the beginning of a new socialization between China and the West, a socialization driven this time by Beijing’s proud search for independence in international relations.

Readings, Websites or Video Clips


Sino-French relations: revolutionary diplomacy
March 29th, 2018

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

This lecture aims to analyze the evolution of Sino-Italian relations from the foundation of the PRC to the end of the Cold War, with a special focus on the construction of the official relationship from 1970 to 1992. The presentation will be divided into three parts: a critical reflection on the historical context that set the ground for the evolution of Sino-Italian relations between the 1950s and the 1970s; an assessment of the historical impact of normalization; and a reconstruction of the main dynamics in bilateral relations between 1970 and 1992.

Readings, Websites or Video Clips


Sino-Italian relations (1945-1992): the importance of marginality
April 19th, 2018

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

The normalization of diplomatic relations between France and China was the crossroads between two separate historical courses: the ascent of the People’s Republic of China as it sought for a new sphere of influence and autonomy in the international system and the decline of a European colonial power like France, which found it difficult to adapt to the demise of the Euro-centrist of the post-war era. As Malraux prophetically said during his trip to China in 1965: “300 years of European energy are fading while the Chinese era begins.”

In this segment we will introduce the role of Sino-Italian relations between 1970 and 1992. An expert analysis of former President of the EU Commission, Prof Romano Prodi, on the evolution of Sino-European relations after the Cold War and its future prospects will be followed by a more in depth outlook on the impact of the Belt and Road Initiative on Sino-European relations. In particular, the intersection of this plan with Europe’s traditional sphere of influence in the Mediterranean will be taken into account from a geopolitical and economic angle.

Readings, Websites or Video Clips

• Romano Prodi (Former President of EU Commission) “China & Europe in the Belt and Road Initiative Framework” May 3rd, 2018
• Giorgio Prodi (University of Ferrara) The economics of Sino-European relations in the Silk Road Initiative, May 10th, 2018

Readings:

• Enrico Fardella & Giorgio Prodi, “The Belt and Road Initiative framework on Sino-European relations: an Italian Perspective” in China & World Economy, Special Issue: Eurasian Perspective on China’s Belt and Road Initiative, Volume 25, Issue 5, September–October 2017, 125-138.
Session 8

Sino-Vatican relations (1949 – present): Patience and Silence
May 17th, 2018

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

This section of the course will examine relations between Vatican and the People’s Republic of China after 1949. First, we will conduct a conceptual overview of the evolution of Vatican’s position in the international system over the years, with a special emphasis on how the Cold War transformed this position. Then, we will examine how the Vatican sought to preserve its presence in Mainland China against the domestic background of Communist hostility to religions, especially those with foreign links. We will also see how the Vatican’s ambiguous attitude toward Chiang Kai-shek’s regime can be a litmus test of its hopes and aspirations for the Catholic Church in the Mainland. Finally, we will look at how, in the 1960s, after the Second Vatican Council, the successive popes after Paul VI attempted to reach out to China in order to normalize relations, and how those efforts impact the Chinese Catholic Church today.

Readings, Websites or Video Clips

Session 9

Sino-German (DDR-FRG) relations: a triangular conundrum
May 24th, 2018

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

In this week the course will touch upon China’s curious relationship with DDR and FRG both in the Cold War context in 1950s and then in the crucial decade of 1960s vis-à-vis the Sino-Soviet split. The 1970s will be taken in particular consideration as the decade of Ostpolitik and the Helsinki Process and the beginning of intra-European détente whose effect deteriorated China’s posture in Central Europe.

Readings, Websites or Video Clips
• Berkofsky, Axel, From Foes to Fair-Weather Friends and Comrades in Arms: The Ups and Downs of Relations between the GDP and China in the 1980s; in: The Journal of Northeast Asian History Volume 14 Number 1 Summer 2017

Session 10

Sino-European relations: the tyranny of distance
May 31st, 2018

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

This section aims to analyze Europe and China’s temptations and dissatisfaction in an age of critical change of the international system. The structural and ideological limits of both actors will be discussed in light of their mutual capability to cope – individually or cooperatively – with the challenges created by the rapid global transformations of the last years. The analysis will be framed within the context of the new ‘Belt and Road Initiative’ as a Chinese version of Eurasian connectivity and an attempt to create a community of shared interest.

