

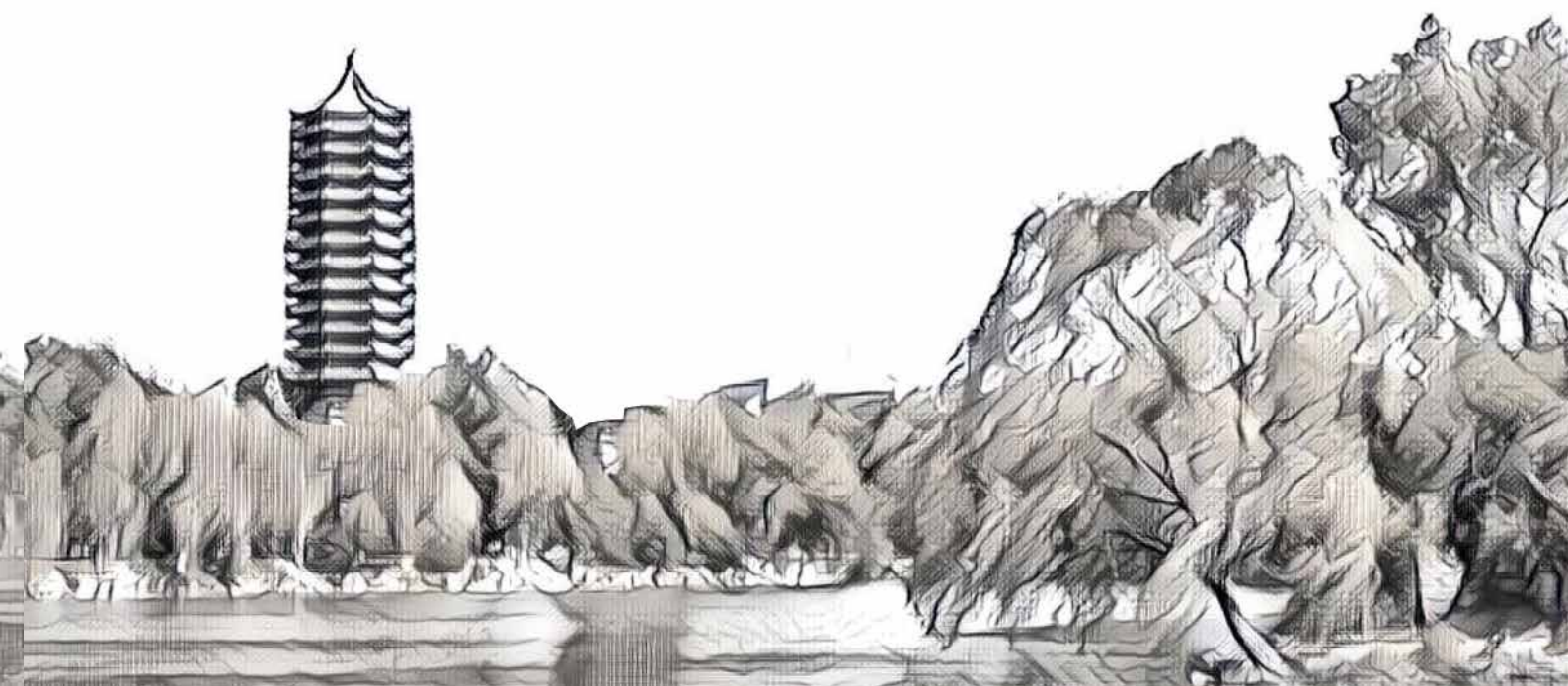


ON CHINA SERIES

FOR FALL
2021

COURSES INSTRUCTED IN ENGLISH

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



序 言

PREFACE

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

法（暂行）》，进一步明确非语言类外语课程性质、建设目标、激励机制等重要原则。

截至 2020 年 12 月，全校在用的非语言类本科英文授课课程累计 340 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 exchange 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 Peking University's curriculum meeting in 2012, Peking University launched a series of undergraduate courses taught in foreign languages in the fall semester of 2012, and these courses continue to be offered to this day. While taught in foreign languages, especially English, these courses are non-language courses, which means the course subject is not language related. Peking University's *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 2020, there are now more than 340 English-taught courses offered at the undergraduate level. During each of the spring and fall semesters, around 80 English-taught courses are offered, and additional English-taught courses are held in the summer. The Peking University Summer School International Program (PKUSSI), started in 2009, is well known for the domestic and international scholars who instruct the courses. Over the years, more and more international students have chosen to study at PKUSSI.

In order to improve the development of English-taught courses, the University launched the “On China” Series in 2015, which cover four subjects: humanities, social sciences, economics and management, and natural sciences and engineering. 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 trends 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 in order to create a platform for cross-cultural communication and raise the standards for cultivating international talents.

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.



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English Instructed Undergraduate Courses for Fall 2021
2021 年秋季学期本科生英文授课课程

Course Title 课程名称

Introduction to Contemporary China 当代中国

Credits
学分
2

Instructor 授课教师

Zhao Yang
赵 杨

Course Code 课程编号

04430004

Course Date 课程日期

2021.09.15
~
2021.12.29

COURSE DESCRIPTION 课程简介

Objective

The course has two objectives: (1) to introduce different aspects of contemporary China to help students understand the cultural traditions and daily life of ordinary Chinese people and politics, legal system and governance of the state; (2) to understand the variety and diversity of the contemporary Chinese society and the challenges that China faces in its modernization process.

Assignments

Class report, book report and essay.

Evaluation Details

- » Class report 30%
- » book report 30%
- » essay 40%

Pre-requisites / Target audience

No pre-requisite knowledge or course is required. All those who are interested in contemporary Chinese society or Chinese culture are welcome.

Proceeding of the Course

Two 50-minute episodes are delivered once every week.

Text Books and Reading Materials

Li, Lulu, et al. (2020). *Contemporary Chinese Society*. Beijing: Renmin University Press.

Ren, Xiaosi (2014). *The Chinese Dream: What It Means for China and the Rest of the World*. Beijing: The New World Press.

Zhao, Shumei (2020). *The Communist Party of China and Contemporary China*. Beijing: Wuzhou Chuanbo Press.



CLASS SCHEDULE

授课大纲

Session 1

People and Nationalities

In this session, students will learn some general information about the population and nationalities of China to understand that China is a multi-ethnic populous country. This is a critical point to understand contemporary China.

Topics to be covered:

- » Population
- » Ageing Society
- » Infant Mortality Rate
- » Birth Rate
- » Life Expectancy
- » Population Density
- » Surnames
- » Number of Nationalities
- » Population of Nationalities
- » Autonomous Regions



Session 2

Food and Cuisines

In this session, students will learn the variety and diversity of Chinese food and cuisines and the challenge for China to feed the whole nation.

Topics to be covered:

- » Some Everyday Food
- » Stories behind Food
- » Fancy Food Names
- » Weird Food or Snack
- » Differences between Chinese and Western Eating
- » Interesting Facts about Chinese Food
- » Feed the Nation
- » Eight Main Chinese Cuisines
- » Six of China's Best Regional Foods
- » Soup First or Soup Last

Readings, Websites or Video Clips:

TV series: A Bite of China

Assignments for this session:

List ten of your favorite dishes in the university dining halls.

Session 3

Languages and Dialects

In this session, students will learn about the variety of languages and dialects in China and language policies in contemporary China.

Topics to be covered:

- » Definition of language
- » Chinese among world languages
- » Languages spoken in China
- » Chinese dialects
- » Chinese characters
- » Development of a common speech
- » *Putonghua*
- » Teaching Chinese as a second/foreign language
- » Other languages and cultures in Chinese
- » Language policies of China

Readings, Websites or Video Clips:

Du, Zhengming (2011). *Chinese Language*. Beijing: Wuzhou Chuanbo Press.

Assignments for this session:

Ask five of your Chinese fellow students about dialects they can speak.

Session 4

Festival and Traditions

In this session, students will learn festivals and traditions of the Chinese society and their relations to the Chinese culture.

Topics to be covered:

- » The Spring Festival – When
- » The Spring Festival – What to Do
- » The Spring Festival – What to Eat
- » The Lantern Festival
- » The Qingming Festival
- » The Dragon Boat Festival
- » The Mid-autumn Festival
- » The Double-seventh and Double-ninth Festivals
- » The National Day Holiday
- » Other Festivals

Readings, Websites or Video Clips:

Wang, Xuewen (2015). *Chinese Culture: Festivals*. Beijing: Wuzhou Chuanbo Press.

Assignments for this session:

Ask your Chinese fellow students from different areas to find what they do on traditional Chinese festivals.

Session 5

Marriage and Family

In this session, students will learn the status-quo of marriage and family in China to understand traditional Chinese values regarding marriage and family and challenges that China faces in a fast-developing world.

Topics to be covered:

- » The legal age of marriage
- » Traditional Chinese wedding
- » Family planning policies
- » Marriages and divorces
- » Big family or nuclear family
- » The role of women

Session 6

Leisure and Entertainment

In this session, students will learn about the variety of ways of leisure and entertainment in China and their historical development.

Topics to be covered:

- » How the Chinese view leisure and entertainment
- » Ways of leisure and entertainment
- » Historical changes of ways of leisure and entertainment



Session 7

Arts and Sports

In this session, students will learn about the colorful varieties of Chinese art and sports forms to understand the essence of Chinese culture embodied in these forms.

Topics to be covered:

- » Chinese musical instruments
- » Traditional Chinese music
- » Folk songs
- » Folk dancing
- » Pop music
- » Chinese calligraphy
- » Traditional Chinese paintings
- » Chinese Kung-fu
- » *Cuju*
- » Modern sports

Readings, Websites or Video Clips:

5000 Years of Chinese Art. China Youth Press, 2012.

Session 8

Traffic and Transport

In this session, students will learn some general information about traffic and transport in China, in particular, the current achievements.

Topics to be covered:

- » Means of transport in China
- » Important airports and railway stations
- » High-speed railway
- » Highway
- » The impact of traffic and transport on the economy

Readings, Websites or Video Clips:

Zhou, Jingjing, et al. (2019). *High-speed Railway in China*. Beijing: Wuzhou Chuanbo Press.

Session 9

Travel and World Heritage

In this session, students will learn about world heritage sites in China and the industry of tourism.

Topics to be covered:

- » On Chinese banknotes
- » Scenic spots in Beijing
- » World Heritage sites in China
- » Intangible cultural heritage
- » Travelers in Mainland China

Readings, Websites or Video Clips:

World Heritages Sites in China. Beijing: Wuzhou Chuanbo Press, 2016.

Session 10

Natural Resources and Environmental Protection

In this session, students will learn about natural resources in China, the environmental problems it faces and the efforts it has been making in environment protection.

Topics to be covered:

- » Natural resources
- » Economy based on natural resources
- » Environmental problems
- » Environment protection

Session 11

Mass Media and Publication

In this session, students will learn about the development of mass media and publication in China and their roles in modeling contemporary Chinese values.

Topics to be covered:

- » Important newspaper articles
- » Xinhua News Agency
- » Newspapers and television stations
- » Self-media

Session 12

Education and Research

In this session, students will learn about the education system of China, its research institutions and output.

Topics to be covered:

- » General information
- » Compulsory education
- » Examinations
- » Higher education
- » International students
- » World university ranking
- » Education expenditure
- » Chinese Academy of Sciences

Session 13

Politics and Government

In this session, students will learn about the political system and governance of China.

Topics to be covered:

- » General information
- » The founding of the People's Republic of China
- » The Chinese Communist Party
- » The National People's Congress
- » The state structure
- » The Constitution



Session 14

Religions and Beliefs

In this session, students will learn about the religious beliefs of the Chinese people and their relation to Chinese culture.

Topics to be covered:

- » Buddhism
- » The four Buddhist mountains
- » Famous Buddhist temples
- » Buddhist caves
- » Scenic spots related to Buddhism
- » Daoism
- » Confucianism
- » Islam
- » Roman Catholic and Protestantism
- » Other beliefs

Session 15

Information Technology and the Internet

In this session, students will learn about information technology in China and its impact on the daily life of ordinary people.

Topics to be covered:

- » Telecommunication operators
- » The IT industry
- » Huawei
- » IT and daily life
- » *Kuaidi xiaoge*

Session 16

Cities and Countryside

In this session, students will learn about the cities and countryside of China and the impact of urbanization on China.

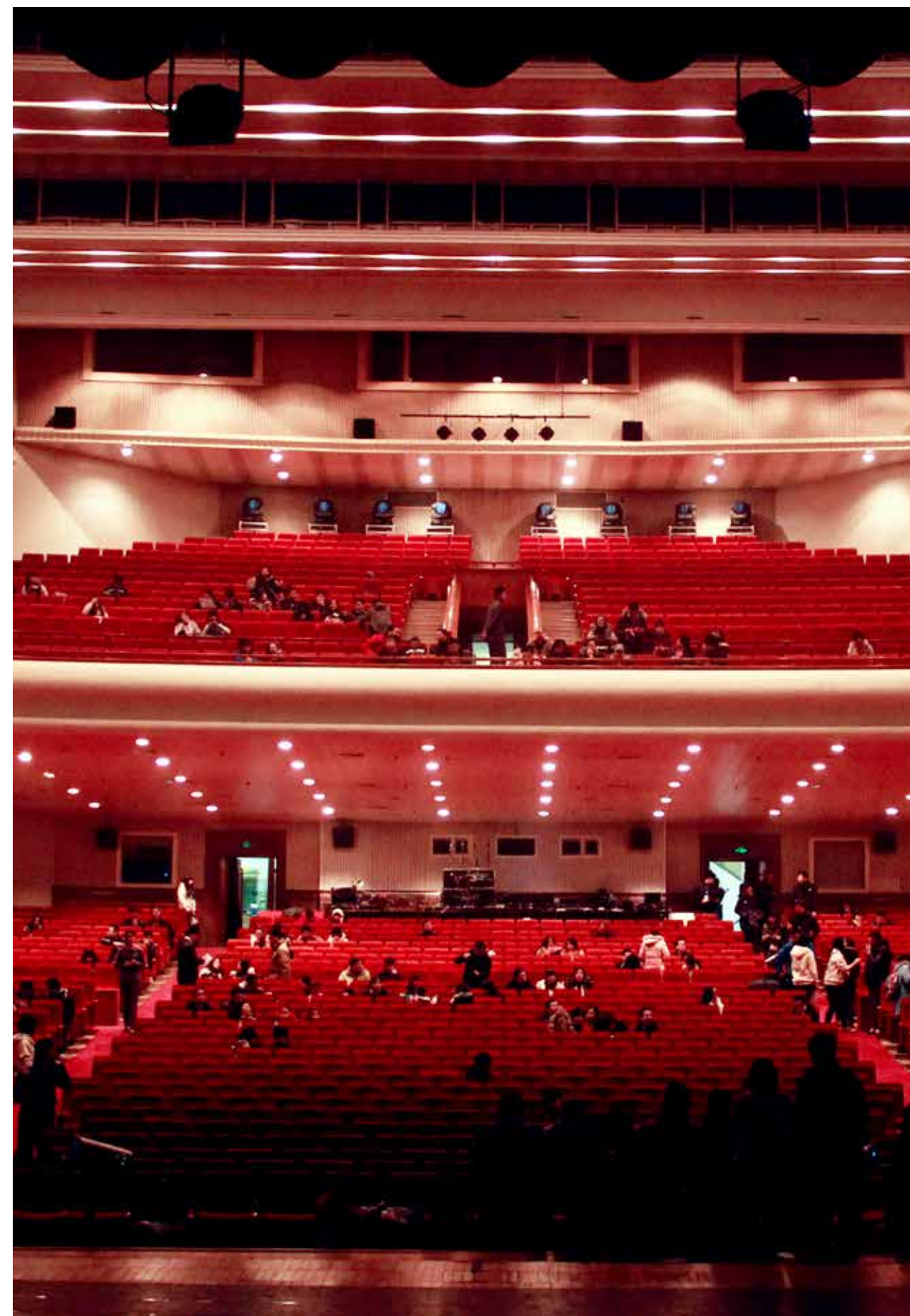
Topics to be covered:

- » Big cities
- » The division of urban and rural areas
- » Urban population in change
- » The impact of urbanization on China



Zhao Yang

Zhao Yang received his PhD degree from the University of Cambridge and is now professor and dean of the School of Chinese as a Second Language of Peking University. His research areas include second language acquisition, generative grammar and sociolinguistics. He is also the chief editor of the journal *International Chinese Language Education*. He has published two monographs, and numerous articles in Chinese and English in *Second Language Research*, *International Journal of Bilingualism*, *IRAL*, *Chinese Teaching in the World* and other academic journals. He has also published some translation works, including *Second Language Acquisition* (S. Gass and L. Selinker, 2008) and *Language Teacher Education for a Global Society: A Modular Model for Knowing, Analysing, Recognizing, Doing and Seeing* (B. Kumaravadivelu, 2012). He has completed numerous research projects at the national and university levels. The courses he has delivered include *Introduction to Second Language Acquisition*, *Second Language Learning Theories*, *English for Specific Purposes*, *Introduction to China*, and language courses in English and Chinese. His professional titles include Associate Chair of the International Society for Chinese Language Teaching, and Chair of the Standards and Certification Committee of the ISCLT.



Course Title 课程名称

Comparison between Eastern and Western Philosophy 东西方哲学比较

Credits
学分
2

Instructor 授课教师

Roger T. Ames
安乐哲

Course Code 课程编号

02333180

Course Date 课程日期

2021.09.14
~
2021.12.28

COURSE DESCRIPTION 课程简介



Objective

With the rise of China over the past generation, we have witnessed a sea change in the economic and political order of the world. The G8 has become the G20, and GDP in the region has grown by 400%. What are the implications of this dramatic sea change for the world cultural order? Will Chinese culture make a difference over the next generation, and, if so, what does it have on offer? Economic and political change is relatively easy to track, but how do we assess cultural change? How do we make responsible cultural comparisons between China and contemporary Western liberal assumptions?

Pre-requisites /Target audience

Students should have a basic knowledge of the Western cultural narrative and an interest in Chinese philosophy.

Proceeding of the Course

This course can be mastered, but it requires regular student attendance. Because philosophy as a discipline requires sustained engagement on the part of the student, attendance is taken very seriously. Students must report an intended absence by email prior to the class. Repeated absences will not be condoned. Students will be assigned readings on a daily basis, and will be expected to have completed them for class. Participation in the discussion based on these readings is central to the course, and is expected.

Assessment

Students will be assigned a response question for each meeting of the class, and will be expected to hand in a 2-page, 500-word answer, for a total of 10 papers. At the end of the course, a 12-page 3000-word research paper must be submitted on a topic agreed upon with the instructor.

Evaluation Details

The short response papers will be worth 3 points each, while the final paper will be worth 70 points for a total of 100.

Text Books and Reading Materials

We will begin by reading Plato's *Euthyphro* and *Phaedo* in order to register basic assumptions that ground the Western philosophical narrative. We will then read the *Analects of Confucius*, *Focusing the Familiar (Zhongyong)*, the *Chinese Classic of Family Reverence (Xiaojing)*, the *Daodejing*, and a few essays by American pragmatic philosopher, John Dewey.

Academic Integrity

All papers must be paginated, and while students may send in their papers as an attachment in order to meet the deadline, they must also turn in a hardcopy for grading. Quotations and sources are to be clearly referenced. Web sources consulted must be noted. Standard writing conventions must be observed. For example, book titles and foreign words must be italicized. Learn how to avoid sexist language. For bibliography and footnotes, use *The Analects of Confucius* as your model stylesheet.

Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the original author; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved.

CLASS SCHEDULE 授课大纲

Session 1

Introduction

Description of the Session

- » An overview of the purpose and scope of the course;
- » Course requirements.

Questions

- » What is an “interpretive context”?
- » What is the role of analogy in making cultural comparisons?
- » What is the difference between an associative and a contrastive analogy? A retail and a wholesale analogy?
- » What are the metaphors that ground “culture” and *wenhua* 文化 respectively?

Readings, Websites or Video Clips

Confucian Role Ethics: A Vocabulary, Chapter 1 (pdf)

Assignments for this session

Response question (2 pages): What is one contrast you would identify between the Western philosophical narrative and Chinese assumptions?

Session 2

Making Responsible Cultural Comparisons

Description of the Session

- » A discussion of the role of abstraction in classical Greek philosophy;
- » Background to Plato/Socrates;
- » Background to the Euthyphro.

Questions

- » What is Leibniz’s comparison between Chinese and European culture, and is it relevant for us 300 years later?
- » What is Zhang Longxi’s approach in making cultural comparisons?
- » What is metaphysics? dualism? irony?
- » What is metaphysical realism?

Readings, Websites or Video Clips

Euthyphro

Assignments for this session

Response question (2 pages): Although Euthyphro seems to end in failure, we do derive some positive insights into what Plato thinks “holiness” or “religiousness” means. What are some of these insights?

