

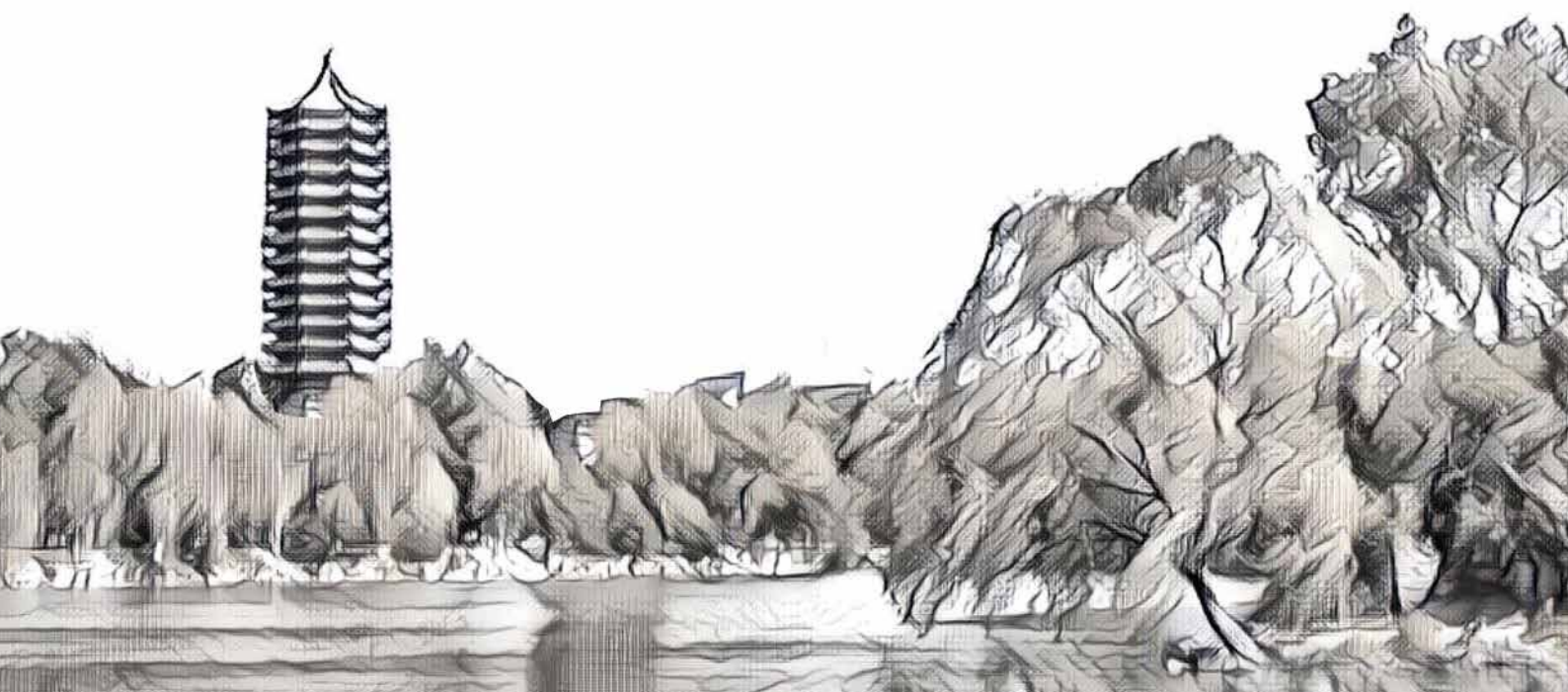
ON SPRING 2018 春季学期

CHINA SERIES



ENGLISH-INSTRUCTED COURSES

Office of Educational Administration
Office of International Relations
Peking University
北京大学教务部 北京大学国际合作部



序 言 PREFACE

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

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

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

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

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

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

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

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

本手册课程信息仅供参考，请以教师实际授课时公布内容为准。

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

COURSE 目录 CATALOG

Chinese Perspectives on International and Global Affairs 本土视野下的中国外交与国际事务	02	
China and International Organizations 中国与国际组织	10	Chinese Politics and Public Policy 中国政治与公共政策
China's Energy and Environmental Challenges 中国能源与环境挑战	14	Our Changing Planet 变化中的地球
Doing Business in China 中国商务	19	Garden City's Practice in China 花园城市的中国实践
Chinese Society and Business Culture 中国社会与商业文化	24	
Chinese Economy 中国经济	31	
History of Sino-European relations 中欧关系史	37	
China and Media Matters 中国与媒体事务	46	
English Instructed Undergraduate Courses for Spring 2018 2018 年春季学期本科生英文授课课程	53	China's Education and Its Cultural Foundations 中国教育及其文化基础
	56	
	62	
	70	A General Survey of Traditional Chinese Arts 中国传统艺术撷英
	75	
	82	Principles of Risk Management 风险管理与保险
	85	

Course Title 课程名称

Chinese Perspectives on International and Global Affairs

本土视野下的中国外交与国际事务

Credits
学分
3

Instructor 授课教师

Changwei CHEN
陈长伟

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.03.01
~
2018.06.14
(Exam Included)

Course Description 课程简介

Objective

This undergraduate seminar course is designed to survey the major international relations topics of the People's Republic of China with a specific focus on the Chinese perspective. China's reform and opening up, launched in the late 1970s, has produced an economic miracle unprecedented in world history. Riding on the wave of globalization, China has managed to rise economically as well as geopolitically and is now a crucial actor in global governance. This course will focus on Chinese diplomacy in the era of globalization, and will unravel the role that Chinese diplomacy has played in integrating China into the existing international system. The course will further explore China's desire to be a part of the architecture of global governance and its stated policy of continuing to work within the present international system. This course pays attention to the application of different international relations theories to the problems under study. The course also aims to familiarize students with China's involvement in

world affairs from both historical and contemporary perspectives and equip students with an analytical understanding of the dynamics of China's foreign policy.

Assignments (essay or other forms)

- 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%.

- All papers should be typed in Times News Roman font style, double-spaced, with 12-point font and standard margins, have pagenumbers, and should include references following the Chicago style.

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

- Han Nianlong (ed.), Diplomacy of Contemporary China (Hong Kong: New Horizon Press, 1990).
- Zhang Qingmin, Contemporary China's Diplomacy (Beijing: Intercontinental Press, 2014).

CLASS SCHEDULE 授课大纲

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

1. * Dai, Xinyuan & Renn, Duu. "China and International Order: The Limits of Integration," Journal of Chinese Political Science, Vol. 21, No. 2 (2016), 177-197.
2. * Kim, Samuel S. "China and Globalization: Confronting Myriad Challenges and Opportunities," Asian Perspective, Vol. 33, No. 3 (2016), 41-80.
3. * Yeophantong, Pichamon. "Governing the World: China's Evolving Conceptions of Responsibility," Chinese Journal of International Politics, Vol. 6, No. 4 (2013), 329-364.
4. * Zhang, Feng. "China as a Global Force," Asia and the Pacific Policy Studies, Vol. 3, No. 1(2016), 120-128.

Session 2

China's Evolving Conceptions of Responsibility

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

1. * Etzioni, Amitai. "Is China a Responsible Stakeholder?" International Affairs, Vol. 87, No. 3 (2011), 539-553.
2. * Ikenberry, G. John. "The Rise of China and the Future of the West. Can the Liberal System Survive?" Foreign Affairs, Vol. 87, No. 23 (2008), 23-37.
3. * Johnston, Alastair Iain. "Is China a Status Quo Power?" International Security, Vol. 27, No. 4 (Spring 2003), 5-56.
4. * Ma, Zhengang. "China's Responsibility and the 'China Responsibility' Theory," International Studies, Summer 2007, 5-12.

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

1. * Biba, Sebastian. "Global Governance in the Era of Growing US-China Rivalry: What Options Exist for Europe?" European Foreign Affairs Review, Vol. 21, Issue 3 (October, 2016), 47-64.
2. * Burki, Shahid Javed. Rising Powers and Global Governance: Changes and Challenges for the World's Nations (New York: Palgrave Macmillan, 2017), "chapter 2: A Receding America?" & "chapter 3: Rising China", 25-64.
3. * Kennedy, Scott and He, Fan. "The United States, China and Global Governance. A New Agenda for a New Era," Research Center for Chinese Politics & Business, Indiana University and the Institute for World Economics & Politics, Chinese Academy of Social Sciences, April 2013.
4. * Xie, Tao. "China-U.S. Relations during the Trump Administration: Mixed Signals, Increased Risks," Asia Policy, Issue 24 (Jul 2017): 5-12.

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

1. * Hoekman, Bernard. "Revitalizing the Global Trading System: What Could the G20 Do?" China & World Economy, Vol. 24, No. 4 (2016), 34-54.
2. * Li, Xiaoyun & Zhou, Taidong. "Achieving the Sustainable Development Goals: The Role for the G20 from China's Perspective," China & World Economy, Vol. 24, No. 4 (2016), 55-72.
3. * Prodi, Amano. "Global Governance and Global Summits from the G8 to the G20: History, Opportunities and Challenges," China & World Economy, Vol. 24, No. 4 (July-August 2016), 5-14.
4. * Tian, Huifang. "The BRICS and the G20," China & World Economy, Vol. 24, No. 4 (2016), 111-126.

Session 5

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 solidarity is the key to success in climate change negotiation? Will such consensus holds after the US jettisoned Paris Agreement?

Readings, Websites or Video Clips

1. * Carafa, Luigi. “Is the US-China Climate Agreement a Game-changer?” The International Spectator, Vol. 50, No. 1 (January 2015), 8-14.
2. * Deng, Haifeng; Farah, Paolo Davide & Wang, Anna. “China’s role and contribution in the global governance of climate change: institutional adjustments for carbon tax introduction, collection and management in China”, Journal of World Energy Law & Business, Vol. 8, No. 6 (2015), 581-599.
3. * Ma, Ying. “China’s View of Climate Change,” Policy Review, no. 161 (Jun, 2010), 27-43.
4. * Schreurs, Miranda A. “The Paris Climate Agreement and the Three Largest Emitters: China, the United States, and the European Union,” Politics and Governance, Vol. 4, No. 3 (September 2016), 219-223.