Readings, Websites or Video Clips

June 7th/14th, 2018 CLASS PRESENTATIONS & FINAL EXAM

CV of Instructor

Dr. Fardella is Tenured Associate Professor at the History Department of Peking University (PKU) and Executive Director of PKU’s Center for Mediterranean Area Studies and ChinaMed Business Program. Enrico is also Project Leader of the ChinaMed Project at the Torino World Affairs Institute (T.wai), Global Fellow at the Woodrow Wilson International Center for Scholars and Research Scholar at the Machiavelli Center for Cold War Studies (CIMA). Dr. Fardella has been an East China Normal University (ECNU) – Wilson Center Scholar in the History and Public Policy Program at the Woodrow Wilson International Center for Scholars and Research Scholar at the Machiavelli Center for Cold War Studies (CIMA). Dr. Fardella has been an East China Normal University (ECNU) – Wilson Center Scholar in the History and Public Policy Program at the Woodrow Wilson Center for Scholars and a Fellow of the Science & Technology China Program of the European Commission. He is the coordinator of the ThinkinChina forum in Beijing, as well as deputy editor of the OrizzonteChina monthly review.

His fields of interests are: Chinese foreign policy; History of international relations; History of contemporary China.
Course Title: A General Survey of Traditional Chinese Arts

Course Description:
The course provides an introduction to the traditional Chinese arts for both overseas and domestic students who are interested in Chinese traditional culture. It will focus on various categories of Chinese arts and give each of them an explicit interpretation through typical work and artistry. The Chinese music, painting, handicraft, architecture, gardening, handwriting, costume, diet and drama are all involved in the curriculum, and each of them will occupy one or two lectures. During the term we will also arrange one or two Chinese art investigations outside the campus and organize some discussions with local artists.

Course Date:
2018.03.03 ~ 2018.06.22 (Exam Included)

Prerequisites:
None

Instructor:
Xiaolong Liu

Pre-requisites /Target audience:
No prerequisite course

Evaluation Details:
The assessment uses a percentage grading system.
1. Regular grades: Attendance rate and classroom performance 10%
2. Class Presentation 30%
3. Term paper with special topic 60%

Text Books and Reading Materials:
1. Insights into Chinese Culture, by Ye Lang and Zhu Liangzhi, Foreign Language Teaching and Research Press, 2014;
4. The Outline of Chinese Culture, by Chang Junyue etc, Peking University Press;
5. Music in China, by Frederick Lau, Oxford University Press, 2008;
7. Chinese Clothing, by Hua Mei, Cambridge University Press, 2011;
Lecture 1
An Introduction to the Traditional Chinese Arts.
1. The richness and complexity of Chinese traditional arts.
2. The relation between the artistry and artwork.
3. The influence of the rural culture.
4. The general aesthetic features of the traditional Chinese arts.
5. The artists in context.

Lecture 2
Chinese Traditional Music 1.
1. The categories of the Chinese traditional music.
2. The aesthetic features of the Chinese music.
3. The music for the intellectuals (scholars’ music)
4. The structure and its symbolic meaning in “Qin”
5. The analysis of “Three variations of the Plum Blossom”

Lecture 3
Chinese Traditional Music 2.
1. The relationship between the poetry and music in ancient China.
2. An introduction of the Chinese singing theory.
3. The poets in Song Dynasty: the composer of songs.
4. Jiang Kui and his songbook “the anthology of Bai Shi Dao Ren”

Lecture 4
Chinese Traditional Painting 1.
1. A brief overview of Chinese painting history.
2. The categories of the Chinese traditional painting.
3. The artists and schools in Chinese painting.
4. The traditional skills of Chinese painting.
5. An introduction of Gu Kaizhi (the Six Dynasties)’s “Luoshen Appraisal Painting”.

Lecture 5
Chinese Traditional Painting 2.
1. The business and dissemination of the Chinese painting.
2. The characters of the Literati painting.
3. The career of a painter: Qi Baishi
4. The flowers and birds painting in Qi Baishi’s works.