Session 3

Metaphysical Realism

Description of the Session

- » The vocabulary and the philosophical assumptions of metaphysical realism as common sense;
- » Background to the Phaedo.

Questions

- » What are the five definitions offered of “holiness”?
- » Why does Socrates reject each one of them?
- » What does each of these definitions contribute to the vocabulary of metaphysical realism?
- » What is an “aporetic” dialogue?
- » What is the object of knowledge?
- » How do we get knowledge?

Readings, Websites or Video Clips

Phaedo

Assignments for this session

Response question (2 pages): Give an account of Plato’s notion of the immortal soul.

Session 4

Plato’s Immortal Soul

Description of the Session

- » The beginnings of individualism and the emergence of human “beings.”
- » Spiritual exercises and philosophy as “a way of life.”

Questions

- » How is philosophy “training to die”?
- » Why cannot an evil person harm a good person?
- » What is amnamnesia, or the doctrine of recollection?
- » What is Plato’s Theory of Forms?
- » How is Plato’s vocabulary used to fortify the Abrahamic religions?
- » How can Plato be relevant to Christianity 400 years before Christ?

Readings, Websites or Video Clips

Introduction to the *Analects of Confucius*

Assignments for this session

Position paper (6 pages): How is Plato’s metaphysical realism alive and well in the modern world? How does its assumptions define common sense? Our institutions?

Session 5

The Analects of Confucius

Description of the Session

- » Reading: The Analects;
- » Confucius on friendship: Do not be friends with anyone who is not as good as you are.

Questions

- » What do Plato and Aristotle mean by “friendship?”
- » What is the different between a doctrine of external relations and internal, constitutive relations?
- » What does it mean to say that for Confucius morality is simply growth in relations?
- » How is Confucianism a philosophy of education?
- » What is the contrast between Plato and Confucius on philosophy as “a way of life?”
- » What does “paronomasia” mean?

Readings, Websites or Video Clips

Reading: *Analects* 3.3, 1.2, 6.23, 6.20, 6.22, 12.1, 1.12, 6.30, 7.22, 4.1, 4.2, 4.4, 4.6

Assignments for this session

Response question (2 pages): Do an exegesis of *Analects* 17.23. Can 2.1 and 6.30 be helpful in understanding and explaining 17.23?

Session 6

The Analects of Confucius II

Description of the Session

- » Philosophy of education;
- » Confucius as teacher;
- » Political philosophy.

Questions

- » Why does education play such an important role in the *Analects*?
- » What is the content of education?
- » Compare Plato and Confucius on education.
- » What is the role of shame in the political philosophy of the *Analects*?
- » What is the ideal social and political order for Confucius?

Readings, Websites or Video Clips

Reading: *Analects* 2.3, 10.4, 5.3, 2.13, 4.16, 9.4, 4.24, 1.8, 19.22, 12.2

Assignments for this session

Response question (2 pages): What do we learn about “the achievement of propriety in one’s roles and relations” (*li* 礼) from 10.4?

Session 7

The Analects of Confucius III

Description of the Session

- » Confucian “human-centered” religiousness;
- » “Family reverence” *xiao* 孝 as the moral imperative.

Questions

- » What does “religion” mean?
- » What is the key religious vocabulary in Confucian philosophy?
- » Is Confucius a god?
- » What does “family reverence” mean?
- » How is “family reverence” a political ideal?

Readings, Websites or Video Clips

Reading: *Analects* 19.21, 19.24, 19.25, 11.12, 5.13, 2.4, 1.12, 2.21, 1.6, 2.15, 1.11, 2.6, 2.7, 2.8, 4.18

Assignments for this session

Response question (2 pages): Explain the notion: “the inseparability of the human and the numinous” (*tianren heyi* 天人合一) in Confucian philosophy.

Session 8

The Chinese Classic of Family Reverence

Description of the Session

- » Family lineage as the ground of social and natural order in Confucian philosophy.

Questions

- » How does family serve as the entry point for developing moral competence?
- » How is “family reverence” naturalized?
- » What is the relationship between family reverence and education?
- » What is the role of “remonstrance” (*jian* 谏) in family reverence?
- » What is the relationship between “living body” (*ti* 体) and “embodied living” (*li* 礼)?

Readings, Websites or Video Clips

Reading: *Focusing the Familiar*

Assignments for this session

Position paper (2 pages): The two paragraphs of the first chapter in *Focusing the Familiar* repeat the central theme of this canonical text. What is this central theme?



Session 9

Focusing the Familiar (Zhongyong)

Description of the Session

- » *Focusing the Familiar* and the role and responsibility of human creativity

Questions

- » Can we justify translating “*zhongyong*” 中庸 as “focusing the familiar?”
- » What is the Mohist interpretation of the opening Zisizi passage?
- » What does *creatio* in situ mean, and how is it different from *creatio ex nihilo*?
- » What are the dominant meanings of “creativity” in the Western philosophical narrative?
- » How is the *Zhongyong* a profoundly religious text?

Readings, Websites or Video Clips

Reading: *Daodejing*

Assignments for this session

Response question (2 pages): Do an exegesis of *Zhongyong* 25.



Session 10

Daodejing I

Description of the Session

- » An introduction to Daoist philosophy

Questions

- » What are the “*wu*-forms?”
- » What is the Daoist critique of Confucian philosophy?
- » What would the Confucian critique of Daoist philosophy be?
- » What is the *Daodejing*'s militarist philosophy, and how does it compare with *Sunzi*?
- » 5.How is coherence achieved in the *Daodejing*?

Readings, Websites or Video Clips

Reading: *Daodejing* 1, 2, 49, 17, 18, 19, 64, 25, 42

Assignments for this session

Response question (2 pages): What is the mutual entailment of opposites in the *Daodejing*?

Session 11

Daodejing II

Description of the Session

- » Reading the *Daodejing*

Questions

- » What does it mean to say the *Daodejing* is not expository?
- » What is the meaning of “sage” in the *Daodejing*?
- » What is the relationship between *dao* and *de*? What is a focus-field reading of the myriad things?
- » What does the title of this text mean?

Readings, Websites or Video Clips

Reading: John Dewey, “The Influence of Darwin on Philosophy”

Assignments for this session

Response question (2 pages): What translation would you give for the *Daodejing*, and how would you justify it?

Session 12

John Dewey's Pragmatism

Description of the Session

- » An Introduction to the philosophy of John Dewey

Questions

- » How has *eidos* (form, species) and *telos* (design) shortened history?
- » What is the status of “change” in traditional empiricism?
- » What is radical empiricism?
- » In what way is pragmatism Darwinian? How not?

Assignments for this session

Position paper (2 pages): What does the work intelligent design in pragmatism?

Session 13

John Dewey's Postulate of Immediate Empiricism

Description of the Session

- » A discussion of pragmatic “experience” or “culture” as “human living.”

Questions

- » What is “experience?” “An experience?” “A real experience?”
- » What is wrong with equating knowledge with reality in traditional epistemology?
- » What is the difference between what is real and what is known?
- » How does pragmatism resonate with Confucian philosophy?

Session 14

Course review and summary



Roger T. Ames

Roger T. Ames is an Emeritus Professor of the Department of Philosophy, University of Hawaii. He received his doctorate from the University of London and has spent many years abroad in China and Japan studying Chinese philosophy. He has been Visiting Professor at Peking University, as well as at Chinese University of Hong Kong and Taiwan University, and a fellow of Clare Hall, Cambridge, and has lectured extensively at various universities around the world. Professor Ames has authored, edited, and translated some 30 books, and has written numerous book chapters and articles in professional journals. Currently he continues to work on interpretive studies and explicitly “philosophical” translations of the core classical texts, taking full advantage in his research of the exciting new archaeological finds.

Course Title 课程名称

Doing Business in China 中国商务



Evaluation Details

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

Text Books and Reading Materials

Text Books and Reading Materials:

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

Some general reference books include:

- » 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.
- » Chang, Sea-Jin, 2013, *Multinational Firms in China: Entry Strategies, Competition, and Firm Performance*, Oxford University Press.
- » Chow, Gregory C., 2007, *China's Economic Transformation*, 2nd edition, Blackwell Publishing Limited.
- » Chow, Gregory C., 2011, *China as a Leader of the World Economy*, World Scientific.
- » Haley, Usha C.V. and George T. Haley, 2013, *Subsidies to Chinese Industry: State Capitalism, Business Strategy, and Trade Policy*, Oxford University Press.

- » Haour, Georges and Max von Zedtwitz, 2016, *Created in China: How China is Becoming a Global Innovator*, Bloomsbury Information.
- » Kroeber, Arthur, 2016, *China's Economy: What Everyone Needs to Know*, Oxford University Press.
- » Lardy, Nicholas, 2014, *Markets over Mao: The Rise of Private Business in China*, Peterson Institute for International Economics.
- » Lin, Justin Yifu, 2011, *Demystifying the Chinese Economy*, Cambridge University Press.
- » Maddison, Angus, 2007, *Chinese Economic Performance in the Long Run*, 2nd edition, OECD Development Centre Studies.
- » Naughton, Barry, 2007, *The Chinese Economy: Transitions and Growth*, Cambridge: The MIT Press.
- » Nee, Victor and Sonjo Opper, 2012, *Capitalism from Below, Markets and Institutional Change in China*, Harvard University Press.
- » Riedel, James, Jing Jin and Jiao Gao, 2007, *How China Grows: Investment, Finance and Reform*, Princeton: Princeton University Press.
- » Subramanian, Arvind, 2011, *Eclipse: Living in the Shadow of China's Economic Dominance*, Washington, DC: Peterson Institute for International Economics.
- » Wu, Jinglian, 2005, *Understanding and Interpreting Chinese Economic Reform*, Texere.
- » Yip, George S. and Bruce McKern, 2016, *China's Next Strategic Advantage: From Imitation to Innovation*, Cambridge: MIT Press.
- » Zhang, Joe, 2013, *Inside China's Shadow Banking: The Next Subprime Crisis?* Hong Kong: Enrich Professional Publishing Inc.

Academic Integrity

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

Instructor 授课教师

Changqi WU
武常岐

Course Code 课程编号

02837140

Course Date 课程日期

2021.09.14
~
2021.12.07

COURSE DESCRIPTION 课程简介

Objective

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

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

Pre-requisites / Target audience

Introductory level of economics/senior years of undergraduate students

Proceeding of the Course

- » Topic: China at a Glance
- » Topic: Market and Firms in China
- » Topic: China's International Trade
- » Topic: Foreign Direct Investment and Market Entry
- » Topic: Managing Joint Ventures and Alliances
- » Topic: Financing China Operation
- » Topic: China's Innovation System and IPR Issues
- » Topic: China's Legal and Regulatory Systems
- » Topic: China Going Global & "Belt and Road" Initiative
- » Topic: China's Future

Group Project Report Presentation

*This schedule is subject to change with prior notice.

Assignments

Students are required to form study groups and to complete a group project on a chosen topic on China business and present it in the last class of the course.

CLASS SCHEDULE 授课大纲

Session 1

China at a Glance

Date

September 14th, 2021

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Readings (required)

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

Readings (optional)

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

On-Line Resources

China Business Review:

<http://www.chinabusinessreview.com/>

The Ministry of Commerce of PRC:

<http://english.mofcom.gov.cn/>

The Economist Magazine:

<http://www.economist.com/countries/china/>

Assignments for this session

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



Session 2

Market and Firms in China

Date

September 28th, 2021

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Readings (required)

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

Readings (optional)

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

Assignments for this session

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

Session 3

China's International Trade

Date

October 12th, 2021

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Readings (required)

- » Rauch James and Vitor Trindade, 2002, "Ethnic Chinese Network in International Trade", *The Review of Economics and Statistics*, 84 (1): 116–130.
- » Yang, Tao James, 2012, "Aggregate Savings and External Imbalances in China", *Journal of Economic Perspectives*, 26 (4), 125–146.
- » 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.
- » Feenstra, Robert and Gordon H. Hanson, 2004, "Intermediaries in Entrepôt Trade: Hong Kong Re-Exports of Chinese Goods", *Journal of Economics and Management Strategy*, 13 (1), 3–35.

Readings (optional)

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

OnLine Resources

U.S. Department of Commerce:

<https://www.commerce.gov/>

Assignments for this session

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



Session 4

Foreign Direct Investment and Market Entry of MNEs

Date

October 19th, 2021

Description of the Session

Purpose:

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

Questions

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

Readings, Websites or Video Clips

Readings (required)

- » Economist Intelligent Unit, *Multinational Companies and China: What Future?* 2011.
- » 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.

Readings (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

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

Session 5

Managing Joint Ventures and Alliances

Date

October 26th, 2021

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Readings (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

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



Session 6

China's Financial Systems

Date

November 2th, 2021

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Readings (required)

- » Elliott, Douglas and Kai Yan, *The Chinese Financial System: An Introduction and Overview*, Brookings Institution.
- » Allen, Franklin, Jun "QJ" Qian, Chenying Zhang, Mengxin Zhao, 2012, China's Financial System: Opportunities and Challenges, *NBER Working Paper* 17828.
- » Lin, Justin Y, Xifang Sun, Harry X. Wu 2015, "Banking Structure and Industrial Growth: Evidence from China", *Journal of Banking and Finance* 58 (3).
- » 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)

- » Allen, Franklin, Jun Qian, and Meijun Qian, 2008, "China's Financial System: Past, Present, and Future", in L. Brandt and T. Rawski (eds), *China's Great Economic Transformation*. Cambridge University Press. pp. 506–568.
- » 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

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

Session 7

China's Innovation System and IPR Issues

Date

November 9th, 2021

Description of the Session

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)

- » 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.
- » 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.
- » 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)

- » OECD, 2008, Review of Innovation Policy: China.
- » 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.
- » 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.
- » 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

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

Session 8

China's Legal and Regulatory Systems

Date

November 16th, 2021

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Readings (required)

- » 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

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



Session 9

China Going Global and the One Belt and One Road Initiative

Date

November 23th, 2021

Description of the Session

This session intends to help students gain an understanding of the patterns of China's foreign direct investment and compare it with that of developed countries. Also in this session, we will talk about China's One Belt 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 do they differ with those of 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)

- » Morck, Randall, Bernard Yeung, Minyuan Zhao, 2008, "Perspectives on China's Outward Foreign Direct Investment", *Journal of International Business Studies*, 39 (3), 337–350.
- » Mathews, John A., 2006, "Dragon Multinationals: New Players in 21st Century Globalization", *Asia Pacific Journal of Management*, 23, 5–27.
- » 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

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

Session 10

China's Future

Date

November 30th, 2021

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Readings (required)

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

OnLine Resources

Financial Times:

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

Assignments for this session

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



Changqi WU

Professor Changqi Wu is the Executive Director of Institute of the National High-Tech Industrial Zone Development Strategy and Institute of International Business and Management, 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 of the US (1997) and a visiting professor at the Catholic University of Leuven, Belgium (1998) and the University of Hong Kong (2012–2018).

Professor Wu received his degree of Bachelor of Economics from Shandong University, China (1982). He earned his degree of Master of Business Administration with distinction (1986) and his Doctorate in Applied Economic Sciences (1990) from the Catholic University of Leuven, Belgium. Professor Wu was a recipient of the 1991 Young Economist Essay Competition Award from the European Association for Research in Industrial Economics. He specializes in industrial economics, management strategy, and international business. He has published a number of scholarly books and his research appears in journals in the fields of economics and management, including *Rand Journal of Economics*, *International Journal of Industrial Organization*, *Review of Industrial Organization*, *Journal of Management Studies* and *Journal of World Business*. He has been the principal investigator of two major research projects: "Internationalization Strategy of Chinese Firms" and "Chinese Enterprise Outward Direct Investment and Cross-Border Mergers and Acquisitions" funded by the National Science Foundation of China. He leads a research group on Economic, Industrial and Strategic Analysis of the Next Generation Mobile Internet. He has served as an economics and business expert in the Drafting Committee for the 12th and 13th five-year plans of the National Major Science and Technology Programs of China and as the expert of the 14th five-year plan of the National Intellectual Property Development Program.

Professor Wu has served on the editorial boards of *Journal of World Business* and *Journal of International Business Policy*. He is the Chairman of China Chapter of the Academy of International Business.

He serves as an expert consultant to the National Development and Reform Commission, Ministry of Commerce and Ministry of Science and Technology of China. Professor Wu has been invited to deliver executive seminars to major corporations, international organizations and government agencies around the world. He has served as directors on the boards of a number of listed companies including, BYD Co Ltd and Haier Smart Home Co. Ltd.

Course Title 课程名称

The Chinese Economy: Reform and Development

中国经济

Credits
学分
3

Instructor 授课教师

HUANG Yiping
黄益平

Course Code 课程编号

06239124

Course Date 课程日期

2021.09.13
~
2021.12.27

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 broad and sound knowledge about China's reform policy, reasons for economic success, challenges and risks facing the economy and some options going forward. Through preparation for group presentation and course essay, students should also form some insights/opinions on certain specific topics.

Pre-requisites /Target audience

Enrollment in this course is conditional on the following qualifications:

Basic knowledge of economics & good spoken and written English skills, as English is the only language used in lecturing, presentation, homework and final examination.

Reading Materials

DHY. David Dollar, Yiping Huang and Yang Yao (eds.), *China 2049: Economic Challenges of a Rising Global Power*, Brookings Institution Press, 2020. (The Chinese edition of the book 《中国 2049：走向世界经济强国》 was published by Peking University Press).

BJN. Barry J. Naughton, *The Chinese Economy*, Second Edition, MIT Press, 2018. (or 2007 edition).

GSC. Ross Garnaut, Ligang Song and Fang Cai (editors), *China's 40 Years of Reform and Development 1978–2018*, Australian National University Press, 2018. (Free download from: <http://press-files.anu.edu.au/downloads/press/n4267/pdf/book.pdf?referer=4267>)

A list of additional readings is provided for the students to deepen understanding of the subjects.

Reference materials

Introduction and overview, the Chinese economic history

(BJN Ch. 2 & 3; DHY Preface/Overview & Ch. 1; GSC Ch. 2 & 3)

Zhu, Xiaodong. "Understanding China's growth: Past, present, and future." *Journal of Economic Perspectives* 26.4 (2012): 103–24.

Young, Alwyn. "Gold into base metals: Productivity growth in the People's Republic of China during the reform period." *Journal of Political Economy* 111.6 (2003): 1220–1261.

Proceeding of the Course

The semester has a total of 16 weeks, starting from September 13, 2021 (Oct. 4 is public holiday) and ending with in-class final examination on December 27, 2021.

Students are required to perform the following:

- » Attending the classes
- » Writing review articles of two research papers (3-pages each)
- » Making group presentations (topics to be decided before the semester)
- » Attending the final examination

Students should sign up at the beginning of the semester and work as a group in both preparing and making the presentation during the class. Group presentations will take place during the final hour of the 3-hour lecture. The presentation should be clear and concise, (1) starting with an explicit statement, expressing the group's position on the subject (for instance, "we think the #1 obstacle for China's rise as a global power is its capability to innovate", or "we don't think there is anything unique in the so-called China economic model", or "we believe that China should adopt a policy to pursue self-sufficiency in food"; (2) followed with detailed evidences and reasonings supporting the statement. Please try to avoid unnecessary background materials/information during the presentation. Students should try to discuss with the instructor about their presentation materials during the office hour one week before presentation.

Evaluation Details

Classroom discussion: 30%

(This includes both discussions during the lectures and group presentations)

Review articles of research papers or of economic policies: 20%

(Students should find a topic to write a short essay, which should be around 5 pages. Key criteria for evaluating essays include clarity, logic and evidence.)

Final exam: 60%

(The final exam will be a two-hour written test. There will be three types of questions: questions and answers, and discussion essays. Please write answers clearly.)

CLASS SCHEDULE

授课大纲

Session 1

Introduction and overview

Date

September 13th, 2021

Session 2

Reform strategies

Date

September 20th, 2021

Session 3

Political economy

Date

September 27th, 2021

Public holiday

Public holiday

Date

October 4th, 2021

Session 4

Agricultural reform

Date

October 11th, 2021

Session 5

Trade liberalization

Date

October 18th, 2021

Session 6

Industrialization

Date

October 26th, 2021

Session 7

State-owned enterprise reform

Date

November 1th, 2021

Session 8

Innovation and industrial upgrading

Date

November 8th, 2021

Session 9

Energy and the environment

Date

November 15th, 2021

Session 10

Labor and income distribution

Date

November 22th, 2021

Session 11

Fiscal system

Date

November 29th, 2021

Session 12

Financial reform

Date

December 6th, 2021

Session 13

The capital account and RMB internationalization

Date

December 13th, 2021

Session 14

Fintech revolution

Date

December 20th, 2021

Final exam

Final exam

Date

December 27th, 2021



HUANG Yiping

HUANG Yiping is Sinar Mas Chair Professor of Finance and Economics and Deputy Dean of the National School of Development (NSD) and Director of the Institute of Digital Finance (IDF), Peking University.