Session 6

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

1. * Fu, Ying. “How China Sees Russia: Beijing and Moscow are Close, but not Allies,” Foreign Affairs, Vol. 95, Issue 1 (January/February 2016), 96-105.
2. * Strüver, Georg. “China’s Partnership Diplomacy: International Alignment Based on Interests or Ideology,” The Chinese Journal of International Politics, Vol. 10, Issue 1 (March 2017), 31–65.
3. * Yu, Lei. “China–Australia strategic partnership in the context of China’s grand peripheral diplomacy,” Cambridge Review of International Affairs, Vol. 29, No. 2 (2016), 740-760.
4. * Yu, Lei. “China’s strategic partnership with Latin America: a fulcrum in China’s rise,” International Affairs, Vol. 91, No. 5 (2015), 1047–1068.

Session 7

“The Belt & Road” (B&R) Initiative

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

1. * Lin, Justin Yifu. “One Belt and One Road and Free Trade Zones-China’s New Opening-up Initiatives,”Frontiers of Economics in China, Vol. 10, No. 4 (2015), 585-590.
2. * Ploberger, Christian. “One Belt, One Road - China’s new grand strategy,” Journal of Chinese Economic and Business Studies, Vol. 15, No. 3 (July 2017), 289-305.
3. * Wang, Yong. “Offensive for defensive: the belt and road initiative and China’s new grand strategy,” The Pacific Review, Vol. 29, No. 3 (2016), 455-463.
4. * Yu, Hong. “Motivation behind China’s ‘One Belt, One Road’ Initiatives and Establishment of the Asian Infrastructure Investment Bank,” Journal of Contemporary China, Vol. 26, No. 105 (2017), 353-368.

Session 8

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

1. * Buzan, Barry. “The Logic and Contradictions of ‘Peaceful Rise/Development’ as China’s Grand Strategy,” Chinese Journal of International Politics, Vol. 7, No. 4 (2014), 381-420.
2. * Jia, Qingguo. “Peaceful development: China’s policy of reassurance,” Australian Journal of International Affairs, Vol. 59, No. 4 (December 2005), 493-507.
3. * Wu, Xiaoming. “Reflections on China’s Road of Peaceful Development and Its Significance for World History,” Social Sciences in China, Vol. XXXI, No. 2 (May 2010), 60-73.
4. * Zhang, Feng. “The rise of Chinese exceptionalism in international relations,”European Journal of International Relations, Vol. 19, No. 2 (2013), 305-328.

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

1. * Fullilove, Michael. "China and the United Nations: The Stakeholder Spectrum," Washington Quarterly, Volume 34, No. 3 (August 2011), 63-85.
2. * Fung, Courtney J. "What explains China's deployment to UN peacekeeping operations?" International Relations of the Asia-Pacific, Vol. 16, No. 3 (2016), 409-441.
3. * Kim, Samuel. "China's International Organizational Behavior," in Robinson and Shambaugh eds., Chinese Foreign Policy: Theory and Practice, (Oxford: Clarendon, 1994), pp. 401-434.
4. * Vanhullebusch, Matthias. "Regime Change, the Security Council and China," Chinese Journal of International Law, Vol. 14, No. 4 (2015), 665-707.

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

1. * Gu, Bin. "Chinese Multilateralism in the AIIB," Journal of International Economic Law, Vol. 20, No. 1 (2017), 137-158.
2. * Paradise, James F. "The Role of 'Parallel Institutions' in China's Growing Participation in Global Economic Governance," Journal of Chinese Political Science, Vol. 21, No. 2 (Jun 2016): 149-175.
3. * Shield, Will. "The Middle Way: China and Global Economic Governance," Survival, Vol. 55, No. 6 (2013), 147-168.
4. * Wang, Hongying & French, Erik. "China in Global Economic Governance," Asian Economic Policy Review, Vol. 9, No. 2 (2014), 254-271.

Session 11

Conclusion: China's International Identity

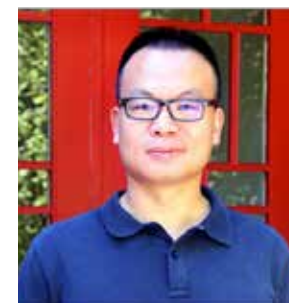
Description of the Session (purpose, requirements, class and presentations scheduling, etc.)

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?

CV of Instructor



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.

2. Compare and contrast China's international identity with those of another country (e.g. the United States).

Readings, Websites or Video Clips

- Chan, Gerald. "Capturing China's International Identity: Social Evolution and Its Missing Links," The Chinese Journal of International Politics, vol. 7, no. 2 (June 2014), 261-281.
- Chen, Dingding and Wang, Jianwei. "Lying Low No More? China's New Thinking on the Tao Guang Yang Hui Strategy," China: an International Journal, vol. 9, no. 2 (Sept. 2011): 195-216.
- Shambaugh, David. "Coping with a Conflicted China," The Washington Quarterly, vol. 34, no. 1 (Winter 2011), 7-27.
- Wang, Jisi. "China's Search for a Grand Strategy: A Rising Great Power Finds Its Way," Foreign Affairs, Vol. 90, No. 2 (March/April, 2011), 69-79.

Course Title 课程名称

Chinese Politics and Public Policy

中国政治与公共政策



Instructor 授课教师

Shaohua Lei
雷少华

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.02.28
~
2018.06.13
(Exam Included)

Course Description

课程简介

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

- 1. Tony Saich, Governance and Politics of China, NY: Palgrave Macmillan, 2011
- 2. Elizabeth Perry, "Chinese Concepts of 'Rights', From Mencius to Mao— and Now", Perspectives on Politics, March 2008, Vol. 6
- 3. Elizabeth J. Perry and Mark Selden ed., Chinese Society: Change, conflict and resistance Routledge, 2010, pp. 1-30
- 4. Peter Gries and Stanley Rosen: Chinese Politics: State, Society and the Market London: Routledge, 2010, pp. 1-41
- 5. Kenneth Lieberthal: Governing China: From Revolution Through Reform, W. W. Norton; 2 edition 2003, 315-336

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 授课大纲

Session 1

Course Introduction

Session 2

Legacies and Diversity

Readings, Websites or Video Clips

Tony Saich, Governance and Politics of China, NY: Palgrave Macmillan, 2011, chapter 2
Elizabeth Perry, "Chinese Concepts of 'Rights', From Mencius to Mao— and Now", Perspectives on Politics, March 2008, Vol. 6/No.

Session 3

From Revolution to Development

Readings, Websites or Video Clips

Tony Saich, Governance and Politics of China, NY: Palgrave Macmillan, 2011, chapter 3

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

Yanqi Tong and Shaohua Lei, Social Protest in Contemporary China, 2003-2010, Routledge, 2014, pp. 18-46, 206-217

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

Elizabeth J. Perry and Mark Selden ed., Chinese Society: Change, conflict and resistance Routledge, 2010, pp. 1-30

Session 11

Contemporary Critical Social Issues in China II

Readings, Websites or Video Clips

Peter Gries and Stanley Rosen: Chinese Politics: State, Society and the Market London: Routledge, 2010, pp. 1-41

Session 12

Nationalism

Readings, Websites or Video Clips

Gries, Peter Hays "Tears of Rage: Chinese Nationalism and the Belgrade Embassy Bombing." The China Journal, 45 (July 2001), pp. 25-43

Session 13

Ethnicity and Identity

Readings, Websites or Video Clips

Neil Collins and Andrew Cottey, Understanding Chinese Politics, Manchester University Press, pp.124-140

Session 14

Cyberspace and Censorship

Readings, Websites or Video Clips

Peter Gries and Stanley Rosen: Chinese Politics: State, Society and the Market

London: Routledge, 2010, pp. 179-198

Recommend: Yanqi Tong & Shaohua Lei, "War of Position and Microblogging in China", Journal of Contemporary China, 22:80, 2013, pp.292-311

Session 15

China Faces the Future

Readings, Websites or Video Clips

Kenneth Lieberthal: Governing China: From Revolution Through Reform, W. W. Norton; 2 edition 2003, 315-336

Session 16

Final Exam

CV of Instructor



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.

Course Title 课程名称

China and International Organizations

中国与国际组织



Instructor 授课教师	Prerequisites 先修课程	Course Date 课程日期
Lianlian LIU 刘莲莲	None 无	2018.03.01 ~ 2018.06.14 (Exam Included)

Course Description

课程简介

Objective	Pre-requisites /Target audience
<p>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:</p> <ol style="list-style-type: none">the origin and development of major international organizations,China's role in this developmental trajectory,How major international organizations contribute to world peace and prosperity,How China influences world politics through international organizations,The role of China in the reform of the current system of international organizations.	<p>This course is intended for students from all social disciplines who are interested in China's role in the contemporary world.</p> <div><p>Proceeding of the Course</p><p>Lecture, presentation and class discussion.</p></div> <div><p>Assignments (essay or other forms)</p><p><i>Students will:</i></p><ol style="list-style-type: none">make a presentation to the class, moderate class discussion in that session;participate in class discussion in the form of asking and answering questions in each session, andwrite a report of no less than 3000 words based on his/her presentation.</div>

Evaluation Details
<p>Class participation: 30%</p> <p>Presentations: 20%</p> <p>Final essay: 50%</p>
Text Books and Reading Materials

Reading materials to be distributed in class.

Academic Integrity (If necessary)
<p>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.</p>

CLASS SCHEDULE

授课大纲

Session 1
<p>Introduction: International Organizations and China</p> <p><i>Description of the Session (purpose, requirements, class and presentations scheduling, etc.)</i></p> <p>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.</p> <p><i>Questions</i></p> <ol style="list-style-type: none">How many international organizations do you know?Why you define them as international organizations?Who established international organizations and why?How do international organizations originate and develop in the past centuries?What are the role of international organizations in the modern world?Will international organizations develop towards an international government?What is China's role in this developmental trajectory?