Lecture 6
Chinese Traditional Handicrafts.
1. The traditional handicrafts and the folk culture.
2. The categories of the Chinese handicrafts.
3. Craftsmen or artists?
4. A brief history of the porcelain production in China.
5. An analysis of the jar depicting “Kuei Ku-tzu going down a mountain”

Lecture 7
A Case Investigation of the Traditional Handicrafts in Beijing.
1. The relation between the folk handicraft and the daily life.
2. The survival state of the local craftsmen.
3. The inheritance and protection of the folk handicrafts.

Lecture 8
Chinese Traditional Architecture
1. A brief introduction about the history of Chinese Architecture.
2. The categories of traditional Chinese Architecture.
3. Feng Shui and building design.
4. The formal beauty of the Chinese Traditional Architecture.
5. The roof design: A case study.

Lecture 9
Chinese Traditional Gardening
1. A brief introduction about the history of Chinese Gardening.
2. The design layout of the typical Chinese Garden.
3. The traditional Gardening and the intellectuals.
4. The exploitation and imitation of nature.
5. The architectural design of the “The Lingering Garden” in Suzhou.

Lecture 10
Chinese Traditional Handwriting
1. A brief introduction about the history of Chinese Handwriting.
2. The utilitarian function and artistic quality of Chinese traditional handwriting.
3. The identity of calligraphers and their artistic creation.
4. The basic techniques of Chinese Handwriting.
5. The aesthetic appreciation about Wang Xizhi’s Orchid Pavilion.

Lecture 11
Chinese Traditional Costume.
1. The history of Chinese traditional costume.
2. The Chinese costume and local culture.
3. The variform of the costumes in ethnic groups.
4. The fabrication of the Chinese traditional costume.
5. Han Costume and Confucianist culture.

Lecture 12
A case Investigation of the Traditional Gardening in Beijing.
1. The construction planning of the Summer Palace.
2. The Buildings in the north part of the Summer Palace and Buddhism.
3. The Kunming Lake design and the birthday celebration of the Empress Dowager Cixi.
4. The renovation and protection of the Summer Palace.

Lecture 13
Chinese Traditional Diet.
1. The daily diet as a kind of art.
2. Tea and Chinese traditional culture.
3. The school of dishes and representative delicacies.
4. The skills of Chinese chefs.
5. The aesthetic consideration of the traditional diet.
Chinese Traditional Opera.

1. A brief history of Chinese traditional opera.
2. The roles and techniques in the performance of Chinese traditional opera.
3. The connection between the traditional opera and literature.
4. The origin and the development of the Kunqu opera.
5. An appreciation of Tang Xianzu’s Peony Pavilion.

Liu Xiaolong, Associate Professor in School of Fine Arts, Peking University. Liu Xiaolong completed the B.A. and M.A in the Central Conservatory of Music, studying with Prof. Yao Yaping, and finished his PhD at the same conservatory with Prof. Li Yinghua and Yao Yaping. In 2007, Liu began teaching at the School of Fine Arts, Peking University as a lecturer, and then as Associate Professor. Liu Xiaolong has mainly studied historical musicology with his research field covering the Classic Period in Western music history, and especially Beethoven. Up to now, Liu has published his doctoral dissertation, On Beethoven’s Missa Solemnis (2010) and translated F.E. Kirby: Music for Piano: A Short History (1995) and Lewis Lockwood’s Beethoven: The Music and The Life (2003) into Chinese, works published in 2010 and 2011, respectively. In 2006, Liu Xiaolong compiled Hall Mozart: 26 Interviews from Chinese Musicians in celebration of Mozart’s 250 Anniversary. In 2014, he published his first book on Chinese music, The Sound For the Soul: An Introduction on Chinese Music (2013). In 2012, Liu received the first prize with his doctoral dissertation in the annual scholarly competition held by the Social Science Association in Beijing. In January 2014, Liu went to Boston University as a visiting scholar working with Professor Lewis Lockwood on musical research related to Beethoven. In February 2016, Liu Xiaolong was invited as a visiting professor to the Newcastle University teaching the “Chinese Traditional Music” to the students in their Understanding World Music classes. At the same year, Liu published his translation about William Kinderman’s Beethoven (the revised edition, 2009).