He served as a member of the Monetary Policy Committee at the People's Bank of China during 2015–2018. Currently, he is a member of the External Advisory Group on Surveillance of the International Monetary Fund, Vice Chairman of Council at the Public Policy Research Center at the Counselors' Office of the State Council, Chairman of the Special Committee on Fintech Development and Research of the National Internet Finance Association of China (NIFA), and independent director of Ant Group. He also serves as Chairman of the Academic Committee of China Finance 40 Forum, and a member of Chinese Economists 50 Forum. He is editor of China Economic Journal and an associate editor of Asian Economic Policy Review.

Previously, he was a policy analyst at the Research Center for Rural Development of the State Council, research fellow and senior lecturer of economics at the Australian National University, Managing Director and Chief Asia Economist for Citigroup.

Prof Huang received PhD in Economics from Australian National University.

Course Title 课程名称

Business and Society in Modern China: An Institutional Perspective

当代中国商业与社会： 制度经济学的视角

Credits
学分
2

Pre-requisites /Target audience

No pre-requisites required. Introductory micro- and macroeconomics will benefit more from this course. Students who are interested in Chinese economy and society are welcome.

Assignments

Students are required to participate in-class discussions;
Presentation by groups;
Term report.

Proceeding of the Course

Lecture: Instructor will give lectures on major concepts and issues.
Discussion: TA will organize classroom discussions.

Evaluation Details

Participation in Tutorials: 20 %
Presentation: 30 %
Course reports: 50 %

Text Books and Reading Materials

Required reading:

- » Afridi, F., Li, S. X., & Ren, Y. (2015). Social identity and inequality: The impact of China's *hukou* system. *Journal of Public Economics* 123, 17–29.
- » Cai, H., Fang, H., & Xu, L. C. Forthcoming. "Eat, Drink, Firms, Government: An Investigation of Corruption from Entertainment and Travel Costs of Chinese Firms." *Journal of Law and Economics*.
- » Gan, J., Guo, Y., & Xu, C. (2008). What makes privatization work? The case of China. NBER's Working Group on China 2008.
- » Guo, D., Jiang, K., Kim, B. Y., & Xu, C. (2014). "Political economy of private firms in China". *Journal of Comparative Economics* 42(2), 286–303.
- » Guo, D., Guo, Y., Jiang, K. (2016). "Government-subsidized R&D and firm innovation: Evidence from China", *Research Policy* 45 (2016), 1129–1144.
- » Naughton, B. (2007). *The Chinese Economy: Transitions and Growth*. Cambridge, Mass.: MIT Press. [Refer to course schedule above]
- » Weitzman, M. L., & Xu, C. (1994). Chinese township-village enterprises as vaguely defined cooperatives. *Journal of Comparative Economics* 18(2), 121–145.

- » Xu, C. (2011). The fundamental institutions of China's reforms and development. *Journal of Economic Literature*, 1076–1151.
- » Xu, C., & Zhang, X. (2009). The evolution of Chinese entrepreneurial firms: Township-village enterprises revisited (Vol. 854). *Intl Food Policy Res Inst*.

Recommended readings:

- » Fukuyama, F (2011, March 12). Is China Next? *The Wall Street Journal*. Retrieved from <http://online.wsj.com>
- » Gupta A.K, Wang H. (2011, July 28) China as an Innovation Center? Not So Fast. *The Wall Street Journal*. Retrieved from <http://online.wsj.com>
- » Oi, J, Bebenek, C, Spar, D.L. (2006) China: "Building Capitalism with Socialist Characteristics." HBS 9-706-041.
- » Pei, M. (2007, October) Corruption Threatens China's Future. Retrieved from <http://carnegieendowment.org>.
- » Shi, L., Li, S., Sato, H., & Sicular, T. (Eds.). (2013). *Rising inequality in China: Challenges to a harmonious society*. Cambridge University Press.
- » Zhang L. (2013, October 24). In China, everyone is guilty for corruption. CNN. Retrieved from <http://edition.cnn.com>.

Instructor 授课教师

Yan Guo
郭研

Course Code 课程编号

02535300

Course Date 课程日期

2021.09.16
~
2021.12.30

COURSE DESCRIPTION 课程简介

Objective

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



CLASS SCHEDULE

授课大纲

Session 1

The governance of PRC and institutional theory

Description of the Session

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

Questions

- » How to understand ‘modern China’?
- » What happened in the past 60 years?
- » How did the institutions, business activities and the society interact with each other?
- » May we predict China’s future?

Readings, Websites or Video Clips

Required Reading

Xu (2011)

Session 2

Socialist China:1949–1976

Description of the Session

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

Questions

- » What happened in Chinese economy and society before 1978 reform?
- » What are the impacts of the institutional framework on social economy?

Readings, Websites or Video Clips

Required Reading

Naughton (2007) Ch.3; Xu (2011)

Video clips showed in class

Session 3

Socialist Market Economy with Chinese Characteristics

Description of the Session

Economic transition from central planning to market economy after 1978.

Questions

- » What is Socialist Market Economy with Chinese Characteristics?
- » How did it come?
- » How does it work?
- » How does it affect business activities and society?

Readings, Websites or Video Clips

Required Reading

Naughton (2007) Ch.4; Xu (2011)

Video clips showed in class

Session 4

State-owned Enterprises in PRC

Description of the Session

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

Questions

- » The governance of State-owned Enterprise (SOEs) under central planning system.
- » SOEs’ transitions in reform era
- » The outcomes of the SOEs’ restructuring

Readings, Websites or Video Clips

Required Reading

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

Video clips in Class



Session 5

Township and Village Enterprises

Description of the Session

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

Questions

- » The significance of township and village enterprises (TVEs)
- » The rise and decline of TVEs
- » Different TVE models
- » The transformation of TVEs
- » The theoretical challenges left behind: ‘The boundary of the firm’

Readings, Websites or Video Clips

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

Video clip in class

Session 6

Trade and FDI

Description of the Session

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

Questions

- » How did China become the most favorite destination of foreign direct investments (FDIs)?
- » Selling China?
- » Made in China
- » How did China become the most attractive market and the most powerful buyer in the world?
- » Sold in China
- » Buying the world?

Readings, Websites or Video Clips

Naughton (2007) Ch.17

Video clips in class

Session 7

The Private Sector in China

Description of the Session

Development of private sector in China.

Challenges faced by private sector in China.

Questions

- » Private sector in the past three decades
- » Origin
- » Rise
- » Political economy of private sector

Readings, Websites or Video Clips

Required Reading

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

Video clips in Class

Session 8

Corruption, Business and Politics

Description of the Session

Background of anti-corruption.

Its impact on business activities and economy.

Questions

- » What is corruption?
- » Why do we care about corruption? (the consequences of corruption)
- » What are the causes of corruption?
- » What is special about corruption in China?
- » Can China fight corruption under current institutions?

Readings, Websites or Video Clips

Required Reading

Cai et al.(2013)

Session 9

Wrap-up

Description of the Session

Summaries of the course.

Questions

- » Main framework of the course
- » Economic journey of modern China
- » How to encourage innovation

Readings, Websites or Video Clips

Required Reading

Guo et al. (2016)

Session 10

presentation work

Description of the Session

Students’ presentation week.

Questions

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



Yan Guo

Associate Professor, School of Economics, Peking University

Homepage: http://econ.pku.edu.cn/szdw_displaynews.asp?id=938

Teaching Experience

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

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

Courses Taught

Principles of Economics (I), undergraduate students Peking University

Principles of Economics (II), undergraduate students Peking University

Social Investigation, undergraduate students Peking University

Microeconomics of Banking, graduate students Peking University

Financial market, undergraduate students Peking University

Commercial Bank Management, MBA students, Peking University

Research Interest

R&D and Innovation, Financial Intermediary, Institutional Economics

Course Title 课程名称

International Development Policy 国际发展政策

Credits
学分
3

Instructor 授课教师

Muyang CHEN
陈沐阳

Course Code 课程编号

02432380

Course Date 课程日期

2021.09.13
~
2021.12.27

COURSE DESCRIPTION 课程简介

Objective

Recent decades have witnessed China's rapid growth and its massive infrastructure finance in the developing world. This brought a new round of discussion on what development is. How should we understand development policy in the context of a changing world order? This course provides students with the historical, political, economic, and institutional context to understand international development policy. The course aims to give students exposure to on-going policy debates on international development

as well as the conceptual and theoretical framework to understand development issues. The course allows students to discuss and explore China's changing role in international development and its impact on regional and international orders. Topics to be covered include (but not limited to): history of development, industrialization, poverty reduction, aid and development finance, energy and environment, international development institutions, South-South cooperation, and global development order.

Pre-requisites / Target audience

None/undergraduate students

Proceeding of the Course

The course consists of three parts. The first part traces the history of development and discusses theories that could help us understand development. The second part examines important policy debates and discussions on international development. The third part discusses the role of China as well as emerging developing economies in international development and their impact on regional and global orders.

Assignments

A short essay reviewing the reading assignments of a week of your choice (no more than 1000 words)

- » An outline of a research proposal due by Week 12 (no longer than 2 pages)
- » A final research proposal (no more than 2000 words)

Evaluation Details

- » Class participation (20%)
- » Short essay (10%)
- » Mid-term examination (30%)
- » Research proposal (40%): an outline (10%) + a final proposal (30%)

Text Books and Reading Materials

Selected reading materials:

- » Mawdsley, Emma (2012), *From Recipients to Donors: Emerging Powers and the Changing Development Landscape*, Zed Books.
- » Norris, William (2016), *Chinese Economic Statecraft: Commercial Actors, Grand Strategy, and State Control*, Cornell University Press.
- » Brautigam, Deborah (2009), *The Dragon's Gift: The Real Story of China in Africa*, Oxford University Press.
- » Gallagher, Kevin P. (2016), *The China Triangle: Latin America's China Boom and the Fate of the Washington Consensus*, Oxford University Press.
- » Easterly, William (2003), "Can Foreign Aid Buy Growth?" *The Journal of Economic Perspectives* 17, 23–48.



CLASS SCHEDULE

授课大纲

Session 1

Introduction

Description of the Session

Introduction to the course

Session 2

History of Development (I)

Description of the Session

History of development (I): industrialization and the West

Session 3

History of Development (II)

Description of the Session

History of development (II): developing the “rest”

Session 4

National Holiday, No Class

Session 5

Postwar Global Development Order

Description of the Session

Establishment and evolution of development-related institutions in the postwar era

Session 6

IT and development finance

Session 7

Energy and Environment

Session 8

Public health

Session 9

Mid-term examination

Session 10

China’s global development policy: main actors

Description of the Session

Introduction to the Belt and Road Initiative, the China-led multilateral international organizations, and the important actors driving China’s global development policy

Session 11

Rise of China and the changing global development regime

Description of the Session

Introduction to empirical and theoretical studies on how China’s rise has reshaped the global development regime

Session 12

Guest Lecture/Outline evaluation

Assignments for this session

Outline of research proposal due

Session 13

Development policy and international relations (I)

Readings, Websites or Video Clips

Case studies: Asia

Session 14

Development policy and international relations (II)

Description of the Session

Case Studies: Africa

Session 15

Development policy and international relations (III)

Description of the Session

Case Studies: Latin America

Session 16

Conclusion: What is Development



Muyang CHEN

Muyang Chen is an Assistant Professor at the School of International Studies, Peking University. Her research interests include infrastructure finance, development banking, international development, and state-market relations. She has been a visiting scholar at the National Graduate Institute for Policy Studies (Japan) and a Pre-Doctoral Fellow at the Global Development Policy Center of Boston University. She has written in both English and Chinese language on the political economy of development finance, and published works such as ‘State Actors, Market Games: Credit Guarantees and the Funding of China Development Bank’ (*New Political Economy*, 2019) and ‘Official Aid or Export Credits, China’s Policy Banks and the Reshaping of Development Finance’ (*Global Development Policy Center*, 2018). She is a member of International Studies Association, Association for Asian Studies, American Political Science Association, and Society for the Advancement of Socio-Economics. She received a PhD from University of Washington, an MA from University of California, Berkeley, and BAs from Peking University and Waseda University. A native speaker of Chinese, Muyang is fluent in English, Japanese, Korean, and speaks basic German.

Course Title 课程名称

China and International Security 中国的国际安全

Credits
学分
3

Instructor 授课教师

Xiaoyu Lü
吕晓宇

Course Code 课程编号

02432430

Course Date 课程日期

2021.09.15
~
2021.12.29

COURSE DESCRIPTION 课程简介

Objective

As part of the 'On China' Series courses, this course focuses on China's international security challenges and policies. It aims to introduce the key issues regarding China's foreign relations, diplomatic policies and global politics, and explore the rise of China through a multidisciplinary approach. The course emphasizes the "global"

perspective, integrating local histories, emotions and identities into the broader global contexts. Each week, we will start with a question regarding China's foreign relations, analyze the role of multiple and interconnected actors, and further understand the decisions and impacts of China in international security, conflict and peace.

Pre-requisites / Target audience

N/A

Text Books and Reading Materials

Mitter, Rana *A Bitter Revolution: China's Struggle with the Modern World*. Oxford University Press, 2005.

Chen, J. (2010). *Mao's China and the Cold War*. Univ of North Carolina Press.

Johnston, Alastair Iain. *Social States: China in International Institutions, 1980–2000*. Princeton University Press, 2008.

Proceeding of the Course

The course is in the format of two-hour lecture and one-hour discussion per week. Students are advised to complete the essential readings and participate actively in class discussion.

Evaluation Details

The assessments are composed of three parts:

- » attendance and class presentation (5%+25%);
- » mid-term in-class written test (20%);
- » take home exam (50%)



CLASS SCHEDULE 授课大纲

Session 1

Introduction

Description of the Session

Introduction

Readings, Websites or Video Clips

Mitter, Rana. *A Bitter Revolution: China's Struggle with the Modern World*. Oxford University Press, 2005.



Session 2

The legacy of war and imperialism

Description of the Session

Following the outbreak of the First Opium War in 1839, China experienced a century of destructive war and semi-colonisation at the hands of Western powers and Japan. In October 1949, the Chinese Communist Party (CCP) came to power, vowing to put an end to the foreign imperialism that had weakened China during this long “Century of Humiliation” (*bainian guochi*). Yet more than sixty years after CCP Chairman Mao Zedong claimed that the Chinese people had “stood up” to foreign imperialists, the legacy of war and imperialism continues to haunt China. In the first part of this seminar, we will consider how and why China’s historical experience of war and imperialism has shaped China’s international outlook and strategic thinking, and how China’s history continues to influence the country’s security perceptions and policy today.

Readings, Websites or Video Clips

Westad, Odd Arne. *Restless Empire: China and the World since 1750*. London: Bodley Head, 2012, pp.1-51.

Session 3

China’s defense and strategic challenges during the Mao era

Description of the Session

The CCP’s victory over the Nationalists, and the successful establishment of the People’s Republic of China in October 1949, belies the precarious domestic and international circumstances that faced Mao’s China in the early years of the PRC. The eight-year war with Japan (1937–1945) and subsequent civil war between the Communists and Nationalists had taken a considerable toll on China’s population and economy. By October 1950, when it crossed the Yalu River into Korea, China was at war once again. In the second part of this seminar, we will consider the range of domestic and international security challenges facing China during the Cold War, and how China’s strategic environment, relationships with the Soviet Union and United States, and its political and military campaigns in Asia, evolved during the Mao era.

Readings, Websites or Video Clips

Chen Jian. *Mao’s China and the Cold War*. Chapel Hill, London: The University of North Carolina Press, 2001, pp. 49-84.

Session 4

Chinese security during the Deng and post-Cold War eras

Description of the Session

China’s security behavior and policy underwent a rapid transformation during the Deng Xiaoping and post-Cold War eras. New concepts such as *‘taoguang yanghui’*, ‘peaceful rise’ and ‘responsibility’ entered China’s security discourse and appear to have shaped China’s strategic thinking. The post-Cold War period has also seen profound shifts in China’s position towards arms control, nonproliferation, sovereignty, nonintervention, participation in multilateral security institutions, and security diplomacy towards regional neighbors. In this seminar we will consider some of the major transformations in China’s security policy and behavior during the Deng and post-Cold War eras, and the domestic and international factors that propelled this transformation.

Readings, Websites or Video Clips

Yuan, Jing-dong. “The Evolution of China’s Nonproliferation Policy since the 1990s: Progress, Problems, and Prospects.” *Journal of Contemporary China* 11, no. 31 (2002): 209–33.

Session 5

China's strategic vision under Xi Jinping

Description of the Session

Since coming to power in November 2012, Xi Jinping has abandoned the idea of '*taoguang yanghui*,' and has instead put forward bold new ideas about China's place in the world. Xi has also been described as the most powerful Chinese leader since Mao and Deng. What has Xi done to achieve this label, and what are the implications of his apparent power for China's strategic posture? In the first part of this seminar we will examine Xi's time in leadership, and look at how Chinese security policy and the policy-context has evolved since Xi came to power.

Readings, Websites or Video Clips

Economy, Elizabeth (2018). *The Third Revolution: Xi Jinping and the New Chinese State*. New York: Oxford University Press, Chapters 1 and 2.



Session 6

The actors in Chinese security policy making

Description of the Session

China's rising power and its impact on Asia-Pacific security is a topic of major intellectual and strategic policy relevance. Unfortunately, much of the existing commentary on China within the Strategic Studies and, to a lesser extent, the defense and foreign policy communities, tends to treat China either as a 'black box,' whose strategic thinking and behavior is unknowable, or worse, as a unitary actor that is unaffected by the complexities of domestic politics, history, culture and social change. This seminar is designed to introduce you to the different actors that shape Chinese security policy, and the relationship between the civilian leadership and the People's Liberation Army. As we shall see, China is far from a unitary actor in the security policy realm, but is instead shaped by multiple actors with diverse, and sometimes competing, ideas and interests. At the same time, Xi Jinping has considerably centralized his personal authority over foreign and security policy-making since he came to power in late 2012.

Readings, Websites or Video Clips

- » Jakobson, Linda, and Dean Knox. *New Foreign Policy Actors in China*. SIPRI Policy Paper 26, 2010.
- » James Char (2016) Reclaiming the Party's Control of the Gun: Bringing Civilian Authority Back in China's Civil-Military Relations, *Journal of Strategic Studies* 39:5-6, 608–636.

Session 7

The Taiwan issue

Description of the Session

The 'Taiwan problem' has long been a potentially flammable one. Two crises erupted between the US and China over Taiwan in the 1950s, and a further crisis occurred in 1995–1996. For China, few if any other security issues are on par with the status of Taiwan. In the first part of this seminar we will consider the key interests of the US and China over the issue of Taiwan, and the changing economic and military balance across the Taiwan Strait.

Readings, Websites or Video Clips

Ross, Robert S. "The 1995–1996 Taiwan Strait Confrontation: Coercion, Credibility, and the Use of Force." *International Security* 25, no. 2 (2000): 87–123.

Session 8

China's use of force

Description of the Session

We will examine the trends in China's use of military force over the past sixty years. We will compare China's involvement in militarized interstate disputes (MIDs) during the Cold War and post-Cold War eras, and consider the main explanations for China's propensity to use (and avoid using) military force.

Readings, Websites or Video Clips

Fravel, M. Taylor. "Power Shifts and Escalation: Explaining China's Use of Force in Territorial Disputes." *International Security* 32, no. 3 (2007/2008): 44–83.

Session 9

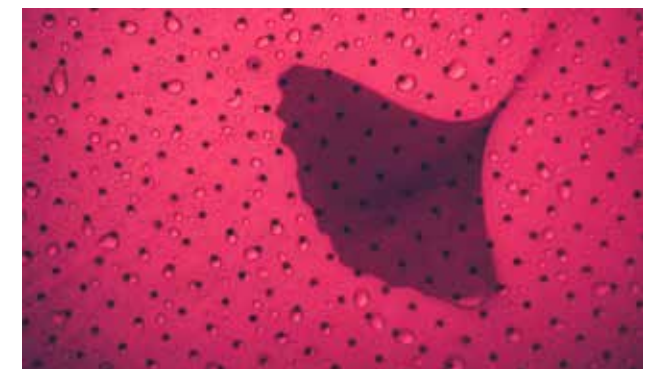
China's military modernization

Description of the Session

From its origins as a guerilla war-fighting force during the 1930s and 1940s, the People's Liberation Army has undergone a profound transformation over the past sixty years. Its goal: to become a high-tech defense force, equipped for modern warfare in the information age. In the first part of this seminar, we will examine the major domestic and international catalysts—including the Revolution in Military Affairs, domestic economic growth, and shifts in strategic thinking—that propelled modernization of the People's Liberation Army, Navy and Air Force during the 1990s and 2000s. We will examine the organizational changes, shifts in strategy and doctrine, and acquisition of new capabilities that took place during these two decades. Finally, we will assess the progress that has been made so far, and the significant challenges that still face China's military.