<p>8. How does China influence the world through international organizations?</p> <p><i>Readings, Websites or Video Clips</i></p> <p>Reading materials to be distributed in class.</p>
Session 2
<p>The history of international organizations & China's role</p> <p><i>Description of the Session (purpose, requirements, class and presentations scheduling, etc.)</i></p> <p>In this meeting, we will explore the origin and development of international organizations, and China's role in this process.</p> <p><i>Questions</i></p> <ol style="list-style-type: none">What are the preconditions for the emergence of international organizations?Why did not the emperors in the ancient China consider establishing international organizations? <p><i>Readings, Websites or Video Clips</i></p> <p>Reading materials to be distributed in class.</p>

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 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 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 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 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?

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 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.

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

Reading 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, andChina's changing view on UN humanitarian interventions. We will also discuss whether it is possible to balance sovereignty doctrine andhuman rights protection.

CV of Instructor



LIU Lianlian, Ph.D in Laws, Assistant Professor & Research Fellow at School of International Studies, Peking University. Areas of Expertise: International Law&International Organizations. Selected Academic Publications: 1. Lianlian Liu, "International Public Policy Studies and Paradigm Innovations", Academic Monthly, 2017, 6: 83-98. 2. Lianlian Liu, "International Organizations Theory: Reflections and Prospects", Journal of Xiamen University, 2017, 5: 13-26. 3. Lianlian Liu, "On the Design of Mechanisms for Overseas Interest Protection: Concepts, Dilemma and Guidelines", World Economics and Politics, 2017, 10: 126-153. 4. Lianlian Liu, "The Global Anti-Corruption Collaboration in Evolution: A Systematic Analysis of Historical Puzzles and Key Contemporary Questions", Journal of Financial Crime 2015, 22 (3), 264-294. 5. Lianlian Liu, "The Dynamic of the Institutionalization of the OECD Anti- Bribery Collaboration", South Carolina of International Law & Business, 2014, 11 (1): 29-86.

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 andhuman rights protection compatible?

Readings, Websites or Video Clips

Reading 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 amore significant role.

Questions

- 1. Whatdomestic 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

Reading materials to be distributed in class.

Course Title 课程名称

Our Changing Planet
变化中的地球

Credits
学分
2

Instructor 授课教师

Mei ZHENG
郑玫

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.03.01
~
2018.06.14
(Exam Included)

Course
Description •
课程简介

Objective

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.

The interdisciplinary approach will be applied to analyze processes in the earth system, and students can acquire a complete picture of various impacts on the earth system due to human activities.

This course also introduces basic concepts in environmental science, including the composition and vertical structure of atmosphere and ocean, atmospheric and ocean circulation, air-sea exchange, and climate change of the past, current, and future. It provides information of the earth system and human impacts. The current challenges, future trend, sources, and health impacts of haze in China will be introduced.

CLASS
SCHEDULE •

授课大纲

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:
1. Our Changing Planet, by Fred T. Mackenzie, Fourth Edition
 2. The Earth System, by Lee R. Kump, James F. Kasting, and Robert G. Crane, Third Edition

Reading Materials

1. Chan, C.K, and Yao, X. (2008) Air pollution in mega cities in China. Atmospheric Environment, 42, 1-42.
2. Han, Y., and Zhu, T. (2015) Health effects of fine particles (PM2.5) in ambient air. Science China (Life Sciences), 58, 624-626.
3. Jia, Y., Rahn, K.A., He, K., Wen, T., and Wang, Y. (2008) A novel technique for quantifying the regional component of urban aerosol solely from its sawtooth cycles. Journal of Geophysical Research, 113, D21309, doi: 10.1029/2008JD010389.
4. Kan, H., Chen, R., and Tong, S. (2012) Ambient air pollution, climate change, and population health in China. Environmental International, 42, 10-19.
5. Li, Y.J., Sun Y., Zhang, Q., Li, X., Li, M., Zhou, Z., and Chan, C.K. (2017) Real-time chemical characterization of atmospheric particulate matter in China: A review. Atmospheric Environment, 158, 270-304.
6. Lv, B., Zhang, B., and Bai, Y. (2016) A systematic analysis of PM2.5 in Beijing and its sources from 2000 to 2012. Atmospheric Environment, 124, 98-108.
7. Pui, D.Y.H., Chen, S., and Zuo Z. (2014) PM2.5 in China: measurements, sources, visibility and health effects, and mitigation. Particuology, 13, 1-26.
8. Zheng, M., Yan, C., and Li, X. (2016) PM2.5 Source Apportionment in China. Issues in Environment Sciences and Technology, Royal Society of Chemistry, book chapter, 293-314.

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:
1. Our Changing Planet, by Fred T. Mackenzie, Fourth Edition
 2. The Earth System, by Lee R. Kump, James F. Kasting, and Robert G. Crane, Third Edition

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:
1. Our Changing Planet, by Fred T. Mackenzie, Fourth Edition
 2. The Earth System, by Lee R. Kump, James F. Kasting, and Robert G. Crane, Third Edition

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:
1. Our Changing Planet, by Fred T. Mackenzie, Fourth Edition
 2. The Earth System, by Lee R. Kump, James F. Kasting, and Robert G. Crane, Third Edition

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

1. Chan, C.K., and Yao, X. (2008) Air pollution in mega cities in China. *Atmospheric Environment*, 42, 1-42.
2. Zheng, M., Yan, C., and Li, X. (2016) PM2.5 Source Apportionment in China. *Issues in Environment Sciences and Technology*, Royal Society of Chemistry, book chapter, 293-314.

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

1. Jia, Y., Rahn, K.A., He, K., Wen, T., and Wang, Y. (2008) A novel technique for quantifying the regional component of urban aerosol solely from its sawtooth cycles. *Journal of Geophysical Research*, 113, D21309, doi: 10.1029/2008JD010389.
2. Lv, B., Zhang, B., and Bai, Y. (2016) A systematic analysis of PM2.5 in Beijing and its sources from 2000 to 2012. *Atmospheric Environment*, 124, 98-108.

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

1. Han, Y., and Zhu, T. (2015) Health effects of fine particles (PM2.5) in ambient air. *Science China (Life Sciences)*, 58, 624-626.
2. Kan, H., Chen, R., and Tong, S. (2012) Ambient air pollution, climate change, and population health in China. *Environmental International*, 42, 10-19.

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

Readings, Websites or Video Clips

Textbooks:

1. Our Changing Planet, by Fred T. Mackenzie, Fourth Edition
2. The Earth System, by Lee R. Kump, James F. Kasting, and Robert G. Crane, Third Edition

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:

1. Our Changing Planet, by Fred T. Mackenzie, Fourth Edition
2. The Earth System, by Lee R. Kump, James F. Kasting, and Robert G. Crane, Third Edition

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:

1. Our Changing Planet, by Fred T. Mackenzie, Fourth Edition
2. The Earth System, by Lee R. Kump, James F. Kasting, and Robert G. Crane, Third Edition

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



has published about 100 SCI papers in environmental science.

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, IBBI Steering Committee, and general secretary of IGAC-China Working Group. Prof. Zheng

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

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.02.27
~
2018.06.12
(Exam Included)

Course Description •

课程简介

Objective

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 intellectual 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.

Proceeding of the Course

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.

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: Perspectives, Problems, and Prospects, McElroy, Michael B., Oxford University Press, 2010 (textbook)
- Energy Systems and Sustainability, Godfrey Boyle, Bob Everett, and Janet Ramage, Oxford University Press, 2003
- Reinventing Fire: Bold Business Solutions for the New Energy Era, Amory Lovins, Chelsea Green Publishing, Vermont, 2013
- Climate Change 2013: The Physical Science Basis, Working Group I to the IPCC Fifth Assessment Report, available online, 2013
- 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

CLASS SCHEDULE

授课大纲

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
- Websites on world energy:
<http://www.eia.doe.gov/>
<http://www.bp.com/>
<http://www.iea.org/>
<http://www.worldenergy.org/wec-geis/edc/>
- Website for the energy charting tool:
<http://tools.bp.com/energy-charting-tool/>

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
- Articles on rising coal imports, tax rebate policy, and transport corridors in coal trade in China.

Session 3

Oil: Perspectives, Problems, Prospects

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

- Introduce 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
- An article on global impact of low oil prices
- Video Clips about coal and oil industry in China: Under the dome, produced by Chai Jing, re-edited by Prof. Chen

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
- Articles on China's natural gas imports and pricing reform
- Video clips about the invisible gas leak (from internet)

Assignments for this session (if any)

- Homework #1

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?

Readings, Websites or Video Clips

- - Textbook Chapter 7
- - An Article on shale gas development
- - Video Clips showing the key technologies of shale development, risk and opportunities (from internet)

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 countries' 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 PHES 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 curtailment?
- What are the main issues that affects the development of wind energy and how to address it?

Readings, Websites or Video Clips

- Textbook Chapter 9
- Articles about wind curtailment and wind farm in the suburb of Beijing

Assignments for this session (if any)

- Homework #3

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?

Readings, Websites or Video Clips

- Textbook Chapter 12
- Video clips that illustrate the biofuel and biodiesel production (from internet)

Assignments for this session (if any)

- Term Paper

Session 12

Energy-Pollution-Climate Connections

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

- Introduce global climate changes and anthropogenic impacts.

- Discuss about the challenge of CO2 emissions and international negotiation (Paris agreement).
- Discuss about options to address those challenges (carbon capture/sequestration, geo-engineering, emission trade).

Questions

- Is global warming a human problem?
- How are the energy, climate, and society connected?
- What can we do for a sustainable future?

Readings, Websites or Video Clips

- Textbook Chapter 13-14
- IPCC Fifth Assessment Report

CV of Instructor



Prof. Chen earned her PhD in 2011 from Harvard University as a NASA graduate Fellow in Earth and Space Science and was a postdoctoral scholar at the Massachusetts Institute of Technology from 2012 to 2014. Her research focuses on the formation, evolution, and climate/health impacts of atmospheric aerosol particles. She has led several major collaborative research projects, including atmospheric field observations in the pristine Amazon rainforest and in the US Southern Great Plain, environmental chamber studies of the formation mechanisms of biogenic organic aerosols, and global 3-D chemical transport modelling of the evolution of atmospheric aerosol particles. She has published 30+ peer-reviewed journal articles in Science, PNAS, GRL, etc. with H-index of 18 (total citation > 1500). Prof. Chen is currently a tenure-track assistant professor at the College of Environmental Sciences and Engineering under China's Recruitment Program of Global Youth Experts (1000 Youth Talents). She teaches two public elective undergraduate courses (China's energy and environmental challenges (12730070, English-taught) and Solutions towards Sustainable Development (12739080)) as well as two compulsory major courses (Environmental Research Methodology (12732160) and Frontiers in Environmental Science and Engineering (12730011)).