Course Title 课程名称
China and Media Matters
中国与媒体事务

Instructor 授课教师
Jaime A. FlorCruz

Prerequisites 先修课程
Fluent use of English language

Course Date 课程日期
2018.02.28 ~ 2018.05.09 (Exam Included)

Course Description 课程简介

This course offers an overview of journalism and communications to be presented by a veteran China watcher and foreign correspondent who will share first-hand experiences and unique perspectives.

Learning Goals - this course aims to help students:
• Understand the basic tenets and practice of journalism and communication
• Familiarize with the media landscape in and outside China

Objective 目标
• Make comparative media studies between China, the U.S. and other countries
• Develop the ability to distinguish between news, propaganda, publicity, advertising, entertainment and raw information
• Explore the promise and perils of New Media
• Gain understanding of China and its relations with other countries through the prism of media reporting
• Probe the prospects and problems of how China communicates with the outside world
Pre-requisites /Target audience

Fluent use of English language
Open to undergraduate and graduate students

Proceeding of the Course

The class will analyze distinctive features and impact of various media: print, TV, radio, online media, social media, blogs, and podcasting. It will look into the role of the media and the impact of technological innovation in the way news is presented and consumed, while seeking to find out how all these are different or similar in China compared to other countries. The class will also look at how China is projecting its image overseas and how it is perceived in and outside China through the prism of the media. Students will listen to presentations by the professor, guest speakers and peers. The start of class time is typically devoted to sharing of current events and brief discussions on how world events are covered by Chinese and overseas media.

Students will use personal mobile devices to gather audiovisual elements to complete homework assignments. The class will use group Wechat as the main platform for circulating reading and writing assignments and for sharing information and opinion.

Assignments (essay or other forms)

Daily reading of news is required. Students will be expected to participate in discussions and work in teams, take occasional quizzes, submit reflective reports or thoughtful essays on assigned readings or video. Presentations may also include photos, videos or other audiovisual media. A total of nine (9) writing assignments will be required throughout the course. As final project, students will be required to put together a short multimedia project to be presented to the class in the last session.

Evaluation Details

Attendance and Class Participation - 25%
In-Class Writing, Homework and Quizzes – 25 %
Final Project – 50 %

Text Books and Reading Materials

Hand-outs, online media links; access to CCTV, BBC, CNN, Xinhua, China Daily, AP, Reuters, Financial Times, Bloomberg, Wall Street Journal and New York Times, or other available news sources is recommended.

Academic Integrity (If necessary)

Cheating is strictly forbidden.

CLASS SCHEDULE

Session 1

Introduction
Overview. Getting to know the professor, the course and expectations. After the professor gives a self-introduction, students will then introduce each other to the class through interviews. Professor will share practical experiences and insights as a media practitioner in China; how and why he chose to become a reporter, the rewards and frustrations of covering China, and the highlights of his 30-year career. Students will get tips on the art of interviewing and will practice interviewing skills and oral presentation.

Short video: Jia Jiangke – “In Our Time” Part 2 – a renowned filmmaker’s introduction

Questions

In-Class Short Writing Assignment #1: “The News You Use” (100 words)

Readings, Websites or Video Clips

1. Weinstein, Michael “Short and Sweet: Storytelling in 300 Words by Brady Dennis,” Poynter, April 14, 2006. [3 pages]
3. Belmaker, Genevieve “5 ways journalists can use smartphones for reporting” Poynter, January 18, 2013. [3 pages]

Assignments for this session (if any)

Assignment #2: prepared short oral presentation due next meeting

Session 2

Eye on China

A look at how China has changed, and has not changed, over the past four decades, through the professor’s personal experiences and insights. What was China like under the rule of Chairman Mao? What were the highlights and consequences of the Cultural Revolution? What was Deng Xiaoping’s vision of “reform and opening up” and how did it change China? What has Deng’s reform achieved and what have been its unintended consequences? What was the media landscape like, then and now? How has the foreign media covered the China story and how does it compare with the Chinese media coverage?

1. Short presentations by students
2. Videos by FT Chinese:
   • “Days in Beida”
   • “China May Wish to Slow Down”
3. PowerPoint by Jaime FlorCruz “Eye on China Through the Decades”

Questions

In-Class Short Writing Assignment #3: “China’s Defining Images” (100 words)

Readings, Websites or Video Clips

**Session 3**

**The Discriminating News Consumer**
Explore the differences between news, propaganda, publicity, advertising, entertainment and raw information. What role does state-run media play in communication? What levies are available to governments to affect news coverage? How have the Chinese media evolved in the past years? What role do they play in the rapidly changing society? Class discussions on these issues will focus on understanding all points of view.