Readings, Websites or Video Clips

Fravel, M. Taylor. *Active Defense: China's Military Strategy Since 1949*, Princeton, NJ: Princeton University Press, 2019, Introduction (pp 1–8) and Chapter 6 (pp 182–216).



Session 10

China in conflict mediation, peacekeeping and peacebuilding

Description of the Session

China's growing involvement in conflicts and post-conflict zones raise questions about its global interests and ambitions. What drives China to engage more actively in conflict prevention, mediation, peacekeeping and peacebuilding and what does China want out of its participation? This week's seminar focuses on China's recent "international interventions", either through multilateral institutions like the UN, or through bilateral and state-state channels. It signaled at least a partial transformation of China's non-intervention principle in its foreign policy and a more flexible and pragmatic attitude towards the international norms and practices around conflict resolution. We will examine these cases and impacts of this transformative process.

Readings, Websites or Video Clips

Foot, Rosemary. *China, the United Nations, and Human Protection: Beliefs, Power, Image*. Oxford University Press, USA, 2020. Introduction.



Session 11

Norms and interests: China's rise and the global order

Description of the Session

China's rising power, and its subsequent impact on the global order, is one of the major international security issues of our time. In this seminar we will assess the basis of China's rising power, and the implications of this for global order. We will consider the fundamental question of whether rising powers are inevitably threatening, and the theoretical assumptions that underpin the alternative answers to this question. We will also examine how China perceives the extant global order, and the extent to which China seeks change in the order. Finally, we will consider recent debates about China's growing "assertiveness", examine the empirical evidence pointing to China's new "assertiveness", and consider what this means for global order.

Readings, Websites or Video Clips

- » Buzan, Barry. "China in International Society: Is 'Peaceful Rise' Possible?" *The Chinese Journal of International Politics*, Volume 3, Issue 1 (2010): 5–36.
- » Johnston, Alastair Iain. "China in a world of orders: Rethinking compliance and challenge in Beijing's international relations." *International Security* 44, no. 2 (2019): 9–60.

Session 12

The role of the media, netizens and public opinion in shaping Chinese policy

Description of the Session

Unlike the eras of Mao and Deng, the making of Chinese security policy is no longer exclusively a top-down affair. Instead, factors such as economic reform, commercialization, and technological development have allowed a range of new voices to shape policy making in China. In the first part of this seminar we will consider how new voices such as the media, "netizens" and public opinion shape security policy in China by examining a range of recent case studies.

Readings, Websites or Video Clips

Reilly, James. "A Wave to Worry About? Public opinion, foreign policy and China's anti-Japan protests." *Journal of Contemporary China* 23, no. 86, (2014): 197–215.

Session 13

China's economic and energy security challenges

Description of the Session

External military threats are not the only security challenge facing China. How do China's internal security challenges, such as the need for ongoing economic development and the search for energy resources, affect Chinese security and strategy? In the second part of this seminar we will consider some of the major economic and energy security challenges facing China, and the ways in which these different challenges have shaped China's strategic policy. We will also examine the economic and broader strategic implications of China's Belt and Road Initiative.

Readings, Websites or Video Clips

Ye, Min. "Fragmentation and mobilization: Domestic politics of the Belt and Road in China." *Journal of Contemporary China* (2019).

Session 14

China's influence in Asia

Description of the Session

China's relationship with the countries of East Asia is an issue of profound concern to China-watchers everywhere. From its ideological support for (and interference in) national wars of liberation during the Maoist era, to its 'charm offensive' towards East Asia in the mid-1990s, China's bilateral and multilateral relationships in East Asia have undergone a considerable transformation. Nevertheless, problems remain. In the first part of this seminar we will consider the extent of China's influence in Asia, particularly among the smaller, developing countries of Southeast Asia. We will also consider frameworks for analyzing China's influence in Asia.

Readings, Websites or Video Clips

- » Goh, Evelyn. "The Modes of China's Influence: Cases from Southeast Asia." *Asian Survey*, 2014, Vol. 54, Number 5, pp. 825–848.
- » King, Amy. "Where does Japan fit in China's 'new type of great power relations'?" *The Asan Forum*, Vol. 2, No. 2, 2014.



Session 15

China and non-traditional security

Description of the Session

Non-traditional security threats are becoming more prominent in China's security decision-making scenario. Global terrorism, drug trafficking, cybersecurity, public health and climate change feature in the vision and strategic considerations of Chinese policy-makers and reshape China's foreign policies. The transboundary nature of non-traditional security threats deepens the involvement of transnational actors and networks in formulating the responses, and thus diversifies the participants in international security decision-making. This seminar will draw attention to non-traditional threats faced by China and its distinct responses.

Readings, Websites or Video Clips

- » Ghiselli, Andrea. "Diplomatic opportunities and rising threats: The expanding role of non-traditional security in Chinese foreign and security policy." *Journal of Contemporary China* 27, no. 112 (2018): 611–625.
- » Sun, Degang. "China and the global jihad network."? *Journal of the Middle East and Africa* 1, no. 2 (2010): 196–207.



Xiaoyu Lü

Xiaoyu Lü is an Assistant Professor at the School of International Studies at Peking University. He was a Research Fellow at the Strategic and Defence Studies Centre at the Australian National University. He received his MSc and DPhil in Politics at St Antony's College, University of Oxford, and previously worked at the United Nations Development Programme. Before Oxford, he obtained a MA Honors in International Relations and Anthropology at University of St Andrews. His research focuses on international development, conflict and security, and political anthropology, with a monograph titled *Norms, Storytelling and International Institutions in China: The Imperative to Narrate* published by Palgrave MacMillan in February 2021.



Course Title 课程名称

China and Africa: Global Encounters in History and Present

中国与非洲：全球性的相遇

Credits
学分
3

Instructor 授课教师

Liang Xu
许亮

Course Code 课程编号

02432360

Course Date 课程日期

2021.09.16
~
2021.12.30

COURSE DESCRIPTION 课程简介



Objective

The twenty-first century has witnessed unprecedented growth of economic cooperation between African countries and China. Achille Mbembe, a prominent African political philosopher, once proclaimed that Africa-China will become the most important “material relations” in global capitalism. Over the last two decades, China’s accelerating influence on the African continent has raised a host of questions. Is Africa China’s second continent? How do African states and African people respond to opportunities and challenges posed by China’s presence? Is China a development model for Africa? Are Chinese people racist? How much soft power does China have in Africa? How do China and Africa portray each other in arts and literatures?

To address these questions, our course focuses on both the material and nonmaterial dimensions of this fast-developing relationship. On the one hand, we will challenge the often-skewed treatment of China in Africa as a unitary presence by looking closely at three different levels of engagement: state and the state-owned enterprises, medium and small sized private companies, and grassroots adventurers and migrants. On the other hand, we will examine China-Africa relations through the lenses of popular media, moving images, contemporary arts, and literary texts. It is our firm belief that the representation and construction of identity and otherness is an essential component of everyday life that fundamentally

shapes our experience, perception, and even prejudice in cross-cultural communications and encounters. In this course we will explore:

- » The history and the present state of China-Africa relations;
- » Key myths and rumours about China’s involvement in Africa;
- » Preliminary development impacts of China’s presence on the continent;
- » The role of migration and migrants in China-Africa engagement; and
- » The relevance of media, film, art, and literature in contemporary China-Africa relations.

By thinking critically about the China-Africa engagement, we hope that our students will become better observers of the globalized world. It is our contention that China-Africa is by no means an AfroAsian story only; more profoundly, it is a story of global encounters. Through the use of academic, journalistic, and various visual evidence, we help students to interrogate and gain deeper understanding of key themes such as state and development, race and gender, culture and capitalism, and diaspora and globalization. Ultimately, we hope that students will apply such conceptual tools not only to the study of other subjects but also in their lives beyond school.

Pre-requisites / Target audience

N/A

Evaluation Details

The class will meet once a week, either in class or on field trips. Student participants are expected to have read the assigned readings before coming to class and engage in class discussions. In addition to the book review and research proposal, there will be a final exam for the course.

- » Class Participation: 30%
- » Book review: 20%
- » Research proposal: 25%
- » Final exam: 25%

Assignments

- » Students are expected to write a detailed research proposal on any China-Africa related topic. Detailed instructions will be announced in class.
- » Students will write a book review (essay) of an Africa or China-Africa related book. Detailed instructions will be announced in class.

Text Books and Reading Materials

The course does not require any text books. All reading materials will be made available in electronic copies for the students.

CLASS SCHEDULE 授课大纲

Session 1

The Study of China–Africa: Why and How?

Description of the Session

This session gives a snapshot of the current state of China-Africa relations and highlights the importance of studying China-Africa relations. By revisiting some of the major myths and debates over China's presence in Africa, this session attempts to present a more objective and complex story of China-Africa than is often reported in the media. The second part of this session will introduce the students to some basic field research methods that are instrumental and essential in obtaining firsthand and reliable knowledge.

Questions

- » What are some of the current debates on China-Africa relations?
- » Why should we study China-Africa relations? And how?

Readings, Websites or Video Clips

Required reading

- » Deborah Brautigam (2009), *The Dragon's Gift. The Real Story of China in Africa*, Oxford, New York: Oxford University Press, Chapter 11 ("Rogue Donor? Myths and Realities"), 273–306.

- » Jamie Monson and Stephanie Rupp (2013), "Africa and China: New Engagements, New Research," *African Studies Review*, 56 (1): 21–44.

Further reading

- » Chris Alden (2006), *China in Africa*, London: Zed Books, 8–36.
- » Emmanuel Akyeampong and Liang Xu (2015), "The Three Phases/Faces of China in Independent Africa: Re-conceptualizing China-Africa Engagement." In Celestin Monga and Justin Yifu Lin eds., *Oxford Handbook of Africa and Economics Volume II: Policies and Practices*, 762–779. New York, NY: Oxford University Press.
- » Maria Heimer & Stig Thøgersen eds. (2006). *Doing Fieldwork in China*. Copenhagen: NIAS Press. Read chapters by Elin Sæther and Dorothy J. Solinger.
- » Xiang Biao (2013), "Multi-scalar Ethnography: An Approach for Critical Engagement with Migration and Social Change," *Ethnography* 14(3): 282–299; or, Xiang Biao and Mika Toyota (2013). "Ethnographic Experiments in Transnational Mobility Studies," *Ethnography* 14(3): 277–281.
- » Keguro Macharia. "Visiting Africa: A Short Guide for Researchers." <https://thenewinquiry.com/blog/visiting-africa-a-short-guide-for-researchers/>
- » Binyavanga Wainaina. "How to Write about Africa." <https://granta.com/how-to-write-about-africa/>

Session 2

Placing China-Africa in Context: Does History Matter?

Description of the Session

This session places China-Africa encounter in historical contexts, from the earliest trade routes to Zheng He's famous voyages, from the Bandung moment to the popularity of Maoism on the continent. The goal is not to push the students to digest historical details but ask them to reflect how the past has been remembered, re-emphasized, and reinvented in the present. For instance, why do Chinese leaders keep referring back to history when they talk about China-Africa relations? What are the political afterlives of the Bandung Moment? Do Africans and Chinese perceive their "shared" past differently?

Questions

- » How do we periodize the history of China-Africa relations?
- » Whether and how is China's Africa policy shaped by history?

Readings, Websites or Video Clips

Required reading

- » Philip Snow (1988), *The Star Raft: China's Encounter with Africa*, London: Weidenfeld

& Nicolson. Read chapters "The Chinese as Missionaries" and "Poor Help the Poor."

- » Christopher Lee (2010), *Making a World after Empire: The Bandung Moment and Its Political Afterlives*. Athens: Ohio University Press. Read "Introduction" and "Working Ahead of Time" (Chapter 7).

Further reading

- » Anshan Li (2012), *A History of Overseas Chinese in Africa to 1911*. New York: Diasporic Africa Press. "The Development of Early Sino-African Relations" (Chapter 1), 17–54.
- » Jamie Monson (2009), *Africa's Freedom Railway*. Bloomington, Indianapolis: Indiana University Press. Chapters 3 and 4.
- » Julia C. Strauss (2009), "The Past in the Present: Historical and Rhetorical Lineages in China's Relations with Africa," *The China Quarterly* (199): 777–795.
- » Priyal Lal (2014), "Maoism in Tanzania: Material Connections and Shared Imaginaries," in Alexander Cook ed., *Mao's Little Red Book: A Global History*, New York, NY: Cambridge University Press.

Session 3

Are Chinese People Racist?
Rethinking Race, Gender, and Culture

Description of the Session

This session invites the students, first, to give presentations and reflections on the two field trips, and second to participate in the discussion of the question – “Are Chinese People Racist?” We ask the students to carefully read the assigned readings beforehand and be prepared during the discussion to respond to questions as well as to comment examples of racial discrimination taking place in contemporary China.

Questions

- » What is the history of race discourse in China?
- » What should be done to address the issue of racism in China?

Readings, Websites or Video Clips

Required reading

- » Joseph Goldstein (2018), “Kenyans Say Chinese Investment Brings Racism and Discrimination,” *New York Times* (October 15, 2018). Link: <https://www.nytimes.com/2018/10/15/world/africa/kenya-china-racism.html>.
- » Frank Dikötter (1992), *The Discourse of Race in Modern China*, Oxford, UK: Oxford University Press. Chapters 4, 5 & 7.

Further reading

- » Barry Sautman (1994), “Anti-Black Racism in Post-Mao China,” *The China Quarterly*, 138: 413–437.
- » Michael J. Sullivan (1994), “The 1988–89 Nanjing Anti-African Protests: Racial Nationalism or National Racism?” *The China Quarterly*, 138: 438–457.
- » Frank Dikötter (1994), “Racial Identities in China: Context and Meaning,” *The China Quarterly*, 138: 404–412
- » Jamie Monson (2012), “Three-Way Race: Whiteness and the Construction of Race Identity in China-Africa Relations,” paper presented at the Center for African Studies Fiftieth Anniversary Conference, University of Edinburgh, June 6–8.
- » Pal Nyiri (2006), “The Yellow Man’s Burden: Chinese Migration on A Civilizing Mission,” *The China Journal* 56: 83-106.
- » Joshua Berlinger and James Griffiths (2016), “Chinese Firm Apologizes After Racist Detergent Ad,” CNN. <http://www.cnn.com/2016/05/29/asia/chinese-racist-detergent-ad-apology/in-dex.html>.
- » Barry Sautman and Yan Hairong (2016), “The Discourse of Racialization of Labor and Chinese Enterprise in Africa,” *Ethnic and Racial Studies* 39 (12): 2149–2168.

Session 4

Guest Lecture and Discussion on
China-Africa Cooperation in Public Health

Description of the Session

A senior expert on global public health will give a lecture on China-Africa cooperation in public health.

Readings, Websites or Video Clips

N/A.

Readings will be assigned beforehand.

Session 5

A Silent Invasion? From Coolie Trade
to New Waves of Chinese Migration
in Africa

Description of the Session

Migration has become an expansive and important theme in the discussion of China-Africa relations. This session introduces the history and current state of Chinese migration in Africa. It will examine three major waves of Chinese migration to Africa: the coolie trade in the 18th and 19th century, the arrival of Chinese industrialists in the 1960s to the 1980s, and the more recent wave of Chinese migration beginning in the 1990s. Are a million Chinese migrants building a new empire in Africa, as one popular book suggests? How do local Africans perceive the presence of Chinese immigrants? What are the main categories of Chinese diasporic spaces in Africa?

Questions

- » What are the three major waves of Chinese migration to Africa?
- » How do local Africans perceive the presence of Chinese immigrants?

Readings, Websites or Video Clips

- » Yoon Jung Park (2009), “Chinese Migration in Africa,” Occasional Paper No. 24, South African Institute for International Affairs. Johannesburg: SAIIA.
- » Anshan Li (2012), *A History of Overseas Chinese in Africa to 1911*. New York: Diasporic Africa Press. Select chapters.

Further reading

- » Melanie Yap and Dianne Leong Man (1996), *Colour, Confusion and Concessions: The History of the Chinese in South Africa*, Hong Kong: Hong Kong University Press. Chapter 5.
- » Peter Richardson (1982), *Chinese Mine Labour in the Transvaal*, London, UK: Macmillan Press. Select chapters; or Rachel Bright, *Chinese Labor in South Africa, 1902–10: Race, Violence, and Global Spectacle*, Hampshire, UK: Palgrave Macmillan, 2013. Select chapters.
- » Tu Huynh (2008), “From Demand for Asiatic Labor to Importation of Indentured Chinese Labor: Race Identity in the Recruitment of Unskilled Labor for South Africa’s Gold Mining Industry, 1903–1910,” *Journal of Chinese Overseas*, 4 (1): 51–68; Tu Huynh (2010), “We Are Not a Docile People: Chinese Resistance and Exclusion in the Re-imagining of Whiteness in South Africa, 1903–1910,” *Journal of Chinese Overseas*, 9 (3): 207–12.
- » L. M. van der Watt and W. P. Visser (2008), “Made in South Africa: A Social History of the Chinese in Bloemfontein, Free State Province, South Africa, ca. 1980–2005,” *Journal for Contemporary History* 33: 121–142.
- » Philip Harrison, Khangelani Moyo & Yan Yang (2013). “Strategy and Tactics: Chinese Immigrants and Diasporic Spaces in Johannesburg, South Africa,” *Journal of Southern African Studies*, 38 (4): 899–925.



Session 6

Movie screening session and discussion

Description of the Session

In this week's session, we will watch two documentaries for the session.

- » Guangzhou Dream Factory
- » Chinese in South Africa

Questions

- » What is the current state of and challenges facing African migrants in China?
- » What are the challenges facing Chinese migrants in Africa?

Readings, Websites or Video Clips

No readings this week.



Session 7

Seeking Peace: Africa and China's Global Security Engagement

Description of the Session

The rise of China as a global power and its deepening engagement in African economies has thrust security to the forefront of its Africa policy. The session focuses on the changing drivers and challenges of China's security engagement and examines the roles of different actors (the military and non-state actors) in China's security engagement in Africa. It will discuss the ideational dynamics by analyzing whether China has brought new norms into international peace and security practices.

Questions

- » What are the major drivers of China's security engagement in Africa?
- » What is "development-security nexus"?

Readings, Websites or Video Clips

Required reading

- » Lina Benabdallah and Daniel Large (2019), "China and African Security," in Chris Alden and Daniel Large, eds., *New Directions in Africa-China Studies*, Routledge.
- » Chris Alden and Daniel Large (2015). "On Becoming a Norms Maker: Chinese Foreign Policy, Norms Evolution and the Challenges of Security in Africa," *China Quarterly* 221: 123–142.

Further reading

- » Chris Alden and Zheng Yixiao, 'China's changing role in peace and security in Africa', in Chris Alden, Abiodun Alao, Zhang Chun and Laura Barber, eds, *China and Africa: Building Peace and Security Cooperation on the Continent* (Basingstoke: Palgrave Macmillan, 2017).
- » Zi Yang, 'China's private security companies: domestic and international roles', *China Brief* 16: 15 (Washington DC: Jamestown Foundation, 4 Oct. 2016).
- » Lian Benabdallah (2017). "Explaining Attractiveness: Knowledge Production and Power Projection in China's Policy for Africa." *Journal of International Relations and Development*. Online.
- » *Wolf Warrior II* (movie clips).

Session 8

How Much Soft Power Does China Have in Africa? The Voice of China in Africa and China-Africa Media Interactions

Description of the Session

Recent years have seen the presence of Chinese media and telecommunication companies in Africa. Besides providing digital TV services and global news channels, Chinese TV series and films have been translated and broadcasted in more than 40 African countries. Is "China striving to be on African minds through TV sets?" (Bree Feng, *The New York Times*)? Or, "do African audiences love to watch family-themed Chinese TV dramas?" (*China Daily*)? How much soft power does China have in Africa?

Questions

- » What is soft power? How do we measure it?
- » How do we evaluate China's soft power in Africa?

Readings, Websites or Video Clips

Required reading

- » Fei Jiang, Shubo Li, Helge Rønning & Elling Tjønneland (2016), "The Voice of China in Africa: Media, Communication Technologies and Image-building," *Chinese Journal of Communication* 9(1): 1–7.
- » Anbin Shi (2015), "Re-orienting the 'Charm Offensive' to the 'Charm Defensive': A Critical Review of Chinese Media Development in Africa," *African Journalism Studies* 36(1): 135–140.