Course Title 课程名称

Garden City's Practice in China 花园城市的中国实践

Credits
学分

3

Instructor 授课教师

Weimin Que
阙维民

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.02.28
~
2018.06.13
(Exam Included)

Course Description

课程简介

Objective

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 started 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.

Pre-requisites /Target audience

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.

Proceeding of the 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
Henry Dale, Rodney Dale, The Industrial Revolution, London: The British Library, 1992, 1-64
Robert C. Allen, The British Industrial Revolution in Global Perspective, Cambridge: Cambridge University Press, 2009, 1-331

Alan Mayne, The Imagined Slum--Newspaper Representation in Three Cities 1870-1914, London: Leicester University Press, 1993, 1-228

Brian Lund, Housing Problems and Housing Policy, London: Longman, 1996, 1-238

John Doling, Comparative Housing Policy-Government and Housing in Advanced Industrialized Countries, London: Macmillan Press Ltd., 1997, 1-228
Richard Rodger, Housing in Urban Britain 1780-1914, Cambridge: Cambridge University Press, 1989/1995, 1-100

Mervyn Miller, English Garden Cities, Kemble Drive, Swindon, English Heritage,2010,1-117

Dannis Hardy, From Garden Cities to New Towns: Campaigning for town and country planning, 1899-1946, London etc.:E & FN Spon, 1991, 1-340

Dennis Hardy, From New Towns to Green Ploitics: Campaigning for town and country planning, 1946-1990, London: E & FN Spon, 1991, 1-238

Peter Hall, Colin Ward, Sociable Cities: The Legacy of Ebenezer Howard, Chichester etc.: John Wiley & Sons, 1998, 1-229

E. Howard, To-Morrow: A Peaceful Path to Real Reform, London: Routledge, 2003, 1-220

Planning

Josephine P.Reynolds (Edi.) Conservation Planning in Town and Country, Liverpool: Liverpool University Press, 1976, 1-152

Robert Fishman, Urban Utopias in the Twentieth Century: Ebenezer Howard, Frnak Lloyd Wright, and Le Corbusier, New York: Basic Books,Inc., Publishers, 1977, 1-332

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,同济大学出版社,2012

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

Academic Integrity (If necessary)

Industrial Revolution – Industrialization & Urbanization
– Housing problem & Slum – Slum Clearance & Housing Policy – Garden City Movement – New Town
– Modern Town & Country Planning – Green Policy – Community Sustainable Development

CLASS SCHEDULE

授课大纲

Session 1

Industrial Revolution, and result from Industrialization and Urbanization, UK and China

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

Introducing the historical background of garden city movement, such as the cause and course of industrial revolution, materials review on and symbol site of Industrial revolution, and pollution, health problem and slum. Comparing UK’s case, concerning industrialization history in China briefly.

Questions

What factors caused industrial revolution?

Is Ironbridge considered as the symbol of industrial revolution? Why?

What has been caused by industrialization?

Readings, Websites or Video Clips

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

Henry Dale, Rodney Dale, The Industrial Revolution, London: The British Library, 1992, 1-64

Assignments for this session (if any)

Preview the paper on the slum.

Session 2

Housing problem: Slum

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

Introducing the housing problem-slum caused by industrialization that happened in UK, cases of the slum in Liverpool, Birmingham and London: situation and dealing with.

Comparing with UK, concerning the slum in China’s city briefly.

Questions

How many elements for defining the Slum?

Why does Liverpool Movement mean?

Did Slum Clearance implement in England or in UK?

Readings, Websites or Video Clips

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

Assignments for this session (if any)

Previewing the papers on Housing policy

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 (1885) ?

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 dwelling quarter 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

Robert Beevers, The Garden City Utopia: A Critical Biograph of Ebenezer Howard, Abingdon SO: Olivia Press, 1988(The Macmillan Press Ltd.)/2002, 1-206

E. Howard, To-Morrow: A Peaceful Path to Real Reform, London: Routledge, 2003, 1-220

埃比尼泽·霍华德, 明日的田园城市, 北京: 商务印书馆, 2000/2009/2010

Assignments for this session (if any)

Previewing the papers on garden city movement

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

Dennis Hardy, 1899 Tomorrow & Tomorrow 1999, London: Town and country Planning Association, 1999,

Mervyn Miller, English Garden Cities, Kemble Drive, Swindon, English Heritage, 2010, 1-117

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.

Questions

Among housing, town and country planning acts, which planning is the core planning?

What is the relation between "urbanization" and "town planning" ?

Readings, Websites or Video Clips

Garden Cities and Town Planning Association, The Town Planning Act: A Reprint of the Town Planning Clauses Housing, Town Planning, &c. Act, 1909, 1-16
Councillor Nettleford, Town Planning in Theory and Practice: Papers and Speeches, London: The Garden City Association, 1907, 1-72

Assignments for this session (if any)

Previewing the paper on Garden City Movement' Influence in China

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[Li Baihao, Recent City Planning and Culture in China, Hubei Education Press, 2008]

Assignments for this session (if any)

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

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 CulturalHeritage, 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, 2008.(Translator in Chinese)] , papers in English 【 Perspective on Salt Mining Heritage in Zigong City (Industrial Patrimony, 2010(2): 79-91), Mining Heritage in China (TICCIH BulletinNo.44 (Spring, 2009) : 5), Book Review: Richard A. Engelhardt (Editor-in-Chief), Asia Conserved: Lessons Learned from the UNESCO Asia-Pacific Heritage Awards for Culture Heritage Conservation (2000-2004) (Journal of Cultural Heritage, 2008, (9): 222-223), The Protection of Industrial Heritage in China (TICCIH Bulletin No.32 (Spring, 2006) : 1), Industrial Heritage in China: It's Past , Present and Future (Industrial Patrimony,2007. 17, 49-58), Historical Geography in China (Journal of Historical Geography, 21,4 (1995)361-370) 】 , and dozens of papers in Chinese.

Que is the winner of UNESCO Asia-Pacific Heritage Awards for Culture Heritage Conservation in 2003, 2004, 2005, 2009 and 2013, also the Winner of 2007 Advanced Individual on Intangible Heritage Protection issued by Cultural Ministry of P.R.China.

Course Title 课程名称

Doing Business in China
中国商务

Credits
学分
2

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

*This schedule is subject to change with prior notice

Assignments (essay or other forms)

Students are required to form groups and to complete a group 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 presented and discussed in the class when the class approaches its end. The guideline of the group project 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:

1. Abrami, Regina M., William C. Kirby and F. Warren McFarlan, Can China Lead? Reaching the Limits of Power and Growth, 2014, Harvard Business Review Press.
2. Chang, Sea-Jin, 2013, Multinational Firms in China: Entry Strategies, Competition, and Firm Performance, Oxford University Press.
3. Chow, Gregory C., 2007, China's Economic Transformation, 2nd edition, Blackwell Publishing Limited.

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

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

授课大纲

Session 1

China at a Glance

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

This session intends to give students a brief introduction 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)

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

Readings (optional)

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

On-Line Resources:

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

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

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

Assignments for this session

Review the contents that professor has discussed in this session and read the articles assigned for next class; search the internet for information about China business.

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?

Readings, Websites or Video Clips

Readings (required)

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

Readings (optional)

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

Assignments for this session (if any)

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

Session 3

China's International Trade

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

This session is designed to help students learn about China's foreign trade regime and China's foreign trade policy; To understand why China trades with other nations and why China trades what it does; To evaluate the impact of China's accession to the WTO; To understand 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)

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

Readings (optional)

1. Amiti, Mary and Caroline Freund, 2010, The Anatomy of China's Export Growth, in China's Growing Role in World Trade, edited by Robert C. Feenstra and Shang-Jin Wei, 35 - 56.

2. Helpman, Elhanan, 2006, Trade, FDI, and the Organization of Firms, Journal of Economic Literature, 64(3), pp. 589-630.
3. Krugman, Paul, 1983, New Theories of Trade among Industrial Countries, American Economic Review, 73(2), 343-347.
4. Rauch, James, 2001, Business and Social Networks in International Trade, Journal of Economic Literature, 39(4), 1177-1203.
5. Rose, Andrew, 2004, Do We Really Know that the WTO Increases Trade? American Economic Review, 94(1), 98-114.
6. Feenstra, Robert and Gordon H. Hanson, 2005, Ownership and Control in Outsourcing to China: Estimating the Property-Rights Theory of the Firm, The Quarterly Journal of Economics, 120 (2), 729-761.

Online Resources:

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

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

Reading (required)

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

Reading (optional)

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

Online Resources:

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

Assignments for this session (if any)

Review the 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

between the three generic modes of market entry (equity joint venture, cooperative joint venture and wholly foreign-owned enterprise)?

Readings, Websites or Video Clips

Reading (required)

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

Assignments for this session (if any)

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

Questions

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

Readings, Websites or Video Clips

Readings (required)

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

Readings (optional)

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

Assignments for this session (if any)

Review the 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)

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

Readings (optional)

1. OECD, 2008, Review of Innovation Policy: China.
2. Yam, Richard, Jian Cheng Guang, Kit Fai Pun and Esther P.Y. Tang, 2004, An Audit of Technological Capabilities in Chinese Firms: Some Empirical Findings in Beijing, China, Research Policy, 33, 1123-1140.
3. Ayyagari, Meghana, Asli Demirgüç-Kunt, and Vojislav Maksimovic, 2011, Firm Innovation in Emerging Markets: The Role of Finance, Governance, and Competition, Journal of Financial and Quantitative Analysis, 46(6), 1545-1580.
4. Maskus, Keith E., Sean M. Dougherty, and Andrew Mertha, 2005, Intellectual Property Rights and Economic Development in China, in Carsten Fink and Keith E. Maskus (eds.), Intellectual Property and Development: Lessons from Recent Economic Research, World Bank and Oxford University Press: Washington, D.C.