Presentations
1. Video by FT Chinese: “Media as Watchdog”
2. PowerPoint by Jaime FlorCruz: “The Discriminating News Consumer”

**Readings, Websites or Video Clips**

**Assignments for this session (if any)**
Short Writing Assignment #4: on recent lifting of “net neutrality” in the U.S. and its implications in the news industry. (100 words)

**Session 4**

**Profit motive versus balanced coverage**
Does it matter who owns media outlets? How do commercial concerns shape or not shape story selection and presentation? The class will look into how fragmentation and consolidation in the media industry play out in and outside China? With the acquisition of media outlets by corporate giants like Amazon and Alibaba, is bigger better? Do such takeovers lead to “conflict of interest”? Should there be a “wall” between the “church” (editorial side) and “state” (business side)? How do news organizations decide the most important and interesting stories of the day? When do raw information become vital and news? We will examine the dilemma of choosing between interesting and important stories and what factors drive the decisions. How does press coverage shape public opinion and how does public opinion shape press coverage?

**Questions**
In-Class Short Writing Assignment #5 on a balanced media diet (100 words)

**Session 5**

**Internet and Social Media**
What opportunities and challenges do the Internet and social media bring to journalists and news consumers? The course will look into how technological advances affect both coverage and relations between the press and the government, and between the press and their business owners. How is mobile technology changing the way news is delivered and consumed?

**Questions**
In-Class Short Writing Assignment #6 on the business and practices of social media (100 words)

**Session 6**

**The Power of Images**
What makes TV news different from print and other media? Explore the special impact of visual journalism: Photo journalism, TV and the web. What challenges do new media pose for consumers of news? Can the print media survive? Is a picture really worth a thousand words? Can an iconic, single-frame image tell the whole story?

1. PowerPoint by Jaime FlorCruz: “The Power of Images”
2. Video by COOPH “The Power of a Photograph” - iconic photographs and famous moments throughout history that captured raw human emotions and stunned the world.
3. Resource Speakers TBD

**Readings, Websites or Video Clips**
3. Ingram, Mathew. “Facebook Says It Still Isn’t a Media Company Despite Deciding What’s Newsworthy” Fortune, October 21, 2016. [4 pages]

**Assignments for this session (if any)**
Writing Assignment #7 is a reaction piece on issues covered by our guest speakers (400 words) - due next meeting

**Session 7**

**Objective Reporting**
Reporting vs. Advocacy: Patriotism, personal sympathies and egoism vs. professionalism. Is there such a thing as “objective reporting”? Can a reporter be objective and fair while at the same time also an advocate? How can the media play its role as “watchdog” and “whistle-blower”? How is that similar or different in China?

**Readings, Websites or Video Clips**

**Assignments for this session (if any)**
Due on other topic approved by the professor.

**Readings, Websites or Video Clips**
1. Li, Xiguang. “Internet’s Impact on China’s Press” Professor/Director, Center for International Communications Studies, Tsinghua University, China (Keynote speech at Asia-Pacific Journalists Meeting, 2001). [6 pages]
2. Reuters report - “China threatens tough punishment for online rumor spreading” Reuters, September 9, 2013 [2 pages]
3. Xinhua report - “China’s microblogs enhance public’s supervision of govt” Xinhua, August 14, 2011. [3 pages]
Session 8

China Context

The class will look at how China is projecting its image—and how it is perceived—overseas. What roles do the Chinese and foreign media play in the shaping of China’s image overseas? How is China using the media and public diplomacy to project its “soft power”? What hurdles stand in the way of reaching China’s goal?

Presentation

PowerPoint by Jaime FlorCruz on projecting China’s image overseas by building up government funded media groups like CCTV, China Daily and Xinhua

Questions

In-Class Short Writing Assignment #8 on stereotypes about China (100 words)

Readings, Websites or Video Clips


Alternatively, the class will invite a media expert as a guest lecturer.