Further reading

- » Gagliardone, I. (2013), "China as a Persuader: CCTV Africa's First Steps in the African Mediasphere," *Ecquid Novi: African Journalism Studies* 34(3): 25–40.
- » Alessandro Jedlowski & Ute Röschenhaler (2017), "China-Africa media interactions: Media and popular culture between business and state intervention," *Journal of African Cultural Studies* 29(1): 1–10.
- » Rønning, H. (2016). "How Much Soft Power Does China Have in Africa?", in *China's Media and Soft Power in Africa*, 65–78. New York: Palgrave Macmillan.
- » Shubo Li (2017), "Covering Ebola: A comparative analysis of CCTV Africa's Talk Africa and Al Jazeera English's *Inside Story*," *Journal of African Cultural Studies* 29(1): 114–130.
- » Zhang, X., Wasserman, H., & Mano, W. (Eds.). (2016). *China's Media and Soft Power in Africa: Promotion and Perceptions*. Springer. Selected Chapters.

Session 9

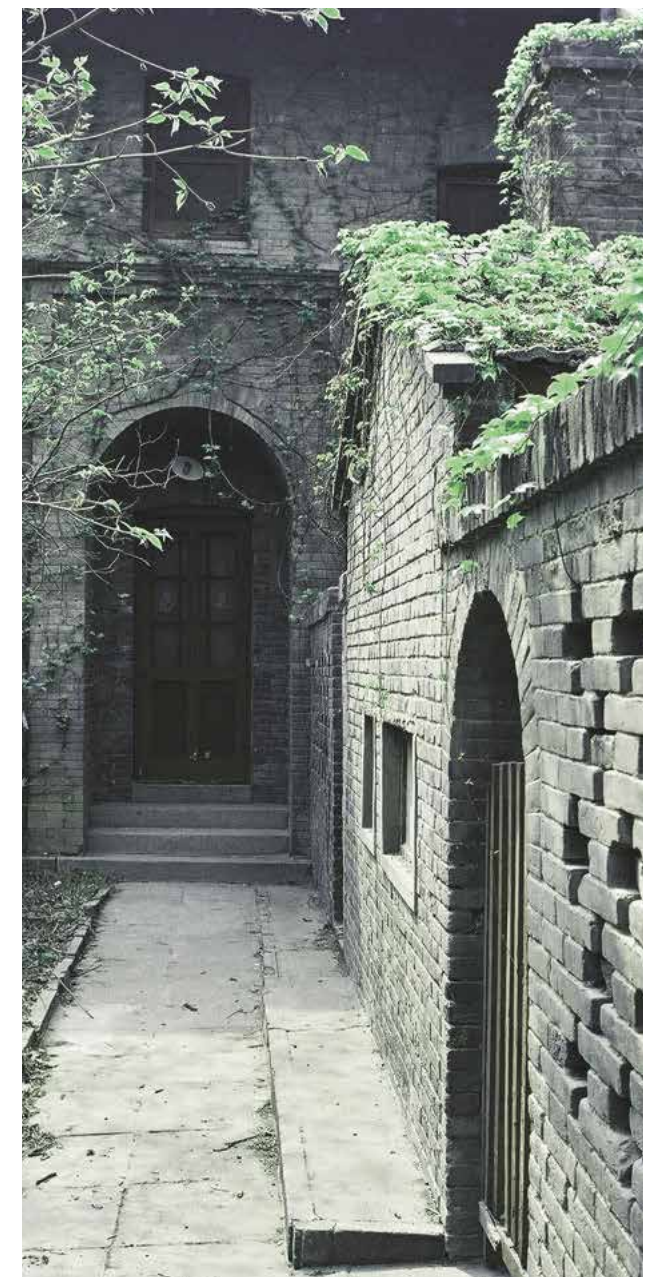
Guest lecture on US and China's Public Diplomacy in Africa

Description of the Session

Professor Maria Repnikova from Georgia State University will speak on China's public diplomacy in Africa.

Readings, Websites or Video Clips

Readings will be provided beforehand.



Session 10

China-Africa Cooperation in Agriculture: Demonstration of New Development?

Description of the Session

Over the last 20 years, there has been repeated discussion on China's "land grab" in Africa. This session interrogates such allegations by using evidence-based research and analyzes the success and challenges in China-Africa agricultural cooperation. It also examines the history of China's agricultural assistance to Africa in the 1970s. The ultimate question, of course, is how Africa can embark on a sustainable path for agricultural development.

Questions

- » What is the history of China-Africa Agricultural Cooperation?
- » What should be the solution to African agricultural development?

Readings, Websites or Video Clips

Required reading

- » 蒋华杰：《农技援非（1971–1983）：中国援非模式与成效的个案研究》，《外交评论》，2013年第1期。
- » Deborah Brautigam, Will Africa Feed China? Oxford University Press, 2015. Read chapters 4 and 6.

Further reading

- » Catherine Boone, Property and Political Order in Africa: Land Rights and the Structure of Politics, Cambridge University Press, 2014, chapters 1, 2 and 10.
- » Deborah Brautigam and Tang Xiaoyang (2009), "China's Engagement in African Agriculture: Down to the Countryside," China Quarterly, 199: 686–706.
- » Solange Chatelard and Jessica Chu (2015), "Chinese Agricultural Engagements in Zambia," SAIS Policy Brief, 2015.
- » Paul Collier and Stefan Dercon (2013), "African Agriculture in 50 Years" (PDF will be provided).
- » 李小云等：《新发展的示范：中国援非农业技术示范中心的微观叙事》，北京：社会科学文献出版社，2017年，第1–35页，第99–133页。

Session 11

Tracing Africa-China in Moving Images and Literary Representations

Description of the Session

This session shifts from state-owned media to independently- or individually-produced media products, such as Nollywood films and "Quaishou" short videos. We will examine how these popular moving images might provide more nuanced understanding of China-Africa media interactions beyond the top-down approach often privileged in most international relation studies, and point towards the contested or fluid nature of engagements and perceptions.

Questions

- » What is the current state of Nollywood films?
- » How otherness is constructed through moving images and literary representations?

Readings, Websites or Video Clips

Required reading

- » Cobus van Staden (2017), "Watching Hong Kong Martial Arts Film under Apartheid", *Journal of African Cultural Studies* 29(11): 46–62.
- » Alessandro Jedlowski & Michael W. Thomas (2017), "Representing 'Otherness' in African Popular Media: Chinese Characters in Ethiopian Video-films," *Journal of African Cultural Studies* 29(1): 63–80.
- » Film Screening: Nollywood Film (2016) *Receive Your China Visa*.

Further reading

- » Alessandro Jedlowski (2018), "The Afterlife of Kung Fu Films in Abidjan" (forthcoming publication)
- » Roberto Castillo. "Of 'blackfaces' and SinoAfrican modernities" <https://africansinchina.net/2018/03/07/opinion-blackface-and-sinoafrican-modernities/>
- » Abderrahmane Sissako (2002), Waiting for Happiness (Original title: Heremakono) (excerpt)
- » Wu Jing (2016), Wolf Warriors (战狼) (excerpt)
- » Selected Kuaishou video materials

Session 12

China-Africa Industrial Cooperation: Bulldozer or Locomotive?

Description of the Session

This session discusses industrial cooperation, one of the most important trends in China-Africa relations. With the launch of the Belt and Road Initiative, and, as China is undergoing industrial upgrade domestically, China is expected to export massive industrial and infrastructural investment to Africa. This session will help the students to understand both the opportunities and the hard choices Africa faces in the realm of industrialization.

Questions

- » What does the rise of China do for industrialization in Africa?
- » Will Africa become the next factory of the world?

Readings, Websites or Video Clips

Required reading

- » Justin Yifu Lin (2015), "China's Rise and Structural Transformation in Africa: Ideas and Opportunities," in *The Oxford Handbook of Africa and Economics, Volume II: Policies and Practices*, edited by Celestin Monga and Justin Yifu Lin, Oxford, UK: Oxford University Press.
- » Irene Yuan Sun, "The World's Next Great Manufacturing Center," *Harvard Business Review*, May–June 2017.

Further reading

- » Peter Hessler (2015), "Learning to Speak Lingerie: Chinese Merchants and the Inroads of Globalization," *New Yorker*, August 10–17.
- » Ching Kwan Lee (2009), "Raw Encounters: Chinese Managers, African Workers and the Politics of Casualization in Africa's Chinese Enclaves," *The China Quarterly*, 199: 647–666.
- » Raphael Kaplinsky (2008), "What Does the Rise of China Do for Industrialization in Sub-Saharan Africa?", *Review of African Political Economy*, 35(115): 7–22.
- » Tang Xiaoyang (2010), "Bulldozer or Locomotive? The Impact of Chinese Enterprises on Local Employment in Angola and the DRC," *Journal of Asian and African Studies*, 45 (3): 350–368.
- » Irene Sun et al. (2017), *Dance of the Lions and Dragons*, McKinsey report.
- » Liang Xu, "Factory, Family, and Industrial Frontier," *Economic History of Developing Regions*, 2019.

Session 13

"The Agency of Arts": Interrogating "Chinafrica" ("中非") in Contemporary African Arts

Description of the Session

Unlike many other existing dialogues that focus on the economic and political impact of the China-Africa relationship, the artistic practices discussed in this session deal with the sociological and cultural consequences of increased connections and exchanges between China and Africa. We will examine how visual and performance artists respond to or comment on China's presence in Africa and suggest a possibility of understanding artistic practices as an alternative way of knowledge production and intervention in the context of Africa-China interactions.

Questions

How China-Africa is represented in African visual and performance arts?



Session 14

An Open Conclusion: Third World, Global South, and Beyond

Description of the Session

During this last session, we invite the students to join us in reflecting and digesting what have been discussed in the course. In particular, we encourage the students to ponder to what extent the China-Africa story covered in this course gesture toward something broader about the third world, the global south, and the forms of life and systems of meaning that affect everyone on the planet. During the second part of session, we will arrange student presentations.

Questions

Student presentations (research proposals)

Readings, Websites or Video Clips

Required reading

- » Chris Alden and Lu Jiang (2019), "Brave New World: Debt, Industrialization and Security in China-Africa Relations," *International Affairs*, 95 (3): 641–657.
- » Julia C. Strauss (2013), "China and Africa Rebooted: Globalization(s), Simplification(s), and Cross-cutting Dynamics in 'South-South' Relations," *African Studies Review*, 56 (1): 155–170.
- » Ching Kwan Lee (2017), *The Specter of Global China: Politics, Labor, and Foreign Investment in Africa*, Chicago, IL: University of Chicago Press, 152–166.

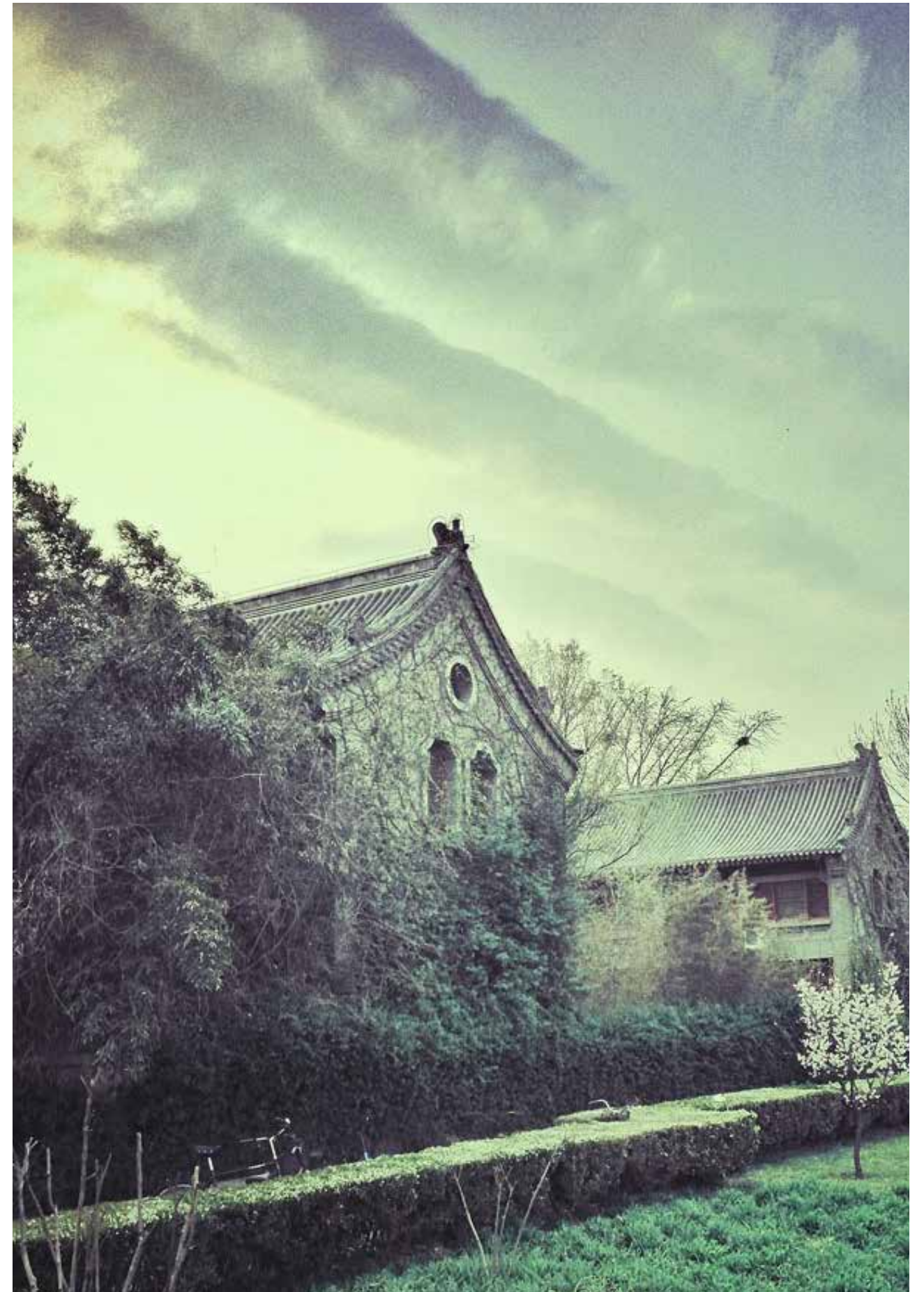
Further reading

- » Giles Mohan, "Beyond the Enclave: Towards a Critical Political Economy of China and Africa," *Development and Change* 44, 6 (2013): 1255–72.
- » Gordon Matthews (2017), *The World in Guangzhou*, University of Chicago Press, chapters 3 & 8.
- » Gordon Matthews (2011), *Ghetto at the Center of the World: Chungking Mansion, Hong Kong*, Chicago, IL: University of Chicago Press. Introduction and select chapters.
- » James Ferguson (2006), *Global Shadows: Africa in the Neoliberal World Order*, Durham, NC: Duke University Press. Chapters 1, 4, 8



Liang Xu

Liang Xu is an Assistant Professor at the Peking University School of International Studies and Secretary-General of the Peking University Center for African Studies. Liang's research interests include the Chinese diaspora in Africa, social and gender history of Africa, the political economy of African development, and international relations. Liang has a Ph.D. in African history from Harvard University (2010–2017). Liang received his Bachelor of Arts in International Relations in 2005 from Peking University, where he also completed his first doctorate in International Relations in 2010. Liang's dissertation project at Harvard examined the history of labor-intensive industrialization in South Africa's former border areas with a particular focus on ethnic Chinese garment factories and Zulu women workers. Over the years, Liang's research has been funded by various Harvard University grants, the Chinese Ministry of Foreign Affairs, the French National Research Agency (ANR), the Government of Ghana, the Japan Sasakawa Peace Foundation, and the South African Millennium Trust.



Course Title 课程名称

Theories and Practices of International Organizations

国际组织理论与实务

Credits
学分
3

Instructor 授课教师

Wei Ha
哈巍

Course Code 课程编号

06734020

Course Date 课程日期

2021.09.15
~
2021.12.29

COURSE DESCRIPTION

课程简介



Objective

As Chinese economy grows, China has transformed itself from a traditional aid recipient of international aid to an emerging donor. China's contributions to the United Nations and International Financial Institutions such as the IMF and the World Bank have increased rapidly.

In the meantime, China has led the establishment of new international financial institutions, such as the New Development Bank and the Asian Infrastructure Investment Bank. As a major funder of these new international development banks, China needs more talents that are suited to work in international organizations. The China's "One Belt One Road" strategy since 2014 will certainly translate into increased demand for graduates with international perspectives but who are also familiar with the operations of international corporation and institutions. On the national level, policymakers have realized the role of training talents for international organizations not only in enhancing China's participation in the global governance, but also in widening the international influence of China's education. Since 2013, Ministry of Education launched an official plan to train talents for international organization and provided financial incentive to support graduates for internships. It is against this background that students of Peking University are best situated to answer this call.

The purpose of this course is threefold: to familiarize students with the theories of international organizations and the histories of international organizations; to let students master the basic management tools in international organization; and to prepare students for professional and leadership positions in international organizations.

Pre-requisites / Target audience

None

Evaluation Details

- » Group presentations (20%): Students will make a PowerPoint presentation to the class in different study groups, each composed of 3–4 students, based on their interest in the list of topics to be distributed in the first class. Potential topics include the history and impact of international organizations on China's development (e.g., IMF, World Bank, UNDP, UNICEF, OECD, ILO, WHO) as well as UN Security Council reform, UN Intellectual Project, the difference between AIIB and NDB with traditional IFIs.
- » Final in-class closed-book examination (70%): 7–8 short answers and 1 or 2 short essay questions.
- » Class participation (10%)

Text Books and Reading Materials

- » Eduardo Missoni and Daniele Alesani. 2013. [*Management of International Institutions and NGOs: Frameworks, Practices and Challenges*](#). Routledge. (Short for EMDA thereafter). Library of Graduate School of Education, Peking University. C912.21/M0691.
- » Maïa Gedde, 2015. [*Working in International Development and Humanitarian Assistance: A Career Guide*](#). Routledge. (Short for MG thereafter). Library of Graduate School of Education, Peking University. C913/G0267.

CLASS SCHEDULE 授课大纲

Session 1

The Context

Description of the Session

Course introduction and a personal account of United Nations

Overview of international institutions: classifications and main characteristics

2.1. UN system: Chapter 1 of EMDA

2.2. International Non-Governmental Organizations: Chapter 2 of EMDA

2.3. Transnational Hybrid Organizations: Chapter 3 of EMDA

Session 2

Management of International Cooperation

Description of the Session

The evolution of international development cooperation and its coordination

- » Evolution of thinking and practices in international development: Chapter 4 of EMDA
- » Coordination and coherence among the main actors of the development sector: trends, initiatives and ways forward: Chapter 5 of EMDA
- » General coordination of responses to crisis situations: Chapter 8 of EMDA

Changing paradigms for program implementation and funding

- » Evolution of technical cooperation programs' implementation: Chapter 6 of EMDA
- » The evolution of funding policies and their impacts on International Institutions: Chapter 7 of EMDA
- » What do development assistance data tell you? : Chapter 9 of EMDA

Session 3

China's Role in International Organization: Past, Present and Future

Description of the Session

Chinese Thinking on Development Aid and Cooperation

- » *Deborah Brautigam (2009) Chapter 1, 2 and 3 in *The Dragon's Gift*. Oxford University Press: 22–103.
- » *Xu, J., and R. Carey (2015a). 'China's Development Finance: Ambition; Impact and Transparency'. IDS Policy Briefing. Brighton: Institute of Development Studies.
- » *Zhang, Y., J. Gu, and Y. Chen (2015). 'China's Engagement in International Development Cooperation: The State of the Debate'. Brighton: Institute of Development Studies.
- » State Council (2014). 'White Paper on Foreign Aid'. Beijing: People's Republic of China.
- » State Council (2015). 'Policy Briefing on Accelerating Implementation of Innovation-Driven Development Strategy through Strengthening Institutional Reforms'. Beijing: People's Republic of China.

Mechanism and Modus Operandi of Chinese Aid

- » *Naohiro Kitano (2018). "China's Foreign Aid: Entering a New Stage," *Asia-Pacific Review*, 25:1, 90–111
- » *Deborah Brautigam (2009). Chapter 4 and 5 in *The Dragon's Gift*. Oxford University Press: 105–157.
- » Axel Dreher, Andreas Fuchs, Roland Hodler, Bradley C. Parks, Paul A. Raschky, Michael J. Tierney, "Is Favoritism a Threat to Chinese Aid Effectiveness? A Subnational Analysis of Chinese Development Projects," *World Development*, Volume 139, 2021, 15291, <https://doi.org/10.1016/j.worlddev.2020.105291>.
- » Wei Ha & Kelun Lu & Bradley Wo (2020). "Do Chinese Government Foreign Student Scholarships Target Natural Resources in Africa?" *Higher Education Policy*, Volume 33, pages 479–509.

- » Brautigam, D. (2010). 'China, Africa and the International Aid Architecture'. Working Paper 107. African Development Bank.