Online Resources

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

World Intellectual Property Organization: <http://www.wipo.int/portal/en/index.html> WTO TRIPS (Trade-related Aspects of Intellectual Property Rights): https://www.wto.org/english/tratop_e/trips_e/trips_e.htm

Assignments for this session (if any)

Review the 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)

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

Online Resources

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

Assignments for this session (if any)

Review the 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)

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

Readings (optional)

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

Assignments for this session (if any)

Review the 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)

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

Online Resources

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

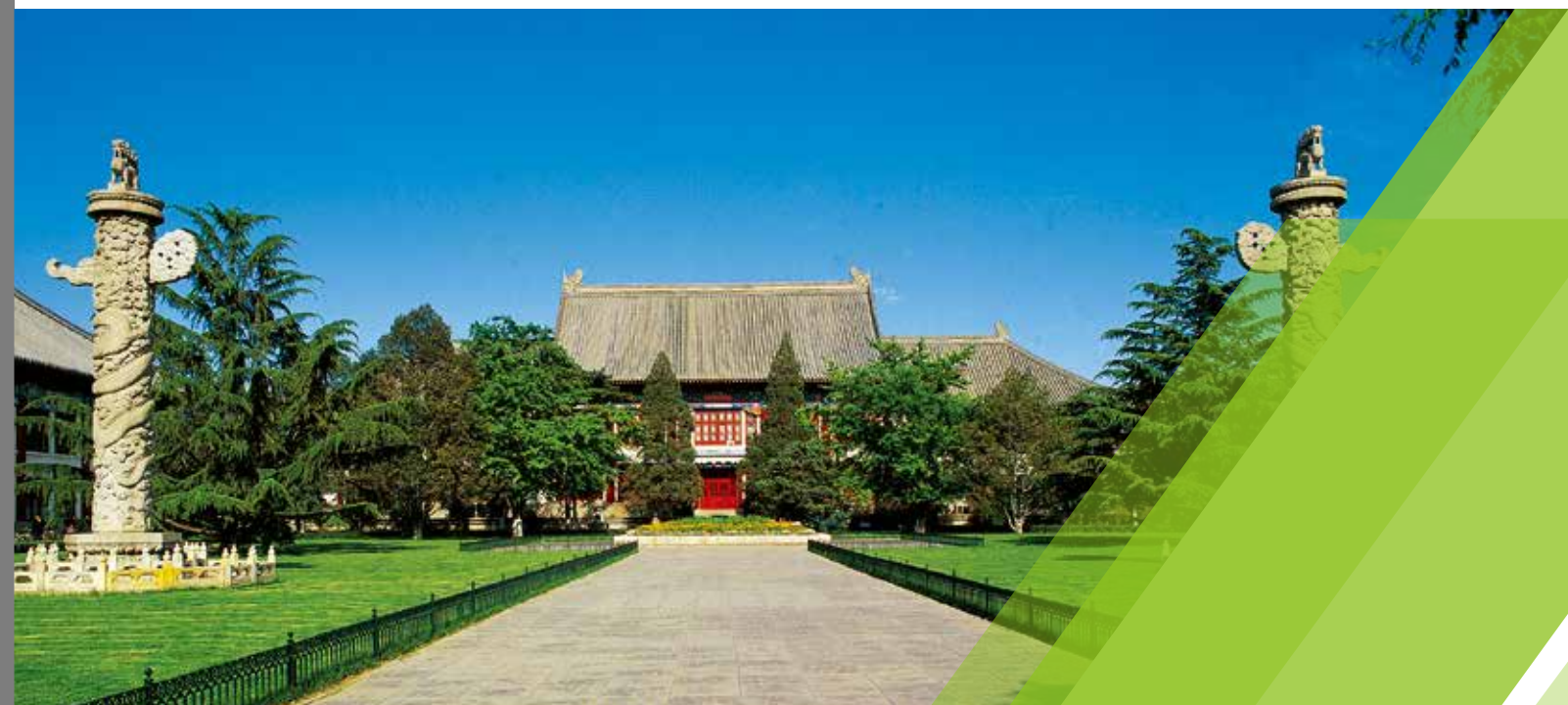
Assignments for this session (if any)

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

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 Guanghai-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).



Course Title 课程名称

Chinese Society and Business Culture

中国社会与商业文化



Instructor 授课教师

Bobai Li
李博柏

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.02.28
~
2018.05.16
(Exam Included)

Course Description

课程简介

Objective

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 explores 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 board theoretical perspective for cross-cultural analyses on the other. Therefore, this class can also serve as a general social science courses.

Pre-requisites /Target audience

None/Any students who are interested in understanding cross-national social and cultural differences.

Proceeding of the Course

Given the nature of the course, there will be minimum amount of reading materials. Instead, we will rely heavily on real world issues and phenomena to guide our discussion. Starting from Week 3, each class will have a component called "case study," which focuses on some important issues or phenomena in China. Students are encouraged to draw on their direct observations, compare to their experiences in their home country, and analyze cross-cultural similarities and differences. Before class, students are required to gather necessary information about the topic, compare it to the closest phenomena in other countries, and prepare for class discussion. A typical class will be organized into two parts: 1) class presentation and class discussion of selected issues; and 2) lecture on background, key concepts and theories, and comparative analysis of cross-national differences.

Assignments (essay or other forms)

Two Team Assignments
Two Essays.

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 country origins (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 or 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 new 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. Short 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 essay that analyze on 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

- China's Great Economic Transformation, edited by Loren Brandt and Thomas G.
- Rawski, Cambridge University Press. 2008. (eBook, PDF copy)
- Weekly reading materials (PDF copy, TBD alone with case study guidelines one week earlier)
- The Story of China, by Micheal Wood (2016), BBC documentary.
- China: A Century of Revolution, by Sue Williams, Zeitgeist Video (2007),
- The People's Republic of Capitalism with Ted Koppel (2008), Documentary DVD

• CLASS SCHEDULE
授课大纲

Session 1

Understanding China's Transformation

Readings, Websites or Video Clips
China: A Century of Revolution, Disc 1

Session 2

Morality and Trust

Description of the Session
Social trust is an important pillar of every society. The conventional wisdom is that China has a high trust score but a narrow trust radius (i.e., trusting people who are closely connected to oneself such as families and friends). We will analyze this special phenomenon in a cross-national perspective and explore the moral foundation of social trust in China.

Readings, Websites or Video Clips

- Kevin F.F. Quigley. 1996. "Human Bonds and Social Capital." (review Essay). Orbis 40(2): 333-341.
- Jan Delhey, Kenneth Newton, and Christian Welzel. 2011 "How General Is Trust in 'Most People'? Solving the Radius of Trust Problem. American Sociological Review 76(5) 786-807.
- Eric M. Uslander, 2002. "The Moral Foundations of Trust."

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

- Setha M. Low . 2001. "The Edge and the Center: Gated Communities and the Discourse of Urban Fear." American Anthropologist. 103: 45-58.
- ROWLAND ATKINSON & JOHN FLINT. 2004. "Fortress UK? Gated Communities, the Spatial Revolt of the Elites and Time-Space Trajectories of Segregation." Housing Studies 19(6): 875-892.
- Loretta Lees. 2008. "Gentrification and Social Mixing: Towards an Inclusive Urban Renaissance?" Urban Studies 45(12) 2449-2470.

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

- Pierre Bourdieu. 1986. "The Forms of Capital." In Richardson, J., Handbook of Theory and Research for the Sociology of Education. Westport, CT: Greenwood, pp. 241-58.
- Griffin, J. N. & Silliman, B. R. (2011) Resource Partitioning and Why it Matters. Nature Education Knowledge 3(10): 49.

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 dynamic labor market that differs from that in a mature market economy. We will discuss various unique labor phenomena such as small business, migrant labor, wage dynamics, and special jobs and occupations in China and understand their impacts on Chinese economy.

Readings, Websites or Video Clips

- Michael Reich, David M. Gordon and Richard C. Edwards. "A Theory of Labor Market Segmentation." The American Economic Review. Vol. 63, No. 2, pp. 359-365
- Burt, Ronald S. 2001. "Structural Hole versus Network Closure as Social Capital." In Social Capital: Theory and Research, edited by Nan Lin, Karen S. Cook, Ronald S. Burt. Transaction Publishers, New Brunswick, New Jersey.

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 hangniu dang, real estate brokers, sub-contractors, and any other jobs you find interesting.
2. migrant workers and the secondary labor market;
3. Chunyun

Session 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.

Readings, Websites or Video Clips

- Talhelm et al. 2014. "Large-Scale Psychological Differences Within China Explained by Rice Versus Wheat Agriculture." Science. VOL 344 (9) 603-608
- David Brooks. August 11, 2008 "Harmony and the Dream" The New York Times.
- Kwang-kuo Hwang. 1987. "Face and Favor: The Chinese Power Game." American Journal of Sociology, Vol. 92 (4), 944-974.

Assignments for this session (if any)

Case Study: Choose either 1) Wechat and Social Media in China or 2) guanxi interactions.

Session 7

Cultural Dynamics and Competition Dilemma

Description of the Session

We will discuss various fundamental dynamics in Chinese culture, such as mianzi, 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.

Readings, Websites or Video Clips

- Amy Chua. "Why Chinese Mothers Are Superior." The Wall Street Journal Online: The Saturday Essay January 8, 2011
- Ralph H. Turner. 1960. "Sponsored and Contest Mobility and the School System." American Sociological Review, Vol. 25, No. 6, pp. 855-867.
- Pierre Bourdieu. 1984 Distinction: A Social Critique of the Judgment of Taste. Introduction, Harvard University Press.

Assignments for this session (if any)

Case Study: select one from

1. Luxury-goods consumption;
2. Education and the tiger-mom debate.

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 homogeneity and heterogeneity within Chinese work organizations and explore the managerial implications of workplace diversity.

Readings, Websites or Video Clips

- David Starr-Glass, 2017. "Workforce Diversity in Small-and Medium-Sized Enterprises: Is Social Identification Stronger Than the Business Case Argument?" pp. 95-117 in Managing Organizational Diversity: Trends and Challenges in Management and Engineering. Edited by Carolina Machado and J. Paulo Davim. Springer International Publishing AG
- Geert Hofstede. 1983. "The Cultural Relativity of Organizational Practices and Theories." Journal of International Business Studies, Vol. 14, No. 2, 75-89.