Assignments for this session (if any)

Writing Assignment #9 is a reaction piece on the field trip host’s insights on operations in China (400 words) – due next meeting

Session 10

Project research week

Students work in teams to prepare final presentation on their chosen topic. The final project should:

• Tell a story with a clear beginning and end
• Communicate a distinct message or theme
• Use images
• Use sound (raw sound, background music, narration) etc.
• Run for three to six minutes
• Accompanied by a written script and a summary on why the team chose the topic and a brief background on the process of producing this project (400 words)
• Submitted in a format that can be played in class and archived by the professor for review
• Serve as a synthesis of what students learned from the course

Session 11

Final Project Presentation

Project presentations, peer discussions and evaluation. Course wrap-up.

CV of Instructor

Achievements


Other Professional Activities

Professorial Chair, Polytechnic University of the Philippines, 2016

Lecturer, “Mass Media in the Age of Globalization”, Salzburg Seminar, October 2000


President, Foreign Correspondents’ Club of China (two terms: 1988-90; 1996-99)
Course Title: Principles of Risk Management

**Course Description**

- Teach the principles and terminology of risk management and insurance.
- Explain how corporations and individuals use the risk management process to control or finance their exposure to accidental loss.
- Describe the job opportunities available in the insurance and financial services industry.
- Illustrate the principles and theories of insurance law with a focus on a standard insurance policy.
- Discuss both ethical and global business issues as they relate to the insurance transaction.

**Objective**

- Explain how life insurance, annuities and health insurance form an integral part of the tripod of economic security.
- Describe the economic problems presented by the insurance transaction, and how the government regulates this transaction.
- Build a foundation of understanding so that some of our society’s most important economic problems can be viewed intelligently.
- Encourage students to present their own analysis in a confident, organized and coherent manner.

**Course Date**

- 2018.02.27 ~ 2018.06.12 (Exam Included)

**Instructor**

Yi Yao

**Prerequisites**

None

**Credits**

2

**Evaluation Details**

- Class Participation and Performance: 30%
- Quizzes: 30%
- Current Event Presentation: 40%

**Text Books and Reading Materials**

- Required: Harrington and Niehaus, Custom Text, Risk Management and Insurance, Irwin/McGraw-Hill (HN). This custom text serves as a good reference to supplement lecture material.
- Required: Supplemental readings and documents available from the class web page.

**Pre-requisites /Target audience**

This course is designed for non-majors as well as a foundation for more advanced risk management and insurance courses.

**Academic Integrity (If necessary)**

You are responsible for maintaining the highest standards of honesty and integrity in every phase of your academic career. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. All students must abide by the code of academic honesty of the Peking University which is available from the Office of the Dean of Students or the following website: http://dean.pku.edu.cn/2011xssc/bkksgf.htm. You are responsible for informing yourself about these standards before performing any academic work. It is my responsibility to uphold the University’s academic honesty policy and report my suspicions of dishonesty to the Office of the Dean of Students.
**CLASS SCHEDULE**

### English Instructed Undergraduate Courses for Spring 2018

For more information, please visit http://dean.pku.edu.cn/englishcourses/.

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<td>12631030</td>
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**CV of Instructor**

Dr. Yi Yao (Kitty) is currently an Associate Professor in Risk Management and Insurance Department at the Peking University. She also serves as research fellow at China Center for Insurance and Social Security Research. Prior to joining the faculty at PKU in 2012, Yi earned her Ph.D. from Actuarial Science, Risk Management and Insurance Department at the University of Wisconsin, Madison. Her bachelor and master’s degrees in Economics were obtained from the Peking University.

Dr. Yao has published extensively in insurance journals both internationally and domestically, including Journal of Risk and Insurance, Geneva Papers on Risk and Insurance-Issues and Practice, and Finance & Trade Economics. And she participated in writing China Insurance Market Report since 2013 focusing on international insurance industry issues. Among her areas of expertise include microinsurance and its public-private partnership model, information asymmetry, health insurance, and risk management. She was one of the winners for “Shin Research Award” from IIS and GA in 2012, and she is an active member of APRIA, ARIA and AEA.

The program in risk management and insurance at the Peking University has existed since 1993 and currently is ranked first among all programs in China. It also won the Global Center of Insurance Excellence (GCIE) Designation issued by International Insurance Society (IIS). The origin of insurance education at School of Economics at the Peking University dated back to 1902.
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