Impact of Chinese Aid

- » *Deborah Brautigam (2009) Chapter 7, 8 and 11 in *The Dragon's Gift*. Oxford University Press: 189–210, 232–252, 273–306.
- » *Ha, Wei and Daniel Benson. 2020. 'The Race to the Top: Competition between the West and China on Aid.' Peking University Master Thesis.
- » *Dreher, A., Fuchs, A., Parks, B., Strange, A., & Tierney, M. J. (2021). 'Aid, China, and Growth: Evidence from a New Global Development Finance Dataset.' *American Economic Journal: Economic Policy*, 13(2), 135–174.
- » Berthélemy J C. 'China's engagement and aid effectiveness in Africa.' [J]. *China and Africa: An Emerging Partnership for Development*, 2011.
- » Institute of Development Studies (IDS) (2014). 'China and International Development: Challenges and Opportunities'. IDS Bulletin Special Issue 45(4). Hoboken, NJ: John Wiley and Sons, Ltd.

Latest Chinese Maneuver on the International Development Arena

- » *Xu, Jiajun, and Richard Carey. 'China's International Development Finance: Past, Present, and Future.' No. 2015/130. UNU WIDER Working Paper, 2015.
- » *Jorge G. Castañeda (2010). "Not Ready for Prime Time: Why Including Emerging Powers at the Helm Would Hurt Global Governance," and comment by Oliver Stuenkel (2010) "Castañeda Fails to Offer Viable Alternatives." *Foreign Affairs*, September/October.
- » *Humphrey, C., S. Griffith-Jones, J. Xu, R. Carey, and A. Prizzon (2015). 'Multi-lateral Development Banks in the 21st Century: Three Perspectives on China and the Asian Infrastructure Investment Bank'. *Overseas Development Institute (ODI) Report*. London: ODI.
- » Ha, Wei and Conor Mccutcheon. *Challenges and Opportunities in Transferring Technical and Vocational Education and Training Models across Cultures*.

Session 4

What is in it for you?

Description of the Session

Understanding the sector from a personal perspective

- » Is it for you? Chapter 2 of MG
- » Who could you work for? Chapter 3 of MG
- » Where could you work? Chapter 4 of MG
- » Which line of work do you want to specialize in? Part 4 of MG
- » How to break into sector and move up? Part 2&3 of MG

Session 5

Guest lectures and student presentations

Description of the Session

- » Guest lectures (to be confirmed)
- » Student presentation by study groups





Wei Ha

Professor Ha is the Associate Dean for Teaching, International Cooperation and Executive Training and Associate Professor of Education Policy and Management (with tenure) at the Graduate School of Education, Peking University. He specializes in impact evaluation of education policies in China, especially examining the role of education financing policies in universalizing nine-year compulsory education, equalizing resources in basic education and building world-class universities in China. He was the Principal Investigator for a dozen of research grants from the National Natural Science Foundation, the Ministry of Education, Asian Development Bank, UNICEF and other International Organizations. He has published three dozen academic articles in renowned English and Chinese journals. He received the Best Paper of the Year award from China Economics Review in 2016 and the First Prize for Best Empirical Educational Research in China from East China Normal University in 2018 and 2020 and the 2nd Prize for the Excellent Research awarded by Ministry of Education in 2020 and the 2nd Prize for Outstanding Achievement Award on Philosophy and Social Science by the Beijing Municipal Government. He is an Advisor to the National Committee of the United Nations Educational, Scientific and Cultural Organization (UNESCO) of China. He received his BA in Politics and Economics and MA in Economics of Education from Peking University and his Ph.D. in Public Policy from Harvard Kennedy School. Prior to joining PKU, he also served as policy specialist and senior policy specialist with UNDP and UNICEF in the US and in Africa, where his research focus on the effects of policy shocks on early childhood development and human development. He was also accepted into the New and Emerging Talent Initiative of UNICEF in 2009.



Course Title 课程名称

Frontiers in International Development: Theories and Practices

国际发展前沿：理论与实务

Credits
学分
3

Pre-requisites / Target audience

Undergraduate students

Assignments

Group presentations and exam in the form of essay questions.

Instructor 授课教师

Jiajun XU
徐佳君

Course Code 课程编号

06239116

Course Date 课程日期

2021.09.14
~
2022.01.04

COURSE DESCRIPTION 课程简介

Objective

Frontiers in International Development: Theories and Practices intends to provide an introduction to key concepts and analytical perspectives in the field of international development necessary for critical engagement with a wide range of development challenges. It aims to foster independent thinking on frontier policy issues about international development.

The course targets up to 45 undergraduates and graduate students who have passion for helping developing countries to achieve sustainable economic transformation and are keen to embark on a professional career in the field of international development. To provide students with opportunities to make dialogues with leading professionals in the field of international development, the instructor will invite experts and practitioners from multilateral development institutions, bilateral development agencies, to deliver thematic lectures.

To help students to gain first-hand experiences of policy analysis and country consultation, teamwork is required to apply the *Growth Identification and*

Facilitation Framework (GIFF)—an analytical tool of New Structural Economics proposed by Professor Justin Yifu Lin—to selected developing countries. To accomplish this exercise, students need to master how to use core databases and collect essential secondary information from various sources in order to write up policy reports in English. At the end of the semester, group presentations will be arranged in an environment of *mock country consultation* where representatives from these developing countries will provide feedback on these country studies.

In order to encourage excellent students to become professionals in the field of international development, the instructor will recommend high-performing students to undertake internships in leading international development institutions such as the United Nations Development Programme (UNDP), the Human Development Report Office, the United Nations Industrial Development Organization (UNIDO), the International Food Policy Research Institute (IFPRI), and the Japan International Cooperation Agency (JICA).



Evaluation Details

Class participation (10%):

In order to help students master key databases, the instructor will guide students to learn how to grasp basic skills of data collection. Simple exercises will be provided at the end of some lectures. Students are encouraged to make mini-talks within 5 minutes to share their findings. Students are expected to make mini-talks at least once (no more than two times) during the semester. For the first time, students will earn a score of 10. For the second time, an extra score of 5 will be given as a bonus.

If students are absent from class (without prior notice to and approval by the instructor), they would get a score of minus 5 for each absence. In case of illness, student needs to notify TA to ask for sick leave before class.

Team work and group presentation (40%):

Students are divided into approx.. 6 groups, with a collectively-selected coordinator. The teamwork will be conducted to complete a policy-oriented analytical task. The analytical outcome will be presented in a mock country consultation setting where practitioners and policymakers from developing countries will be invited to provide feedback. This will provide an opportunity for students to gain core competences of teamwork, analytical skills and stakeholder engagement as professionals in the field of international development and beyond. Group presentation will account for 35% and individual performance will account for 5% (see Appendix I for the group presentation scorecard and the team member evaluation method).

Final examination (50%):

The primary purpose of the present course is to foster independent thinking among students on frontier development issues in the field of international development. That's why the final examination adopts the approach of essay questions to encourage students to make an

independent analysis of complex development issues which defy any standard answer.

Students are expected to select three out of ten questions to write up a short essay for each question. The essays will be judged based on effective argumentation and academic writing. Excellent essays are expected to:

- » define the key concepts and analytical dimensions in each question;
- » stake out your position to the question, and effectively refute counterarguments to your positions;
- » deploy relevant, reliable and sufficient evidence to support your argument;
- » make the argument in concise, accurate and lucid language.

The answers can be provided in either English or Chinese. English is encouraged with a bonus of 5 points (or 2.5 points to the final grade).

Group Presentation Scorecard (35%)

Team:

Case:

- 1. Case Analysis _____/15
 - » Apply the GIFF in a critical and creative manner
 - » Makes reasonable assumptions and states them clearly
 - » Make convincing arguments based on rigorous data analysis (including both quantitative and qualitative data)
 - » Qualify the statements
- 2. Stakeholder Engagement _____/ 10
 - » Demonstrate the willingness to learn local knowledge from country representatives

- » Respond to comments from country representatives in a professional manner
- » Defend your reliable analysis in a confident manner
- » Persuade country representatives to recognize the value of policy recommendations
- 3. Team Work _____/ 5
 - » Evidence that shows the analysis is based on the teamwork
 - » Good transitions from one speaker to the next
- 4. Presentation Style _____/ 5
 - » Professional, persuasive and enthusiastic
 - » Speak well without reading script
 - » Visual aids: Readability of slides, number of slides
 - » Compelling introduction that grabs attention
 - » Avoids excessive recitation of background information
 - » Foreshadows the "big idea"
 - » Concluding remarks can articulate take-home messages
 - » Rigorous layout with data sources and necessary note

Total: ____/ 35

Team Member Evaluation Method (5%)

This evaluation consists of two parts: your self-evaluation and the evaluations for your teammates. The score for each ranges from 0~10, while the sum of all should be equal to the number of team membersx5. If your actual feedback is more or less than this figure, your self-evaluation will be increased or decreased accordingly.

Text Books and Reading Materials

The course is primarily journal article driven, but the recommended textbooks are as follows:

1. Lin, Justin Yifu. 2012a. *New Structural Economics: A Framework for Rethinking Development and Policy*. Washington, D.C.: The World Bank.

2. ———. 2012b. *The Quest for Prosperity: How Developing Economies Can Take Off*. Princeton and Oxford: Princeton University Press.

3. Todora, Michael P. ed. 1994. *Economic Development* (5th edition). New York & London: Longman.

4. Desai, Vandana and Robert B. Potter. Eds. 2014. *The Companion to Development Studies* (3^d edition). London and New York: Routledge.

5. Oatley, Thomas H. 2010. *International Political Economy: Interests and Institutions in the Global Economy*. Pearson Longman.

6. Frieden, Jeffry, David Lake, and Lawrence Broz, eds. 2010. *International Political Economy: Perspectives on Global Power and Wealth*. New York: W. W. Norton.



• CLASS SCHEDULE •

授课大纲

Session 1

Introduction

Questions

- » What do we mean by development? How well do the standard economic measures capture the nature and process of development?
- » To achieve development, developing countries should take today's developed countries as the benchmark model. Do you agree or disagree?

Readings, Websites or Video Clips

Required Readings:

- » Ingham, B. 1993. 'The Meaning of Development: Interactions between "New" and "Old" Ideas', *World Development*, Vol. 21, No. 11, pp. 1803–1821.
- » Mary S. Morgan and Maria Bach. 2018. 'Measuring Development—from the UN's Perspective', *History of Political Economy* 50 (S1): 193–210.

Suggested Readings:

- » Chang, H.J. 2004. *Reclaiming Development: An Alternative Economic Policy Manual*. London & New York: Zed Books.
- » Escobar, A. 1995. *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, Chapters 1 & 2.
- » Toye, J. 1988. *Dilemmas of Development: Reflections on the Counter-revolution in Development Theory and Policy*. Blackwell. Chapter 1.
- » Sen, Amartya. 1988. "The Concept of Development", in *The Handbook of Development Economics*. Edited by Hollis Chenery and T.N. Srinivasan. Vol. 1, pp. 9–26.

Assignments for this session

After-Class Mini-Exercises:

[Optional] World Bank, World Development Indicators (WDI)

<http://databank.worldbank.org/data/source/world-development-indicators>

Step 1: Select a country from the list of 8 countries as Country A (Ethiopia, Nigeria, Tanzania, Côte d'Ivoire, the Republic of Congo, Rwanda, Kenya, and Pakistan);

Step 2: Select another country (Country B) with GDP per capita similar to Country A (+/-10%);

Step 3: Compare Country A and Country B in terms of GDP per capita, GDP growth rate, GINI index, and manufacturing value added as a percentage of GDP in the most recent year.



Session 2

Globalization, International Institutions and Development

Questions

- » Globalization helps to reduce inequality. Do you agree or disagree?
- » International institutions promote cooperation among nations so that all states involved are better off. Do you agree or disagree?

Readings, Websites or Video Clips

Required Readings:

- » World Bank. 2006. *Equity and Development*, World Development Report 2006. Overview and Introduction, pp. 1–23.

- » Milner, H. (2005) 'Globalization, Development, and International Institutions: Normative and Positive Perspectives', *Perspectives on Politics* (3)4: 833–854.

Suggested Readings:

- » Oatley, Thomas H. 2010. *International Political Economy: Interests and Institutions in the Global Economy*. Pearson Longman. Chapter 1.
- » Jeffrey A. Williamson, "Globalization and Inequality, Past and Present," Chapter 27 from Frieden, Jeffry, David Lake, and Lawrence Broz, eds. 2010. *International Political Economy: Perspectives on Global Power and Wealth*. New York: W. W. Norton.

Session 3

New Structural Economics: Growth Identification and Facilitation Framework (GIFF)

Questions

- » What is new about *New Structural Economics*?
- » What are the virtues and limitations of the Growth Identification and Facilitation Framework (GIFF) for helping policy-makers in developing countries to identify their latent comparative advantages and binding constraints on their path to achieve economic structural transformation?

Readings, Websites or Video Clips

Required Readings:

- » Justin Yifu Lin, “New Structural Economics: A Framework for Rethinking Development,” from Lin, Justin Yifu. 2012a. *New Structural Economics: A Framework for Rethinking Development and Policy*. Washington, D.C.: The World Bank. Chapter 1.
- » Justin Yifu Lin and Celestin Monga, “Growth Identification and Facilitation: The Role of the State in the Dynamics of Structural Change,” from Lin, Justin Yifu. 2012a. *New Structural Economics: A Framework for Rethinking Development and Policy*. Washington, D.C.: The World Bank. Chapter 3.
- » Jiajun Xu, 2017. “Growth Identification and Facilitation Framework: A Pragmatic Approach for Promoting Economic Structural Transformation.” Future Fragmentation Processes Effectively Engaging with the Ascendancy of Global Value Chains. Commonwealth Secretariat.

Suggested Readings:

- » Justin Yifu Lin, “What would be Done Differently under the New Structural Economics,” 2012b. From *The Quest for Prosperity: How Developing Economies Can Take Off*. Princeton and Oxford: Princeton University Press. Chapter 6.
- » Justin Yifu Lin and Jiajun Xu, “Applying the Growth Identification and Facilitation Framework (GIFF) to the Least-Developed Countries (LDCs): The Case of Uganda,” *Working Paper for the UN DESA Capacity-building Workshop on Productive Capacity and the Use of Trade-Related International Support Measures (ISMs) for LDC Graduation*, Geneva, 3–6 November 2015.

Session 4

Agenda-Setting: From Multilateral Development Goals (MDGs) to Sustainable Development Goals (SDGs)

Questions

- » Who has set the agenda in the decision-making processes of MDGs and SDGs respectively?
- » “If everything is priority, nothing is prioritized.” While the process of negotiating SDGs is much more participatory than that of MDGs, its agenda is proliferating. Discuss.

Readings, Websites or Video Clips

Required Readings:

- » Bachrach, Peter, and Morton S. Baratz. “Two Faces of Power.” *American Political Science Review* 56, no. 04 (1962): 947–52.
- » Vandemoortele, J., The MDG Story: Intention Denied, *Development and Change* 42(1), 1–21, 2011.

Suggested Readings:

- » Richard Manning, “The Impact and Design of the MDGs: Some Reflections,” IDS Bulletin Volume 41 Number 1 January 2010, pp. 7–14.
- » United Nations, *Sustainable Development Goals*, <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>.
- » (Skim the website to familiarize yourselves with the 17 SDGs.)
- » United Nations’ Open Working Group on SDGs, <https://sustainabledevelopment.un.org/owg1.html>
- » (Skim the website to get a sense of the wide-ranging discussion topics related to SDGs)

Assignments for this session

After-Class Mini-Exercises:

[Mini-talk I] World Bank, World Development Indicators (WDI)
<http://databank.worldbank.org/data/source/world-development-indicators>

collect and present indicators

- » GDP growth (annual %)
- » Agriculture, forestry, and fishing, value added (% of GDP)
- » Industry (including construction), value added (% of GDP)
- » Manufacturing, value added (% of GDP)
- » Services, value added (% of GDP)
- » GDP (constant 2010 US\$) of your teamwork country as a percentage of the US GDP

*Use the time series data from the earliest year to the latest year available

[Optional] Millennium Development Goals (MDGs)
<http://databank.worldbank.org/data/reports.aspx?source=millennium-development-goals>

collect and present indicators

1. Poverty and Inequality
 - » Poverty headcount ratio at \$1.90 a day (2011 PPP) (% of population)
 - » Poverty gap at \$1.90 a day (2011 PPP) (%)
 - » Income share held by lowest 20%
2. Education
 - » School enrollment, primary (% net)
 - » Literacy rate, youth total (% of people ages 15–24)
3. Child mortality rate
 - » Mortality rate, infant (per 1,000 live births)



Session 5

Industrial Policy Revisited

Questions

- » Today’s developed countries achieved economic transformation, because they adopted laissez-faire and free-market policies in their catching-up processes. Discuss.
- » Why did the first-generation industrial policy largely fail to narrow the gap between developing and developed countries?

Readings, Websites or Video Clips

Required Readings:

- » Ha-Joon Chang, “[Industrial policy: can we go beyond an unproductive confrontation?](#),” *Annual World Bank Conference on Development Economics 2010, Global: Lessons from East Asia and the Global Financial Crisis*, pp. 83–109. (online reading is available by clicking the hyperlink above)
- » Justin Yifu Lin (2014) “Industrial policy revisited: A new structural economics perspective,” *China Economic Journal*, 7:3, 382–396.

Suggested Readings:

- » Dani Rodrik, “Industrial Policy: Don’t Ask Why, Ask How,” *Middle East Development Journal*, 2008, pp. 1–29.
- » Akio Hosono, “Industrial Strategy and Economic Transformation: Lessons from Five Outstanding Cases,” from *Industrial Policy and Economic Transformation in Africa*, edited by Akbar Noman and Joseph E. Stiglitz, pp. 53–101.

Session 6

Rethinking Aid Effectiveness

Questions

- » Aid only works in good policy environment. That's why donors should use aid to compel recipient countries to adopt 'good' policies. Do you agree or disagree?
- » Why may a big push on aid result in unintended counterproductive consequences?

Readings, Websites or Video Clips

Required Readings:

- » Killick, T. (1997). "Principals, Agents, and the Failings of Conditionality," *Journal of International Development*, vol. 9, no. 4, pp. 483–495.
- » Easterly, William (2003). "Can Foreign Aid Buy Growth?" *Journal of Economic Perspectives*, vol. 17, no. 3, summer, pp. 23–48.

Suggested Readings:

- » Burnside, C., and D. Dollar 2000 "Aid, Policies, and Growth," *The American Economic Review*, Vol. 90, No. 4 (Sep), pp. 847–868.
- » Collier, C. (1999). "Aid 'Dependency': A Critique," *Journal of African Economies*, vol. 8, issue 4, pp. 528–45.

Assignments for this session

After-Class Mini-Exercises:

[Mini-talk II] Official Development Assistance (ODA), <http://stats.oecd.org/qwids/>

Indicators:

- » the absolute volume of ODA received from all donors by the given country from 1960 to present (constant prices);
- » evaluate aid dependence: ODA % GNI;
- » the top 10 donors in the most recent year;
- » The composition of sectors in several selected years to see the trend in sectoral composition;
- » The composition of grants vs. loans in several selected years to see the trend

Session 7

The Bretton Woods Institutions: Adapting to a Changing World

Questions

- » How have the Bretton Woods Institutions (i.e., the World Bank and the International Monetary Fund) adapted their roles respectively to the changing world since their inception?
- » What kinds of challenges do the Bretton Woods Institutions face when they aim to fit for the future?

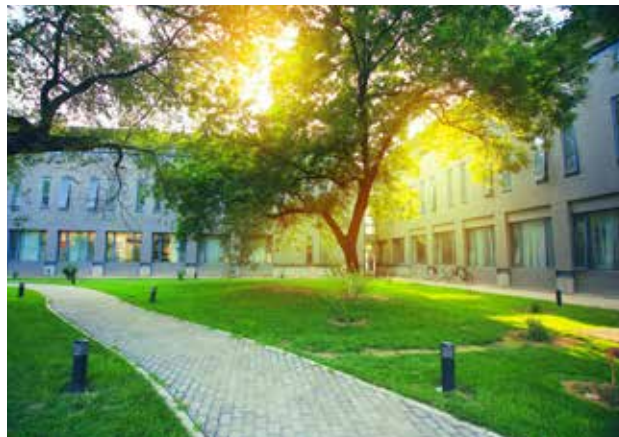
Readings, Websites or Video Clips

Required Readings:

- » Ravallion, Martin. 2016. "The World Bank: Why It Is Still Needed and Why It Still Disappoints." *Journal of Economic Perspectives* 30 (1): 77–94.
- » Reinhart, Carmen M., and Christoph Trebesch. 2016. "The International Monetary Fund: 70 Years of Reinvention." *Journal of Economic Perspectives* 30 (1): 3–28.

Suggested Readings:

- » Clemens, Michael A., and Michael Kremer. 2016. "The New Role for the World Bank." *Journal of Economic Perspectives* 30 (1): 53–76.
- » Eichengreen, Barry, and Ngaire Woods. 2016. "The IMF's Unmet Challenges." *Journal of Economic Perspectives* 30 (1): 29–52.