Assignments for this session (if any)

Case Study: select one from 1) Workplace diversity and 2) family-like work relationship.

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.

Readings, Websites or Video Clips

- Paul Osterman. 1987. "Choice of Employment Systems in Internal Labor Markets." Industrial Relations 26: 46-67.
- Y Zhang, N Rajagopalan. 2010. "CEO succession planning: Finally at the center stage of the boardroom." Business Horizons 53: 455-462.
- Li, Bobai and Andrew G. Walder. 2001. "Career Advancement as Party Patronage: Sponsored Mobility into the Chinese Administrative Elite, 1949-

1996." American Journal of Sociology, 106:1371-1408.

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 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.

Readings, Websites or Video Clips

- "The Layoff," by Bronwyn Fryer, Harvard Business Review. March 2009, 1-7
- Daniel A. Bell. 2012. Meritocracy Is a Good Thing. New Perspectives Quarterly (Fall 2012) 9-18.
- William James Booth. 1994 On the Idea of the Moral Economy. American Political Science Review. 88 (3).
- Samuel Huntington. 1993. "The clash of civilizations?" Foreign Affairs, 72(3).

Assignments for this session (if any)

Case Study: Layoff vs. Pay-cut during economy difficulties.

CV of Instructor



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.

Course Title 课程名称

Chinese Economy
中国经济

Credits
学分

3

Instructor 授课教师

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

Objective

This course intends to introduce to students the key features of China's economic reform and development from 1978. It starts with a discussion of the pre-reform Chinese economic system and then explains the logic of the reform policies. It compares the reform strategy that China adopted with those in other transition economies. It then reviews the main policies and development in specific areas such as agriculture, manufacturing, international trade, 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.

Pre-requisites /Target audience

Principles of Economics (or Introductory
Microeconomics Introductory Macroeconomics)

Evaluation Details

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

Text Books and Reading Materials

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

CLASS SCHEDULE

授课大纲

Session 1

Introduction and overview, the Chinese economic history

Session 2

Reform strategies: development strategy, transaction cost, dual-track system and assymetrical 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 fiscial 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 Counselors' Office of the State Council. He serves as Chairman of the Academic Committee of China Finance 40 Forum, a member of Chinese Economists 50 Forum, and the Rio Tinto Adjunct Professor in the Chinese Economy at Australian National University. He is Editor of China Economic Journal and an Associate Editor of Asian Economic Policy Review. His research areas include macro economy, financial reform and rural development.

Course Title 课程名称

China's Education and Its Cultural Foundations

中国教育及其文化基础



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

Chapters	Contents	Study hours
1	General Introduction: Saga of China Education	3
2	Legacy of China ancient education before 1840	3
3	Changes of modern education Movement in Qsing Dynasty and Republic of China	3
4	Reshaping of China modern education after 1949	3
5	Reform China Education in the New Century	3
6	China K-12 education and its problems	3
7	China higher education and its problems	3
8	China other education and its problems	3
	Conclusion: discussion and assignment	3

Assignments (essay or other forms)

Paper & presentation

Reading Materials

Gu M(2014) Cultural foundations of Chinese Education, Brill Press
Gu J et al (2009) higher education in China, Zhejiang University Press, Homa & Sekey books
Zhou J.(2010) Chinese higher education, Higher education press
Wang L(2009) Basic education in China,,Zhejiang University Press, Homa & Sekey book
Yang J.2011,Good or Bad? : Learning Globalization, Postmodernity and a Changing China Education System
Bénéï, Véronique Manufacturing citizenship: education and nationalism in Europe, South Asia and China, Routledge research in education
Seybolt, Peter J Revolutionary education in China: documents and commentary

Evaluation Details

Class attendance (20%)
Participation and discussion (20%)
Team work and presentation (20%)
Final paper work (40%)

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

Objective

The course will create modules for international as well as domestic students who are interested in China's Education in historical context and comparative perspective. The course is devoted to China's education from antiquity to the contemporary time. In addition to acquiring a general knowledge of China's education and relevant cultural context, participants in the course are expected to be actively involved in creating materials for the course;

including discussing on China's education and relevance, setting up a platform of dialogues between international students and local students. The course aims to promote the mutual understanding of the nature of Chinese education and others in the way that upcoming participants learn from each other. The course test will rely on their presentation, performance in the group discussion in terms of relevant topics and their final essays on comparing China's education and their own countries.

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

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

Wen-Hsin Yeh,1990, The Alienated Academy:Culture and Politics in Republican China,1919-1937,Council on East Asian Studies,Harvard University Press,1.

Min Weifang, Chinese Higher Education: the Legacy of the Past and the Context of the Future,edit. In

Phillip G.Atbach & Toru Umakoshi,2004,Asian Universities :Historical Perspectives and Contemporary Challenges,the Johns Hopkins University Press,59.

World Bank (1997)China: higher education reform Chen .Y (2004) .China's Mass Higher Education:Problem, Analysis, and Solutions, Asia Pacific Education Review,, Vol. 5, No. 1, 23-33.

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

CLASS SCHEDULE

授课大纲

Session 1

General Introduction: Saga of China Education

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

This session 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 Piyong to Shunyuan ?

Readings, Websites or Video Clips

Education in traditional China (chapter one to chapter three)

Assignments for this session (if any)

Reading materials ahead and discussion in the classroom

Field studies at Guozhijian at Beijing

Session 3

Changes of modern education Movement in Qsing Dynasty and Republic of China

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

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

Questions

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

What those Christian Universities had contributed at period of Republic of China?

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

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 mastery and understand the history of educational development and reform in late 1990s to the early 21 century. Several important events such as pursuit of WCU campaign

Questions

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

Readings, Websites or Video Clips

Asian Universities :Historical Perspectives and Contemporary Challenges,

Assignments for this session (if any)

Reading material ahead and classroom discussion

Session 6

China K-12 education and its problems

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

This session aims to help student learn about china' 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 material ahead and classroom 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 student learn about china' 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 China's higher education?
What are major problems facing to Chinese higher education development and reform?

Readings, Websites or Video Clips

Chinese Higher Education: the Legacy of the Past and the Context of the Future
World Bank Report, China: higher education reform
China's Mass Higher Education: Problem, Analysis, and Solutions

Assignments for this session (if any)

Reading materials ahead and discussion in the classroom
Team discussion and presentations based on the discussion

Session 8

China other education and its problems

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

This session aims to help student learn about china' education system as 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 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 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.

Course Title 课程名称

History of Sino-European relations 中欧关系史



Instructor 授课教师

Enrico Fardella
法恩瑞

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.03.01
~
2018.06.14
(Exam Included)

Course Description 课程简介

Objective

A bird's-eye view of the Cold War system allows for the identification of three macro-phenomena: the supremacy of the superpowers, the division and weakening of Europe and a progressive multi-polarization of the international system based on a growing relevance of Asia and especially China. While the historical narrative has dwelt mainly on the first macro-phenomenon or, at most, on the relations between it and the second phenomenon, this project aims to analyse relations between the latter two, namely between the 'weak' Europe and the 'new' China to understand how they interacted and how this interaction affected the supremacy of the superpowers, their policy-making processes, their

strategic choices and, more in general, the very Cold War system. Europe and China were undoubtedly the most important third actors in the Cold War system. Being territorial entities and political and economic spaces located at the crossroads of the mutual spheres of action of the two superpowers, they played a key role in the evolution and reshaping of the bipolar system. The Cold War defined the outlines of these two spaces: on the one hand, it accelerated the decline of Europe as a central player - a process already started during World War II and intensified by the dismantling of the colonial system - and favoured, on the other, the shift of the centre of gravity of the international system towards Asia and hence to an Asianization of the international system, which is still in progress today.

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 dominion 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.

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.

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:
 - Persuasiveness of the argument,
 - Evidence used to support the argument,
 - Overall clarity of the presentation (organization, clarity, rhetoric).
- Mid-term exam: a set of questions with multiple answer based on the readings of class 1-4
- 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

Class presentations will be evaluated based on:

- a) Persuasiveness of the argument,
 - b) Evidence used to support the argument,
 - c) Overall clarity of the presentation (organization, clarity, rhetoric).
- Final exam: a set of questions with multiple answer based on the readings of class 5-10

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

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.

CLASS SCHEDULE

授课大纲

Session 1

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.

These lectures will try to trace first back the concept of Europe to its 'Asian' origins and, following its path towards the West, will try to identify its progressive transformation by underlying the dynamic of conflict with the 'others' as its main defining feature.

The second part will address the 'return' of Europe to Asia after the 'Great Divergence' through the powerful legitimization of the notion of 'progress' and its corollaries: 'revolution' and 'reform'.

The conclusion of this section will be addressed at the end of the course with the analysis of the new Eurasian connectivity and the Chinese initiative of 'One Belt, One Road'.

Readings, Websites or Video Clips

David Landes, 'Why Europe and the West? Why not China', The Journal of Economic Perspectives, Vol. 20, No. 2 (Spring, 2006), pp. 3-22

Session 2

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 Jian, Mao's China and the Cold War. (Chapell Hill and London: University of North Carolina Press, 2001) Chapter 3

O.A. Westad, Restless Empire, (New York: Basic Books, 2013) Chapter 9

Chen Zhimin, 'Nationalism, Internationalism and Chinese Foreign Policy' in Journal of Contemporary China (2005), 14(42), February, 35-53

Enrico Fardella, "The Sino-American Normalization: A Reassessment", in Diplomatic History, Vol. 33, No. 4 (September 2009), 545-578.

Session 3

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

- Chen Jian, Mao's China and the Cold War. (Chapell Hill and London: University of North Carolina Press, 2001) Chapter 6.
- Shen Zhihua, and Yafeng Xia. "The Whirlwind of China: Zhou Enlai's Shuttle Diplomacy in 1957 and its Effects." Cold War History 10, no. 4 (November 2010): 513-535.
- Peter Vamos (2015), "China and Eastern Europe in the 1980s: an Hungarian perspective", (Edossier) in <https://www.wilsoncenter.org/publication/china-and-eastern-europe-the-1980s-hungarian-perspective>

Session 4

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

- Garret Martin "Playing the China Card?: Revisiting France's Recognition of Communist China, 1963-1964." Journal of Cold War Studies 10, no. 1 (Winter 2008): 52-80.
- Garret Martin, A 'diplomatic nuclear explosion'? Sino-French relations in the 1960s, (Edossier) in <https://www.wilsoncenter.org/publication/diplomatic-nuclear-explosion-sino-french-relations-the-1960s>

APRIL 12th 2018 MID-TERM EXAM

Session 5

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

- Enrico Fardella (2016): "A significant periphery of the Cold War: Italy-China bilateral relations, 1949–1989", Cold War History, <http://dx.doi.org/10.1080/14682745.2015.1093847>
- Enrico Fardella (2015), "Negotiating Sino-Italian Normalization, 1968-1970" (E-dossier), <https://www.wilsoncenter.org/publication/negotiating-sino-italian-normalization-1968-1970>

Session 6

Sino-Western Europe relations: the Sino-British case April 26th, 2018

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

In this segment we will introduce the role of Sino-Western European relations within the broader spectrum of the Cold War. We will then take the Sino-British case as a useful model of Western European ambiguity towards the PRC in the 1950s and a typical example of the political effect that China's attraction as a trade partner created on the course of European China policies during the Cold War.

Readings, Websites or Video Clips

- Christopher Howe "Thirty Years of Sino-British Relations: A Foreign Office View." The China Quarterly 139 (September 1994): 794-799.
- Ritchie Ovendal, "Britain, the United States, and the Recognition of Communist China." Historical Journal 26, no. 1 (March 1983): 139-158.
- David C. Wolf, "To Secure A Convenience: Britain Recognizes China – 1950." Journal of Contemporary History 18, no. 2 (April 1983): 299-326.

Session 7

Europe and China: trends and prospects in the Belt and Road Initiative framework May 3rd/10th, 2018

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

(Fardella & Romano Prodi; Fardella & Giorgio Prodi)
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

Speakers:

- 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 Impact on Europe: 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

- Chan, Gerald. "Sino-Vatican Diplomatic Relations: Problems and Prospects," *The China Quarterly* 120 (1989)
- Coppa, Frank J. *Politics and the Papacy in the Modern World*. Westport: Praeger Publishers, 2008 (Chapters 8-10)
- Bays, Daniel H. *A New History of Christianity in China*. Chichester: Wiley-Blackwell, 2012 (Chapters 7-8)

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 the 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 GDR and China in the 1980s*; in: *The Journal of Northeast Asian History* Volume 14 Number 1 Summer 2017
- Bernd Schaefer (2015), "Sino-West German relations during the Mao Era" (E-dossier) in <https://www.wilsoncenter.org/publication/sino-west-german-relations-during-the-mao-era>

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 dissatisfactions 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

Berkofsky, Axel, *The EU and China - Myth of a (not so) Strategic Partnership*; in Beretta, Silvio, Berkofsky, Axel, Zhang, Lihong (eds.), *Understanding China*; Springer Heidelberg/Milan 2017.

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 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 *OrizzonteCina* monthly review. His fields of interests are: Chinese foreign policy; History of international relations; History of contemporary China.

Course Title 课程名称

A General Survey of Traditional Chinese Arts

中国传统艺术撷英



Instructor 授课教师

Xiaolong Liu
刘小龙

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.03.03
~
2018.06.22
(Exam Included)

Course Description

课程简介

Objective

This course provides an introduction of 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.

The course will disseminate the classic Chinese arts and promote the cultural comprehension and exchange with global vision. What the course serves is not the fanciful labels of the alien arts but the academic exploration of a great civilization through its artistic details and creative achievements.

Pre-requisites /Target audience

No prerequisite course

Proceeding of the Course

“A General Survey of Traditional Chinese Arts” are a mix of lectures and case discussions. The instructor will encourage the students not only to learn the basic knowledge of the traditional arts but also to explore the spirit of the Chinese culture. The course will list the reference books for students to preview and review the main points of each lecture. During the term we will also arrange one or two Chinese art investigations outside the campus and organize some discussions with local artists.

Assignments (essay or other forms)

Essay and presentation

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;
2. Common Knowledge about Chinese Culture, by Liu Zepeng, Higher Education Press, 2015;
3. An Introduction to Chinese Culture, Higher Education Press, 2012;
4. The Outline of Chinese Culture, by Chang Junyue etc, Peking University Press;
5. Music in China, by Frederick Lau, Oxford University Press, 2008;
6. Glimpses of Chinese Culture, by Ding Wangdao, Foreign Language Teaching and Research Press, 2011;
7. Chinese Clothing, by Hua Mei, Cambridge University Press, 2011;
8. Melodies from the Soul:Chinese Music, by Liu Xiaolong, Beijing Education Publishing House, 2013.

CLASS SCHEDULE

授课大纲

Lecture 1

An Introduction to the Traiditional 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 traiditional 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 "

5. The analysis of the two poems: "Yang Zhou Man" and "Xing Hua Tian Ying".

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 theLiterati 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 craftsman.
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.

Lecture 14

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.

Lecture 15

Class Presentation 1

Lecture 16

Class Presentation 2

CV of Instructor



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 had 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 Hallo 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

Credits
学分
2

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

Objective

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

- 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

Evaluation Details

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

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 involve 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.

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

授课大纲

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

Impromptu oral presentations by students

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]
2. Baker, Eric. “How to be a Better Writer: 6 Tips From Harvard’s Steven Pinker” Time.com November 14, 2014. [6 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

1. Chang, Tsan-Kuo. “China From Here and There.” Media Studies Journal, Winter 1999 (photo-copied handout) [8 pages]
2. FlorCruz, Jaime. “Chinese Media in Flux.” Media Studies Journal, Winter 1999 (photo-copied handout) [5 pages]
3. MacKinnon, Stephen. “The ‘Romantic’ Generation.” Media Studies Journal, Winter 1999 (photo-copied handout) [8 pages]
4. Mann, James. “Framing China.” Media Studies Journal, Winter 1999 (photo-copied handout) [6 pages]

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 levers 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

1. Deggans, Eric C. "What is Your Media Pyramid?" Poynter, January 19, 2006 [5 pages]
2. Gandour, Ricardo. "Study: Decline of traditional media feeds polarization" Columbia Journalism Review, September 19, 2016 [5 pages]
3. Mitchell, Amy. "Key findings on the traits and habits of the modern news consumer" Pew Research Center, July 7, 2016 [4 pages]

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 viral 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)

Readings, Websites or Video Clips

1. Hachten, William A. The Troubles of Journalism – A Critical Look at What's Right and Wrong With the Press. Chapter 5: "Bigger, Fewer and More Like-Minded" [15 pages]
2. Stelter, Brian. "AT&T CEO pledges journalistic independence for CNN" CNNMoney, October 23, 2016. [3 pages]

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)

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 gov't" Xinhua, August 14, 2011. [3 pages]

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

1. CBS Report - "Facebook reverses its ban on iconic Vietnam War photo" CBS News/Associated Press, September 9, 2016.[3 pages]
2. Creelman, James. "Battle Impressions" Media Studies Journal, Summer 2001 (photo-copied handout) [1 page]
3. Ingram, Mathew. "Facebook Says It Still Isn't a Media Company Despite Deciding What's Newsworthy" Fortune, October 21, 2016. [4 pages]
4. Knight, Gary. "Up Close and Deadly" Media Studies

Journal, Summer 2001 (photo-copied handout) [4 pages]

Assignments for this session (if any)

This is the week for crafting a project plan for a presentation at the end of the course. Students will select the medium to use in presenting a perspective of the major topics covered in the course: discriminating consumer, prospects and perils of New Media, profit vs. balanced reporting, power of images, China's goal to project its "soft power," or other topic approved by the professor.

Session 7

Objective Reporting

Reporting vs. Advocacy; Patriotism, personal sympathies and egotism 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

1. Gjeltén, Tom. "Finding the Right 'Moral Attitude'" Media Studies Journal, Summer 2001 (photo-copied handout) [5 pages]
2. Moeller, Susan. "Compassion Fatigue." Media Studies Journal, Summer 2001 (photo-copied handout) [5 pages]
3. Overholser, Geneva. "The Journalist and the Whistle-Blower" The New York Times, February 6, 2004 [3 pages]
4. Simons, Lewis M. "A celebrated foreign correspondent built his life work on detachment." Columbia Journalism Review, October 26, 2016 [14 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 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

1. Beech, Hannah. "Alien Nation" Time, June 11, 2012. [1 page]
2. FlorCruz, Jaime. "China Works Hard to Project Soft Power" CNN.com, March 30, 2012. [2 pages]
3. Jacobs, Andrew. "Pursuing Soft Power, China Puts Stamp on Africa's News" The New York Times, August 16, 2012. [6 pages]
4. Nye, Joseph S. Jr. "Power Shifts" Time, May 9, 2011. [1 page]
5. Wen, Philip. "China's Propaganda Arms Push Soft Power in Australian Media Deals" Sydney Morning Herald, May 31, 2016. [3 pages]
6. Zakaria, Fareed. "How to be a Real Superpower" Time, November 28, 2011. [1 page]

Session 9

Field Trip or In-Class Resource Speaker

The group will visit a news media operation in Beijing and hold discussions with media practitioners there.

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

Co-author, "Not On Our Watch" a book about campus journalists' experiences during the Martial Law years in the Philippines;

Author, "Chinese Media in Flux" Media Studies Journal, Winter 1999 Author, "China's Mixed Messages: Is America's Friend in Need a Friend Indeed?" (Asian Perspectives on Sept. 11), "Harvard Asia Quarterly" Autumn 2001

Other Professional Activities

Professorial chair, Polytechnic University of the Philippines, 2016

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

Fellow, "China and the Global Community", Salzburg Seminar, December 1999 DeWitt Wallace Media Fellow, Fall 1990, Duke University

President, Foreign Correspondents' Club of China (two terms: 1988-90; 1996-99)



Course Title 课程名称

Principles of Risk Management 风险管理与保险

Credits
学分
2

Instructor 授课教师

Yi Yao
姚奕

Prerequisites 先修课程

None
无

Course Date 课程日期

2018.02.27
~
2018.06.12
(Exam Included)

Course Description 课程简介

Objective

- 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.
- 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.