Session 8

International Trade and Development

Questions

- » What are the two core principles on which World Trade Organization (WTO) is based?
- » What is the case for the infant-industry protection? What are its criticisms?

Readings, Websites or Video Clips

Required Readings:

- » Chapter 2: "The World Trade Organization and the World Trade System," from Oatley, Thomas H. 2010. *International Political Economy: Interests and Institutions in the Global Economy*. Pearson Longman.
- » Chapter 5: "The State-Centered Approach to Trade Politics," Ibid.

Suggested Readings:

- » Chapter 3: "The Political Economy of International Trade Cooperation," from Oatley, Thomas H. 2010. *International Political Economy: Interests and Institutions in the Global Economy*. Pearson Longman.

Assignments for this session

After-Class Mini-Exercises:

[Mini-talk III] UN Comtrade Database

<https://comtrade.un.org/data/>

Step 1: scale of trade deficit/surplus in 1995, 2000, 2005, 2010, 2015;

Step 2: identify the top 10 export destinations in 2015 and the top 10 exports (in two digits) in 2015.

[Optional] WTO Databases

3. Preferential Trade Arrangements

<http://ptadb.wto.org/>

4. Regional Trade Agreements (RTAs)

https://www.wto.org/english/tratop_e/region_e/rt_a_participation_map_e.htm

Step 1: List and summarize preferential trade arrangement of the given country;

Step 2: List notified RTAs in force, if any, where the given country is involved.

Session 9

International Finance and Development

Questions

What kinds of benefits and risks does financial globalization entail for developing countries?

Readings, Websites or Video Clips

Required Readings:

- » Schmukler, Sergio L. 2004. "Financial Globalization: Gain and Pain for Developing Countries," pp. 314–336, *from International Political Economy: Perspectives on Global Power and Wealth*, edited by Frieden and Lake, New York: W. W. Norton, 2010.

Suggested Readings:

- » Oatley, Thomas H. 2010. *International Political Economy: Interests and Institutions in the Global Economy*. Pearson Longman. Ch 14 and 15.
- » Kimura, Hidemi and Yasukuki Todo, "Is Foreign Aid a Vanguard of Foreign Direct Investment? A Gravity-Equation Approach," *World Development*, Vol. 38, No. 4, pp. 482–497.

Assignments for this session

After-Class Mini-Exercises:

[Optional] World Development Indicators

Collect and present indicators on ODA, FDI, portfolio investment, remittances, and debt.

[Optional] UNCTAD FDI Statistics

<http://unctad.org/en/Pages/DIAE/FDI%20Statistics/FDI-Statistics-Bilateral.aspx>

List the top 10 home economies where FDI flows into the teamwork country in the latest year available.



Session 10

Rethinking the ‘Good Governance’ Agenda

Questions

What has gone wrong with the mainstream ‘good governance’ agenda that maintains that sweeping institutional changes are an essential prerequisite for effective development and poverty reduction?

Readings, Websites or Video Clips

Required Readings:

- » Grindle, Merilee S. 2007. “Good Enough Governance Revisited.” *Development Policy Review* 25 (5): 533–74.

Suggested Readings:

- » Grindle, Merilee S. 2004. “Good Enough Governance: Poverty Reduction and Reform in Developing Countries.” *Governance* 17 (4): 525–48.

Assignments for this session

After-Class Mini-Exercises:

[Mini-talk IV] [Key Indicators of the Labour Market 2015](#)

collect and present indicators:

- » Average monthly earnings
- » Nominal/Real average wages (if both are available) in the latest available year
- » Convert local currency to USD
- » Compare the wage level with that of China (optional)
- » Labour productivity (ILO estimates and projections)
- » Output per worker
- » Labour force by level of educational attainment
- » Total labour force
- » Primary
- » Secondary
- » Tertiary

Session 11

Industrialization in Africa: Is China a Flying Dragon?

Questions

Is China a leading dragon that helps Africa to jumpstart industrialization? List arguments from both sides.

Readings, Websites or Video Clips

Required Readings:

- » Justin Yifu Lin, “From Flying Geese to Leading Dragons: New Opportunities and Strategies for Structural Transformation in Developing Countries,” *Global Policy*, Volume 3, Issue 4, November 2012, pp. 397–409.

Suggested Readings:

- » Stein, Howard. 1992. “Deindustrialization, Adjustment, the World Bank and the IMF in Africa.” *World Development* 20 (1): 83–95.

Assignments for this session

After-Class Mini-Exercises:

[Optional] [UN World’s Population Prospects](#)

Collect and present indicators:

1. Population Density

Compare the population density of your country with that of its neighbouring countries (persons per square km) in 2015.

2. Dependency ratios in 2015, 2025, 2035:

- » Child dependency ratio (ratio of population aged 0–14 per 100 population 15–64)
- » Old-age dependency ratio (ratio of population aged 65+ per 100 population 15–64)
- » Total dependency ratio (ratio of population aged 0–14 and 65+ per 100 population 15–64)

3. Present the population pyramids in 2015 and 2050

Session 12

China’s Ascendancy as a Development Financer: Reshaping International Rules?

Questions

China should be ‘socialized’ to comply with the existing rules of governing official development finance. Do you agree or disagree?

Readings, Websites or Video Clips

Required Readings:

- » Xu, Jiajun, and Richard Carey. 2015. “Post-2015 Global Governance of Official Development Finance: Harnessing the Renaissance of Public Entrepreneurship: Post-2015 Global Governance of Official Development Finance.” *Journal of International Development* 27 (6): 856–80. doi:10.1002/jid.3120.

Suggested Readings:

- » Bräutigam, Deborah. 2011. “Aid ‘With Chinese Characteristics’: Chinese Foreign Aid and Development Finance Meet the OECD-DAC Aid Regime: Aid ‘with Chinese Characteristics.’” *Journal of International Development* 23 (5): 752–64. doi:10.1002/jid.1798.

Assignments for this session

After-Class Mini-Exercises:

[Mini-talk V] [IMF’s World Economic Outlook Database](#)
<https://www.imf.org/external/pubs/ft/weo/2016/01/weodata/index.aspx>

Collect and present indicators from 2000 to 2021 (projected):

1. Inflation
 - » average consumer prices (index)
 - » average consumer prices (percentage change)
2. Government Finance
 - » General government revenue (% of GDP)
 - » General government total expenditure (% of GDP)

Session 13

China-Related Development Banks: Public Entrepreneurship in Action?

Questions

What has driven the creation of the Asian Infrastructure Investment Bank (AIIB) and the BRICS New Development Bank (NDB)? To what extent would these new banks help to provide the much-needed long-term finance for developing countries?

Readings, Websites or Video Clips

Required Readings:

- » Chris Humphrey, Stephany Griffith-Jones, Jiajun Xu, Richard Carey and Annalisa Prizzon, “Multilateral development banks in the 21st century: Three perspectives on China and the Asian Infrastructure Investment Bank, Overseas Development Institute,” November 2015.

Suggested Readings:

- » Stephany Griffith-Jones, “A Brics Development Bank: A Dream Coming True?” United Nations Conference on Trade and Development, No. 215, March 2014.
- » Chin, Gregory T. 2014. “The BRICS-Led Development Bank: Purpose and Politics beyond the G20.” *Global Policy* 5 (3): 366–73. doi:10.1111/1758–5899.12167.



Session 14

Presentations & Examination—Mock Country Consultation (Groups 1-2)

Description of the Session

Students are divided into about 8 groups, with a collectively-selected coordinator. The teamwork will be conducted to complete a policy-oriented analytical

task. The analytical outcome will be presented in a mock country consultation setting where practitioners and policymakers from developing countries will be invited to provide feedback. This will provide an opportunity for students to gain core competences of teamwork, analytical skills and stakeholder engagement as professionals in the field of international development and beyond.

Session 15

Presentations & Examination—Mock Country Consultation (Groups 3-6)

Description of the Session

Students are divided into about 8 groups, with a collectively-selected coordinator. The teamwork will be conducted to complete a policy-oriented analytical

task. The analytical outcome will be presented in a mock country consultation setting where practitioners and policymakers from developing countries will be invited to provide feedback. This will provide an opportunity for students to gain core competences of teamwork, analytical skills and stakeholder engagement as professionals in the field of international development and beyond.

Session 16

Presentations & Examination—Mock Country Consultation (Groups 7-8)

Description of the Session

Students are divided into about 8 groups, with a collectively-selected coordinator. The teamwork will be conducted to complete a policy-oriented analytical

task. The analytical outcome will be presented in a mock country consultation setting where practitioners and policymakers from developing countries will be invited to provide feedback. This will provide an opportunity for students to gain core competences of teamwork, analytical skills and stakeholder engagement as professionals in the field of international development and beyond.



Jiajun XU

Jiajun Xu is an Assistant Professor and the Executive Deputy Dean of the Institute of New Structural Economics at Peking University. Xu worked in the United Nations and World Bank and currently acts as the General Secretary of the Global Research Consortium on Economic Structural Transformation (GReCEST), and the Invited Researcher at the Public Policy Research Center of the Counsellors' Office of the State Council of the People's Republic of China. Her research focuses on development financing and global economic governance. She has published in top academic journals in the field of international development such as *Journal of International Development* and *Institute of Development Studies Bulletin*. She is the guest editor of *China Economic Review* and the lead author of *Global Development Financing Report (2015)* and *Mapping Development Financing Institutions Worldwide (2019)*. Her academic monograph *Beyond US Hegemony in International Development* was published by Cambridge University Press in 2017, and received the 8th Peikang Chang Development Economics Outstanding Achievement Award. She has led a team to build a pilot database on Development Finance Institutions (DFIs) worldwide and pioneered research in the field of development finance. As the co-chair and co-coordinator, she has initiated the International Research Initiative on DFI Working Groups where leading scholars and experts are brought together to foster academically rigorous research on development financing, and enhance its policy impact through the joint effort with such platforms as International Development Finance Club (IDFC) and association of Development Finance Institutions. Xu holds a DPhil (PhD) from the University of Oxford.

Monograph:

1. Xu, Jiajun. 2017. *Beyond US Hegemony in International Development*. Cambridge, United Kingdom: Cambridge University Press.

Major Journal Articles (selected)

1. Xu, Jiajun, Xinshun Ru, and Pengcheng Song. 2020. "Can a New Model of Infrastructure Financing Mitigate Credit Rationing in Poorly Governed Countries." *Economic Modelling* 95: 111–120. <https://doi.org/10.1016/j.econmod.2020.12.001>.
2. Wang, Yan, Hefeng Tong, and Xu Jiajun. 2020. "Green Transformation in China: Structures of Endowment, Investment, and Employment." *Structural Change and Economic Dynamics* 54: 173–185.
3. Wang, Fei, Junjie Xia, and Xu Jiajun. 2020. "To Upgrade or To Relocate? Explaining Heterogeneous Responses of Chinese Light Manufacturing Firms to Rising Labor Costs." *China Economic Review* 60. <https://www.sciencedirect.com/science/article/pii/S1043951X1930094X>.
4. Gruin, Julian, Peter Knaack, and Jiajun Xu. 2018. "Tailoring for Development: China's Post-Crisis Influence in Global Financial Governance." *Global Policy*, May. <https://doi.org/10.1111/1758-5899.12566>.
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7. Xu, Jiajun. 2017. "Market Maker: The Role of China Development Bank in Incubating Market." *Man and the Economy* 4 (2): 1–23. <https://doi.org/10.1515/me-2017-0007>.
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Course Title 课程名称

Media and Society in China

媒体与中国社会

Credits
学分
2

Instructor 授课教师

Kaihe CHEN
陈开和

Course Code 课程编号

01834190

Course Date 课程日期

2021.09.16
~
2021.12.30

COURSE DESCRIPTION

课程简介

Objective

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

Pre-requisites / Target audience

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

Assignments

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

Evaluation Details

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

Textbooks and Reading Materials

Suggested Reading and References:

- » CCTV, Xinhua, *China Daily*, AP, Reuters, *Financial Times*, Bloomberg, *Wall Street Journal* and *New York Times*, as well as other available news sources for daily reading of the news.
- » Chen, Wenhong and Stephen D. Reese, eds. (2015). *Networked China: Global Dynamics of Digital Media and Civic Engagement*. London: Routledge.
- » deLisle, Jacques, Avery Goldstein and Guobin Yang (2016). *The Internet, Social Media, and a Changing China*. Philadelphia: University of Pennsylvania Press.
- » Kean, Michael and Wanning Sun, eds. (2013). *Chinese Media: Critical Concepts in Media and Cultural Studies* (Vol. 1 – Vol. 4). London: Routledge.
- » Kurlantzick, Joshua (2007). *Charm Offensive: How China's Soft Power is Transforming the World*. New Haven: Yale University Press.

- » Lee, Chin-Chuan, ed. (1990). *Voices of China: The Interplay of Politics and Journalism*. New York: The Guilford Press.
- » Lee, Chin-Chuan, ed. (1994). *China's Media, Media's China*. Boulder, Colo. Westview Press.
- » Lee, Chin-Chuan, ed. (2000). *Power, Money, and Media: Communication Patterns and Bureaucratic Control in Cultural China*. Evanston, Illinois: Northwestern University Press.
- » Lee, Chin-Chuan, ed. (2003). *Chinese Media, Global Contexts*. London: Routledge.
- » Zhang, Juyan and Cameron Glen T. (2003). "China's agenda building and image polishing in the US: Assessing an international public relations campaign," *Public Relations Review*, Vol. 29, No. 1, pp. 13–28.
- » Zhao, Yuezhi (1998). *Media, Market and Democracy in China: Between the Party Line and the Bottom Line*. Urban, Ill: University of Illinois Press.



CLASS SCHEDULE

授课大纲

Session 1

Media landscape and media system evolution in China

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

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

Assignments for this session

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

Session 2

Media reform and commercialization: Background

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Zhao (1998): Chapter 2–3 (pp. 34–71);

Assignments for this session

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

Session 3

Media reform and commercialization: Impact

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Keane (2013): Vol. 1, pp. 47–63.

Assignments for this session

Understanding the uniqueness of China's media system.

Session 4

Media and Society in China: Print Media

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Readings:

Zhao (1998): Chapter 6 (pp. 127–150).

Assignments for this session

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

Session 5

Media and Society in China: Print Media (II)

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Readings:

Zhao (1998): Chapter 6 (pp. 127–150).

Assignments for this session

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

Session 6

Media and Society in China: Electronic Media

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Readings:

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

Assignments for this session

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

Session 7

Media and Society in China: Electronic Media (II)

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Readings:

Zhao (1998): Chapter 5 (pp. 94–126).

Assignments for this session

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

Session 8

The Internet, social media and State-Society Relations in China

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

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

Assignments for this session

Experience and comment on China's Weibo and WeChat.

Session 9

The Internet, social media and State-Society Relations in China (II)

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

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

Assignments for this session

Experience and comment on China's Weibo and WeChat.

Session 10

Media and Reunification of Greater China

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

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

Assignments for this session

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

Session 11

Foreign Media in China

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Lee (2003): Chapter 1–2 (pp. 1–56)

Assignments for this session

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

Session 12

China's global communication initiatives

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

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

Assignments for this session

Watch CGTN programs and comment on one of them.

Session 13

Class Presentation on Essay Topics

Description of the Session

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



Kaihe CHEN

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

Course Title 课程名称

Environmental Issues and Policies in China

中国环境问题与环境政策

Credits
学分

2

Instructor 授课教师

Jianhua XU
徐建华

Course Code 课程编号

12730080

Course Date 课程日期

2021.09.17
~
2021.12.31

COURSE DESCRIPTION 课程简介



Objective

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

Environmental problems in China are quite severe. China has achieved enormous success in social and economic development. These achievements have been obtained at a price. Environmental problems plague China: air, water and soil pollutions are notoriously severe, trash problems besiege urban and rural areas, chemical plants explosion and oil spills occur from time to time. In introducing environmental problems, Chinese examples will be heavily used.

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

Pre-requisites / Target audience

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

Evaluation Details

Mid-term exam: 20%;

Final exam: 40%;

Quizzes: 40%

Proceeding of the Course

This course covers twelve major environmental issues, including air pollution, climate change, ozone depletion, water pollution, marine pollution, soil pollution, rangeland degradation, deforestation and forest degradation, desertification, biodiversity loss, urban environmental issues, and rural environmental issues. The causes, consequences, and solutions of these issues will be introduced. In the solutions parts for each environmental issues, environmental policy instruments will be introduced.

- » Week 1: Introduction and course overview
- » Week 2: Air pollution
- » Week 3: Climate change
- » Week 4: Ozone depletion
- » Week 5: Water pollution
- » Week 6: Marine pollution
- » Week 7: Soil pollution
- » Week 8: Mid-term
- » Week 9: Rangeland degradation
- » Week 10: Deforestation and forest degradation
- » Week 11: Desertification
- » Week 12: Biodiversity loss
- » Week 13: Urban environmental issues
- » Week 14: Rural environmental issues
- » Week 15: Final presentation

Assignments

Quizzes: In-class quizzes, with each taking 10 min.

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

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

CLASS SCHEDULE 授课大纲

Session 1

Introduction and course overview

Readings, Websites or Video Clips

- » Frederick K. Lutgens and Edward J. Tarbuck (2013). *The Atmosphere: An Introduction to Meteorology* (12th edition). Pearson Education, Inc. (p.13–14, p.17–22, p. 357–377).
- » Video: “The Power of the Planet,” by the BBC.

Session 2

Air pollution

Description of the Session

In this session, basic sciences and terminologies on the atmosphere and air pollution will be introduced, together with the causes and consequences of, and solutions to air pollution. Air pollution in China will be used as an example.

Key questions to be answered include:

- » What is the status and trend of air pollution in China?
- » What are the causes of air pollution in China?
- » What are the consequences of air pollution in China?
- » What are the policies for abating air pollution in China? What are the rationales for these policies?

Readings, Websites or Video Clips

- » Frederick K. Lutgens and Edward J. Tarbuck (2013). *The Atmosphere: An Introduction to Meteorology* (12th edition). Pearson Education, Inc. (p.13–14, p.17–22, p. 357–377).
- » Video: “The Power of the Planet,” by the BBC.

Assignments for this session

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

Session 3

Climate Change

Description of the Session

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

Key questions to be answered include:

- » What is climate change? What is the greenhouse gas effect and what are greenhouses gases?
- » Where are the greenhouse gases from? How much greenhouse gases were and are being emitted? What is the contribution from China?
- » What are the concentrations of greenhouse gases in the atmosphere?
- » What are the consequences of climate change?
- » What are the plausible impact on China of climate change?
- » What are the solutions?

Readings, Websites or Video Clips

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

Assignments for this session

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

Session 4

Ozone depletion

Description of the Session

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

Key questions to be answered include:

- » What is ozone and where is it in the atmosphere?
- » How is the ozone layer formed in the atmosphere? Why is the ozone layer important?
- » What are the chemicals generated by human activities leading to ozone depletion?
- » How much ozone depleting substances (ODS) are being emitted? What is the concentration of ODS in the atmosphere?
- » How do ozone depleting substances destroy the ozone layer? What are the consequences?
- » What are the solutions?

Readings, Websites or Video Clips

- » Twenty Questions and Answers about the Ozone Layer: 2010 Update.
- » <http://www.esrl.noaa.gov/csd/assessments/ozone/2010/twentyquestions/>
- » <https://www.epa.gov/ozone-layer-protection/basic-ozone-layer-science>
- » J. Environ. Stud. Sci. 2015, volume 5, issue 2: Special Issue on success of the Montreal Protocol

Assignments for this session

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

Session 5

Water pollution

Description of the Session

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

Key questions to be answered include:

- » How are water resources distributed globally and in China?
- » What are the status and trends of water pollution in China?
- » What are the causes of water pollution in China?
- » What are the consequences of water pollution in China?
- » What are the policies for cleaning water bodies in China? Why are these policies made?

Readings, Websites or Video Clips

- » 2014 Report on the State of the Environment in China, by MEP.
- » Video: “The Power of the Planet,” by the BBC.

Assignments for this session

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



Session 6

Marine pollution

Description of the Session

In this session, the basic science and terminologies of ocean and marine pollution will be briefed, and the causes and consequences of, and solutions to marine pollution will be introduced. Marine pollution in China will be illustrated together with the policies.

Key questions to be answered include:

- » What are the pollution status of the oceans?
- » What are the sources of the pollutions?
- » What has been done to address marine pollution?

Assignments for this session

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

Session 7

Soil pollution

Description of the Session

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

Key questions to be answered include:

- » What is soil and how is it formed?
- » How polluted is the soil in China?
- » What are the causes of soil pollution in China?
- » What are the consequences of soil pollution in China?
- » What are the policies for preventing soil pollution and remediating polluted soil in China?

Readings, Websites or Video Clips

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

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

Assignments for this session

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

Session 8

Mid-term

Description of the Session

Watch an environmental documentary film, and write a critique.