Pre-requisites /Target audience

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

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

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/bkkskf.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
授课大纲

No.	Course Name	Date
Session 1	Introduction/Syllabus	2/27
Session 2	Introduction/Syllabus	3/6
Session 3	Risk Identification and Evaluation – Part (I)	3/13
Session 4	Risk Identification and Evaluation – Part (II)	3/20
Session 5	Property and Liability Loss Exposures	3/27
Session 6	Life, Health, and Loss of Income Exposures	4/3
Session 7	Risk Management Techniques: Noninsurance Methods	4/10
Session 8	Risk Pooling	4/17
Session 9	Insurance as a Risk Management Technique – Part (I)	4/24
Session 10	No class	5/1
Session 11	Insurance as a Risk Management Technique – Part (II)	5/8
Session 12	Functions and Organization of Insurers	5/15
Session 13	Risk Aversion and Risk Management by Individuals and Corporations– Part (I)	5/22
Session 14	Risk Aversion and Risk Management by Individuals and Corporations– Part (II)	5/29
Session 15	Current Event Presentation	6/5
Session 16	Current Event Presentation	6/12

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.

2018 年春季学期本科生英文授课课程
English Instructed Undergraduate Courses for Spring 2018

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

课程号 Course No.	课程名称 Course Name	开课系所 Schools/Departments	学分 Credits
01035180	定量分析化学 Quantitative Chemical Analysis	城市与环境学院 College of Urban and Environmental Sciences	2
12631030	环境科学前沿 Frontier Lectures in Environmental Science	城市与环境学院 College of Urban and Environmental Sciences	2
12639080	花园城市的中国实践 Garden City' s Practice in China	城市与环境学院 College of Urban and Environmental Sciences	3
01231860	海洋环境和动力学 Marine Environments and Geodynamics	地球与空间科学学院 School of Earth and Space Sciences	2
01231870	稳定同位素分馏原理及应用 Stable Isotope Effect and its Utilities	地球与空间科学学院 School of Earth and Space Sciences	1
02930185	专业英语二 Legal English two	法学院 Law School	2
00333400	对话全球创新大师 Dialogue with Global Innovation Masters	工学院 College of Engineering	2
00333480	生物医学光学及应用 Biomedical Optics and Application	工学院 College of Engineering	3
00333630	细胞与分子影像学 Cellular and Molecular Imaging	工学院 College of Engineering	3
02831661	国际金融与国际贸易 International Finance and International Trade	光华管理学院 Guanghua School of Management	2
02832480	成本与管理会计 Cost and Managerial Accounting	光华管理学院 Guanghua School of Management	3
02832540	高级管理会计 Advanced Managerial Accounting	光华管理学院 Guanghua School of Management	2
02837020	投资银行 Investment Banking	光华管理学院 Guanghua School of Management	2
02837140	中国商务 Doing Business in China	光华管理学院 Guanghua School of Management	2
02838130	中国社会与商业文化 Chinese Society and Business Culture	光华管理学院 Guanghua School of Management	2
02838370	中国金融市场与金融机构 Chinese Financial Market and Institution	光华管理学院 Guanghua School of Management	2

2018 年春季学期本科生英文授课课程 English Instructed Undergraduate Courses for Spring 2018			
For more information, please visit http://dean.pku.edu.cn/englishcourses/ .			
课程号 Course No.	课程名称 Course Name	开课系所 Schools/Departments	学分 Credits
02838430	财务会计 Financial Accounting	光华管理学院 Guanghua School of Management	3
02838920	技术创业中价值主张与商业模式设计 Value Proposition and Business Model Design for Technology Venture	光华管理学院 Guanghua School of Management	2
E2834421	证券投资学 Security Analysis and Investment	光华管理学院 Guanghua School of Management	3
E2834721	概率统计 Introduction to the Probability and Statistics	光华管理学院 Guanghua School of Management	4
02432090	本土视野下的中国外交与国际事务 Chinese Perspective on International and Global Affairs	国际关系学院 School of International Studies	3
02432140	中国政治与公共政策 Chinese Politics and Public Policy	国际关系学院 School of International Studies	3
02432230	中国与国际组织 China and International Organizations	国际关系学院 School of International Studies	3
02432260	澳大利亚的政治经济 Australian Studies	国际关系学院 School of International Studies	2
06238090	经济增长导论 Growth Economics	国家发展研究院 National School of Development	3
06239122	随机微积分及其在量化金融的应用 Stochastic calculus and its applications in quantitative finance	国家发展研究院 National School of Development	3
06239124	中国经济 Chinese Economy	国家发展研究院 National School of Development	3
01034371	有机化学 (一) Organic Chemistry (I)	化学与分子工程学院 College of Chemistry and Molecular Engineering	3
01034680	波谱分析 Organic Spectroscopy	化学与分子工程学院 College of Chemistry and Molecular Engineering	2
01035180	定量分析化学 Quantitative Chemical Analysis	化学与分子工程学院 College of Chemistry and Molecular Engineering	2
01035200	物理化学 (一) Physical Chemistry (I)	化学与分子工程学院 College of Chemistry and Molecular Engineering	3
12730020	变化中的地球 Our Changing Planet	环境科学与工程学院 College of Environmental Sciences and Engineering	2

2018 年春季学期本科生英文授课课程 English Instructed Undergraduate Courses for Spring 2018			
For more information, please visit http://dean.pku.edu.cn/englishcourses/ .			
课程号 Course No.	课程名称 Course Name	开课系所 Schools/Departments	学分 Credits
12730070	中国能源与环境挑战 China's Energy and Environmental Challenges	环境科学与工程学院 College of Environmental Sciences and Engineering	2
06731020	中国教育及其文化基础 China's Education and Its Cultural Foundations	教育学院 Graduate School of Education	2
06734020	国际组织理论与实务 Theories and Practices of International Organizations	教育学院 Graduate School of Education	3
02534090	专业英语 English for Economics Majors	经济学院 School of Economics	2
02535030	企业全面风险管理 Enterprise Risk Management	经济学院 School of Economics	2
02535150	风险管理与保险 Principles of Risk Management	经济学院 School of Economics	2
02534870	金融工程软件编程 Computer Programming in Financial Engineering	经济学院 School of Economics	2
02132590	中欧关系史 History of Sino-European Relations	历史学系 Department of History	3
02132600	全球史视野下的丝绸之路 The Silk Road: A Global history	历史学系 Department of History	2
02133760	现代希腊电影与历史 Modern Greek Movie and History	历史学系 Department of History	2
01130030	基础分子生物学 Basic Molecular Biology	生命科学学院 School of Life Sciences	3
01132640	高级细胞生物学 Advanced Cell Biology	生命科学学院 School of Life Sciences	3
01133024	果蝇遗传学实验 Drosophila Genetics	生命科学学院 School of Life Sciences	2
01139630	生物化学 Biochemistry	生命科学学院 School of Life Sciences	4
01139732	生物数学建模 Mathematical Modeling in the Life Sciences	生命科学学院 School of Life Sciences	3
00136990	四维流形和 Ricci 流 4-manifolds and Ricci flow	数学科学学院 School of Mathematical Sciences	3
03530490	韩国大众媒体和流行文化 Mass Media and Popular Culture in Korea	外国语学院 School of Foreign Languages	2

2018 年春季学期本科生英文授课课程 English Instructed Undergraduate Courses for Spring 2018			
For more information, please visit http://dean.pku.edu.cn/englishcourses/ .			
课程号 Course No.	课程名称 Course Name	开课系所 Schools/Departments	学分 Credits
03530500	当今韩国 – 亚洲及全球经济事件 Contemporary Issues in Korea, Asia and Global Economy	外国语学院 School of Foreign Languages	2
00405601	超快激光和光谱技术及应用 Ultrafast laser and spectroscopy: technologies and applications	物理学院 School of Physics	2
00410542	固体理论 Solid State Theory	物理学院 School of Physics	4
00432510	固体物理学 Solid State Physics	物理学院 School of Physics	4
01139510	生理学 Physiology	心理与认知科学学院 School of Psychological and Cognitive Sciences	2
01630699	神经经济学专题 Topics in Neuroeconomics	心理与认知科学学院 School of Psychological and Cognitive Sciences	2
01630820	神经生物学 Neurobiology	心理与认知科学学院 School of Psychological and Cognitive Sciences	2
01832350	名记者专题 Seminar on Famous Reporters	新闻与传播学院 School of Journalism and Communication	2
01832760	英语新闻阅读 English News Reading	新闻与传播学院 School of Journalism and Communication	2
01834100	中国与媒体事务 China and Media Matters	新闻与传播学院 School of Journalism and Communication	2
03032380	专业英语 Professional Readings in Information Management	信息管理系 Department of Information Management	2
04831750	程序设计实习 Practice of Programming in C&C++	信息科学技术学院 School of Electronics Engineering and Computer Science	3
04832240	并行与分布式计算导论 Introduction to Parallel and Distributed Computing	信息科学技术学院 School of Electronics Engineering and Computer Science	3
04832250	计算机网络（实验班） Computer Networks(Honor Track)	信息科学技术学院 School of Electronics Engineering and Computer Science	3
04832710	自然语言处理中的经验性方法 Empirical Methods in Natural Language Processing	信息科学技术学院 School of Electronics Engineering and Computer Science	3
04833110	全球创新产品设计和团队实践 Principles and Practices of Global Innovation	信息科学技术学院 School of Electronics Engineering and Computer Science	2

2018 年春季学期本科生英文授课课程 English Instructed Undergraduate Courses for Spring 2018			
For more information, please visit http://dean.pku.edu.cn/englishcourses/ .			
课程号 Course No.	课程名称 Course Name	开课系所 Schools/Departments	学分 Credits
04331111	中国传统艺术撷英 A General Survey of Traditional Chinese Arts	艺术学院 School of Arts	2



<http://dean.pku.edu.cn/englishcourses/> 🔍