Session 9

Rangeland degradation

Description of the Session

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

Key questions to be answered include:

- » How is rangeland distributed in China?
- » What is the status of rangeland in China?
- » Why is rangeland important?
- » What is causing the degradation of rangeland in China?
- » What are the consequences?
- » What policies have been made to preserve rangeland and forests in China? What are the rationales for these policies?

Readings, Websites or Video Clips

- » Bulletin on the Second National Land Use Survey released by Ministry of Land and Resources and National Bureau of Statistics in 2013.
- » Gongbuzeren, Li, Y.B. and Li, W.J.* 2015. "China's rangeland management policy debates: What have we learned?" *Rangeland Ecology & Management*, 68:305–314.

Assignments for this session

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

Session 10

Deforestation and forest degradation

Description of the Session

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

Questions

Key questions to be answered include:

- » How are forests distributed in China?
- » What is the status of forests in China?
- » Why are forests important?

- » What has caused the degradation of deforestation and forest degradation in China?
- » What are the consequences?
- » What policies have been made to preserve and forest in China? What are the rationales for these policies?

Readings, Websites or Video Clips

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

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

Assignments for this session

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



Session 11

Desertification

Description of the Session

In this session, the distribution of deserts in China will be introduced. The causes and consequences of desertification will be analyzed. Policies taken to curb desertification will be introduced.

Questions

Key questions to be answered include:

- » How are deserts distributed globally and in China?
- » What are the causes and consequences of desertification?
- » What has been done to address desertification?

Assignments for this session

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

Session 12

Biodiversity loss

Description of the Session

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

Questions

Key questions to be answered include:

- » What is biodiversity and why do we care about biodiversity?
- » How many species are on the Earth? How many species are in China and how are they distributed geographically?
- » What cause biodiversity loss in China?
- » What are the consequences of biodiversity loss in China?
- » What are the policies made to preserve biodiversity in China and globally?

Readings, Websites or Video Clips

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

Assignments for this session

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

Session 13

Urban environmental issues

Description of the Session

In this session, urban environmental issues and their causes, consequences, and solutions will be introduced, with a focus on China.

Assignments for this session

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

Session 14

Rural environmental issues

Description of the Session

In this session, rural environmental issues and their causes, consequences, and solutions will be introduced, with a focus on China.

Assignments for this session

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

Session 15

Final presentation

Description of the Session

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



Jianhua XU

XU Jianhua is an environmental policy associate professor at the Department of Environmental Management, College of Environmental Sciences and Engineering, Peking University. She obtained her PhD in engineering and public policy from Carnegie Mellon University in 2007. Before joining Peking University in 2009, she was a research scientist at Pacific Northwest National Laboratory. She has been working in the areas of environmental decision-making, environmental attitudes and behaviors, and environmental regulation and governance for more than 10 years. Her early interest was in designing and applying models and methods for aiding decision making in complex environmental issues. Her current focus is on environmental regulation and governance, exploring how the government, market, and society can work together to better our environment. She studies how the public respond to environmental issues and what are the factors influencing their attitudes and behaviors, probes how institutions shape the behaviors of the public in environmental participation and influence the way the government enforce environmental regulations, and explore how the market can play a role in improving the environmental conditions. She has published more than 40 scholarly articles. She is also a research fellow in the Environmental Economics Program in China, at Peking University, and an adjunct research fellow at the Center for Crisis Management Research, School of Public Policy and Management, Tsinghua University. The courses she taught include Risk Analysis and Management, Environmental Issues and Policy in China, Environmental Research Method, Social Sciences Research Method for Environmental Majors, and Designing Public Policies: Principles and Practice.

Course Title 课程名称

China's Education and Its Cultural Foundations

中国教育及其文化基础

Credits
学分
3

Instructor 授课教师

Xiaoguang Shi
施晓光

Course Code 课程编号

06731030

Course Date 课程日期

2021.09.16
~
2021.12.30

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

Pre-requisites / Target audience

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

Assignments

Paper & presentation

Evaluation Details

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

Proceeding of the Course

Tuesdays	Chapters	Contents	Study hours
Week 1	1	General Intro: The saga of education in China	3
Week 2	2	Legacy of China's ancient education before 1840	3
Week 3	3	The movement to modernize education during the Qing Dynasty and Republic of China	3
Week 4	4	Reshaping China's modern education after 1949	3
Weeks 5-6	5	Reforming China's education in the new century	3
Weeks 7-8	6	Chinas' educational reform and development during the last four decades	
Week 9	-	Presentations & discussion	3
Week 10	-	Presentations & discussion	3
Week 11	7	China's K-12 education and its problems	3
Week 12	8	China's higher education and its problems	3
Week 13	9	China's vocational education and its problems	3
Week 14	10	China minority education and its problems	3
Week 15	-	China's teacher education and its problems	3
Week 16	-	Conclusion: discussion and assignment	3

Text Books and Reading Materials

- » Gu M., 2014. *Cultural Foundations of Chinese Education*. Brill Press.
- » Gu J. et al, 2009. *Higher Education in China*. Zhejiang University Press, Homa & Sekey Books.
- » Zhou J., 2010. *Chinese Higher Education*. Higher Education Press.
- » Wang L., 2009. *Basic Education in China*. Zhejiang University Press, Homa & Sekey Books.
- » Yang J., 2011. *Good or Bad? Learning Globalization, Postmodernity and a Changing China Education System*.
- » Bénéï, Véronique. *Manufacturing Citizenship: Education and Nationalism in Europe, South Asia and China*. Routledge Research in Education.
- » Seybolt, Peter J. *Revolutionary Education in China: Documents and Commentary*.
- » Weston, Timothy B., 2004. *The Power of Position: Beijing University, Intellectuals, and Chinese Political Culture, 1898–1929*. Berkeley, CA: University of California Press.
- » Chow, Tse-tsung (also Zhou Cezong), 1960. *The May Fourth Movement: Intellectual Revolution in Modern China*. Cambridge, MA: Harvard University Press
- » Wen-Hsin Yeh, 1990. *The Alienated Academy: Culture and Politics in Republican China, 1919–1937*, Council on East Asian Studies, Harvard University Press.
- » Min Weifang. "Chinese Higher Education: The Legacy of the Past and the Context of the Future." 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: The saga of education in China

Description of the Session

This session will provide a general introduction about China's education from a historical perspective, focusing on several issues, including:

- » Education in the Chinese Context: Conception and Operation;
- » The Cultural Foundation of China's Education;
- » Social Transformation and China's Education;
- » PISA 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 PISA mean to China's education reform?

Readings, Websites or Video Clips

Cultural Foundations of Chinese Education (chapter 1)

Assignments for this session

Reading material ahead and classroom discussion

Session 2

The legacy of China's ancient education before 1840

Description of the Session

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

Questions

- » What did the form of the schooling system look like?
- » What was the teaching content included during this period of time?
- » How did the institutions of higher learning evolve from *piyong* to *shunyuan*?

Readings, Websites or Video Clips

Education in Traditional China (chapter 1 to chapter 3)

Assignments for this session

Reading materials ahead and discussion in the classroom

Field trip to Guozijian in Beijing

Session 3

The movement to modernize education during the Qing Dynasty and Republic of China

Description of the Session

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

Questions

- » Why did the Westernization movement and Hundred-Day-Movement happen in the late Qing Dynasty period?
- » What did Christian universities contribute during the period of the Republic of China?

Readings, Websites or Video Clips

- » Peking University and the Spirit of Chinese Scholarship
- » Chinese universities 1885–1995: A century of cultural conflict

Assignments for this session

Reading materials ahead and discussion in the classroom

Team discussion and presentations based on the discussion

Session 4

Reshaping of China's modern education after 1949

Description of the Session

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

Questions

- » How did ideas and models from the Soviet Union influence China's education in the 1950s and 1960s?
- » What was negative impact of 没有写完 ?

Readings, Websites or Video Clips

Education in Traditional China (chapter 4 to chapter 7)

Assignments for this session

Reading materials ahead and discussion in the classroom

Team discussion and presentations based on the discussion

Session 5

Reforming China's education in the new century

Description of the Session

This session aims to help students to master and understand the history of educational development and reform in the period of the late 1990s to the early 21st century. Several important events, such as the pursuit of the WCU campaign, will be discussed.

Questions

What were the project 985 universities? Why did the Chinese government launch the campaign of building WCU?

Readings, Websites or Video Clips

Asian Universities: Historical Perspectives and Contemporary Challenges

Assignments for this session

Reading material ahead and classroom discussion

Session 6

China's K-12 education and its problems

Description of the Session

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

Questions

- » How much do you know about China's basic education system?
- » What are the major problems facing China's basic education system 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

Reading material ahead and classroom discussion

Session 7

China's higher education and its problems

Description of the Session

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

Questions

- » How much do you know China's higher education?
- » What are the major problems facing 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: Problems, Analysis, and Solutions

Assignments for this session

Reading materials ahead and discussion in the classroom

Team discussion and presentations based on the discussion

Session 8

China's vocational education and its problems

Description of the Session

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

Questions

How much do know Chinese system of education besides basic and higher education?

Readings, Websites or Video Clips

Manufacturing Citizenship: Education and Nationalism in Europe, South Asia and China

Assignments for this session

Reading materials ahead and discussion in the classroom

Team discussion and presentations based on the discussion

Session 9

Financing education in China: 30 years of reform towards adequacy, equity and efficiency (1)

Description of the Session

This session will make a general introduction to the Chinese education financing system: 30 years of reform and development; it will try to help students understand the measurement of education adequacy, equity and efficiency.

Questions

- » How to measure the adequacy, equality and efficiency of an education system?
- » What's the relationship between adequacy, equality and efficiency in education?
- » What's the role of central government and local government in education finance?

Readings, Websites or Video Clips

McMahon W. (1980.). Efficiency and equity criteria for educational budgeting and finance/BEBR No. 733[J]. Faculty working paper/University of Illinois at Urbana-Champaign, College of Commerce and Business Administration; no. 733



Session 10

Financing education in China: 30 years of reform towards adequacy, equity and efficiency (2)

Description of the Session

This session will make a general introduction to Chinese institutional arrangements for teacher education in China, and introduce issues concerning pre-service teacher education in China, challenges in in-service teacher education in China; and recent reforms and their consequences in teacher education in China, equity and efficiency.

Questions

- » What is your understanding of what makes for a qualified teacher?
- » How do you think a good teacher is made?
- » What have you learned about the Chinese teacher education and how would you evaluate it?
- » Are there any remarkable differences in the teacher education systems between your country and China, and how would you account for them?

Readings, Websites or Video Clips

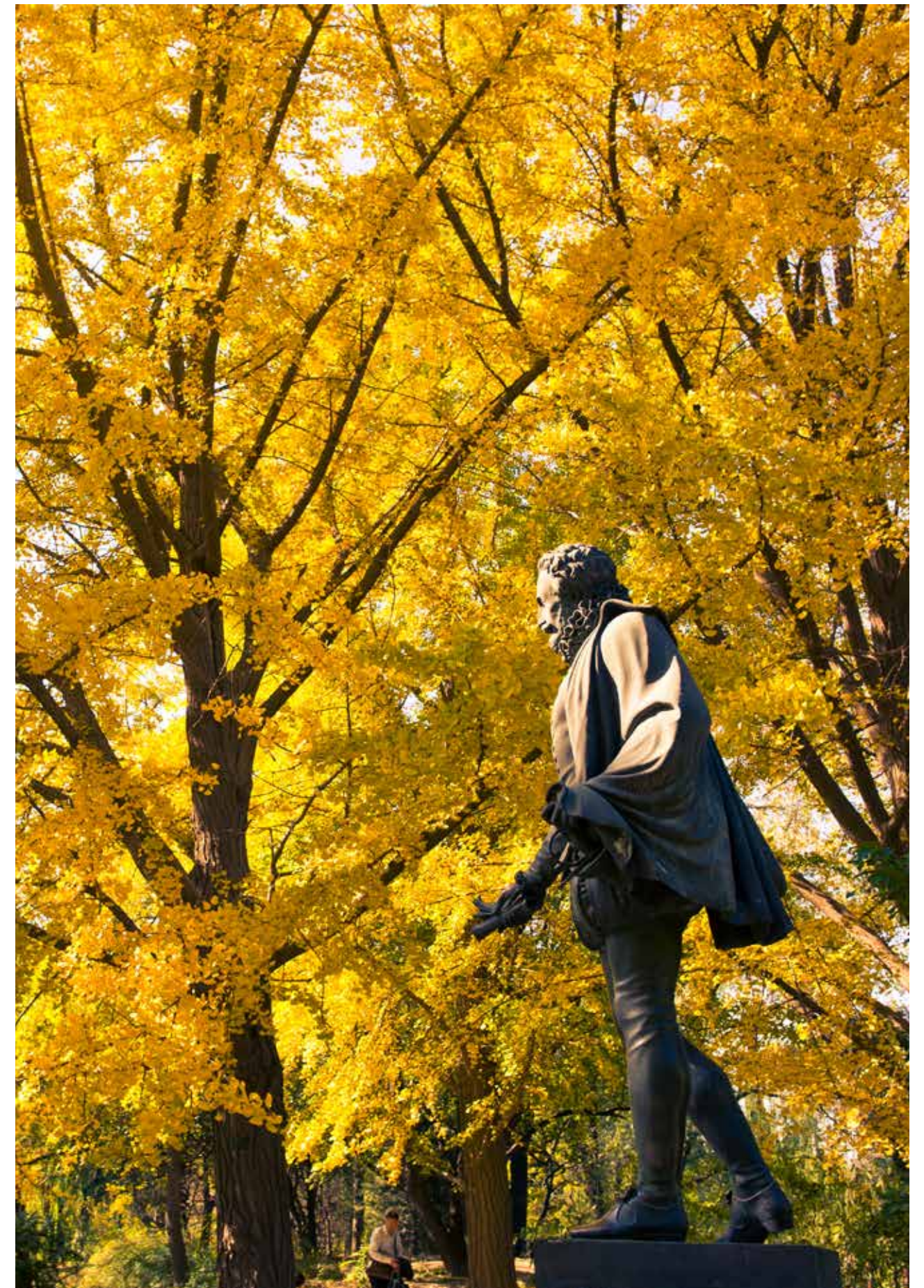
- » Chen. Chinese teachers' curriculum leadership through practical knowledge. In K. Kiat et al. (eds.) *Curriculum Leadership by Middle Leaders: Theory, Design and Practice*. London & New York: Routledge, 2017.
- » X. Chen & F. Yan. Chinese Teachers' Reconstruction of the Curriculum Reform through Lesson Study. *International Journal of Lesson and Learning Studies*, 2013, Volume 2, Number 3, pp. 218–236.
- » X. Chen, G. Wei & S. Jiang. The ethical dimension of teacher practical knowledge: a narrative inquiry into Chinese teachers' thinking and actions in dilemmatic spaces. *Journal of Curriculum Studies* 2017, 49(4): 518–541.
- » L. Pain & Y. Fang. Reform as Hybrid Model in Teaching and Teacher Development in China, *International Journal of Education Research* 45, 2006: 279–289



Xiaoguang Shi

Dr. Shi completed his doctorate in Comparative Education at Beijing Normal University in 1998, and has received the EU Erasmio Scholarship, Special Award for Canadian Studies among others. He has served as a professor in the Graduate School of Education, Peking University, since 2007, and is also one of academic staff and Deputy Director at Peking University's Center of International Higher Education (PKU-CIHE). He also has had rich experiences working as a visiting scholar, guest professor and research fellow at universities worldwide. His academic interests include international and comparative higher education policy, and higher education theory. He has (co-) authored or edited many publications in the field of his studies, such as *American Higher Education Thought* (2001), *The Idea of Western Higher Education: A Historical Perspective* (2002), *Studies on Makiguti Tunezaburo's Educational Thought* (2012), *Higher Education in the Globalist Knowledge Economy* (2012) and *China's Rising Research Universities: A New Era of Global Ambition* (2014) among others.

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序 号 NO.	课程号 Course NO.	课程名称 Course Title	开课系所 Schools/Departments	学 分 Credits
1	00100868	反射群和 Coxeter 群	数学科学学院	3
2	00102407	矩阵分解	数学科学学院	3
3	00102941	周期性和不动点	数学科学学院	3
4	00102942	切触几何和非线性方程	数学科学学院	3
5	00102943	拓扑 K- 理论	数学科学学院	3
6	00102944	曲面上的图论和曲线数域	数学科学学院	3
7	00135520	偏微分方程数值解	数学科学学院	3
8	00400440	量子多体理论	物理学院	4
9	00405610	经典光学	物理学院	4
10	00430170	天文测距导论	物理学院	2
11	00431620	计算物理学导论	物理学院	3
12	00432265	现代天文学	物理学院	2
13	01034373	有机化学（二）	化学与分子工程学院	2
14	01035210	物理化学（二）	化学与分子工程学院	3
15	01132681	神经发育与可塑性	生命科学学院	2
16	01137010	高级神经生物学	生命科学学院	4
17	01139630	生物化学	生命科学学院	4
18	01230480	面向地球科学的机器学习入门	地球与空间科学学院	2

序 号 NO.	课程号 Course NO.	课程名称 Course Title	开课系所 Schools/Departments	学分 Credits
19	01231890	地球内部的物理与化学	地球与空间科学学院	2
20	01235470	定量遥感反演的数理基础	地球与空间科学学院	3
21	E1233650	磁层物理学	地球与空间科学学院	3
22	01834190	媒体与中国社会	新闻与传播学院	2
23	02113123	拉丁语阅读 (3)	历史学系	2
24	02113271	古希腊语阅读（1）	历史学系	2
25	02132091	外国历史文选（上）	历史学系	3
26	02133161	基础拉丁语（1）	历史学系	2
27	02133681	外文历史史料选读（上）	历史学系	2
28	02234040	世界考古学（上）	考古文博学院	2
29	02313452	语言与实在的哲学	哲学系	3
30	02313741	元哲学	哲学系	3
31	02313750	话题的帕菲特	哲学系	3
32	02330001	哲学导论	哲学系	2
33	02330003	哲学导论	哲学系	3
34	02330004	哲学导论讨论课	哲学系	0
35	02430159	英语写作	国际关系学院	1
36	02432190	非洲经济增长、环境与可持续发展	国际关系学院	3
37	02432260	澳大利亚的政治经济	国际关系学院	2
38	02432340	国际公共政策导论	国际关系学院	3
39	02432360	中国与非洲：全球性的相遇	国际关系学院	3
40	02432380	国际发展政策	国际关系学院	3

序 号 NO.	课程号 Course NO.	课程名称 Course Title	开课系所 Schools/Departments	学分 Credits
41	02432430	中国的国际安全	国际关系学院	3
42	02530060	微观经济学	经济学院	3
43	02533570	公司金融	经济学院	3
44	02534870	金融工程软件编程	经济学院	2
45	02535300	当代中国商业与社会：制度经济学的视角	经济学院	2
46	02801960	中国社会（上）	光华管理学院	2
47	02802190	中国经济	光华管理学院	3
48	02832690	物流与供应链管理	光华管理学院	2
49	02837140	中国商务	光华管理学院	2
50	02838180	财务报表分析	光华管理学院	2
51	02839060	风险资本与创新融资	光华管理学院	2
52	02839160	定量推理法	光华管理学院	2
53	02839430	发展经济学	光华管理学院	2
54	E2800020	中国管理（一）	光华管理学院	2
55	E2800030	管理科学与信息管理	光华管理学院	3
56	E2800050	经济史	光华管理学院	2
57	E2800170	中国营销	光华管理学院	2
58	E2800180	中国法与经济改革	光华管理学院	3
59	E2800190	战略管理	光华管理学院	3
60	E2832231	商战模拟	光华管理学院	2
61	E2833431	公司财务管理	光华管理学院	3
62	02930156	模拟法庭实训	法学院	2
63	03033800	质性数据分析	信息管理系	2
64	03530600	当代韩国社会	外国语学院	2
65	03530620	亚洲视角下的韩国经营与管理	外国语学院	2

序 号 NO.	课程号 Course NO.	课程名称 Course Title	开课系所 Schools/Departments	学分 Credits
66	04031211	马克思主义理论专业英语	马克思主义学院	2
67	04330202	艺术理论导论	艺术学院	2
68	04430004	当代中国	对外汉语教育学院	2
69	04834100	信息科学中的数学	信息科学技术学院	2
70	06239084	中级宏观经济学	国家发展研究院	3
71	06239085	中级微观经济学	国家发展研究院	3
72	06239097	国际金融	国家发展研究院	3
73	06239098	国际贸易	国家发展研究院	3
74	06239116	国际发展前沿：理论与实务	国家发展研究院	3
75	06239124	中国经济	国家发展研究院	3
76	06731030	中国教育及其文化基础	教育学院	3
77	06734020	国际组织理论与实务	教育学院	3
78	12730080	中国环境问题与环境政策	环境科学与工程学院	2

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