

北京大学教务部 北京大学国际合作部 北京大学教师教学发展中心

Office of Educational Administration  
Office of International Relations  
Center for Excellent Teaching and Learning  
Peking University



2022 Fall

# GLOBAL OPEN COURSES

全球课堂



目 录  
TABLE OF CONTENTS

序 言 PREFACE .....3  
课程表 TIMETABLE .....5

**COURSES IN ENGLISH**

机器学习数学导引 MATHEMATICAL INTRODUCTION TO MACHINE  
LEARNING .....7  
亚洲考古：从铁器时代到公元 7 世纪 ARCHAEOLOGY OF THE HISTORICAL  
PRE-ISLAMIC PERIOD IN CENTRAL, WESTERN AND SOUTHERN ASIA.....10  
天下和中国世界主义 TIANXIA AND CHINESE COSMOPOLITANISM .....15  
本土视野下的中国外交与国际事务 CHINESE PERSPECTIVES ON  
INTERNATIONAL AND GLOBAL AFFAIRS .....24  
国际发展政策 INTERNATIONAL DEVELOPMENT POLICY .....38  
中国的国际安全 CHINA AND INTERNATIONAL SECURITY .....42  
世界经济史 WORLD ECONOMIC HISTORY .....50  
中国商务 DOING BUSINESS IN CHINA.....60  
中国教育及其文化基础 CHINA'S EDUCATION AND ITS CULTURAL  
FOUNDATIONS.....72

**COURSES IN CHINESE**

中国概况 INTRODUCTION TO CHINA .....83  
中美关系史 THE HISTORY OF SINO-US RELATIONS .....87  
城市管理 URBAN MANAGEMENT.....95

## 序言

现代大学的发展史是一部不断变革的历史，时代在不断发展，我们的教育和教学方式也需要随之改变。现代技术的快速发展，改变了人们的生活方式、学习方式和工作方式，人们已经有了更多途径获取所需要的信息。加强全球合作、强化大学之间的协同创新、建设国际合作新模式是高等教育主动作为、应对挑战的科学道路。当今时代，随着新一轮科技革命和产业变革的到来，大学又一次面临着巨变，突如其来的疫情加速了这一进程。在后疫情时代，在线教育将深刻改变大学的组织形式，大学的边界将发生新的变迁和拓展，教学科研和管理将迭代升级，应充分利用网络实现线上线下教育的深度融合，在“云端”重塑教育形态。

2022年秋季，北京大学继续推出“全球课堂”项目——将北大（线下）课程同步分享给海外院校学生，使中外学生“云端”相聚，共同学习。

北京大学愿与更多高校联手，着力打造更具包容性的课程平台，为培养年轻一代做出不懈努力。

## PREFACE

The history of the development of modern universities is a history of constant change. The times are constantly evolving, and our education and teaching methods need to be updated accordingly. The rapid development of modern technology has changed people's way of life, study and work, and people have multiple ways to obtain the information they need. Strengthening global cooperation, strengthening collaborative innovation between universities, and building a new model of international cooperation are the scientific roads for higher education to take the initiative to respond to contemporary challenges. In today's era, with the advent of a new cycle of technological revolution and industrial transformation, universities are once again facing great changes, and the sudden epidemic has accelerated this process. In the post-epidemic era, online education will profoundly change the organizational form of universities; the boundaries of universities will undergo new changes and expansion; teaching, research and management will be iteratively upgraded; and the network must be fully utilized to achieve deep integration of online and offline education, and to reshape the form of education in the "cloud."

In the fall of 2022, Peking University will continue the "Global Open Courses" program, under which selected Peking University offline courses will be offered to overseas college students to attend synchronously with their peers at PKU, so that Chinese and foreign students can "gather in the cloud" and learn together.

Peking University would like to increase its collaboration with universities worldwide to build a more inclusive curriculum platform as part of its constant effort to seek better ways to cultivate the younger generation.

## 课程表（北京时间）

2022 年秋季学期：2022 年 9 月 5 日 – 2023 年 1 月 8 日

课程时间	课程名称	语言	授课教师
星期一	15:10-17:00	机器学习数学导引	英文 吴磊
	15:10-18:00	国际发展政策	英文 陈沐阳
	18:40-20:30	中美关系史	中文 张静
	18:40-21:30	中国的国际安全	英文 吕晓宇
星期二	13:00-14:50	世界经济史	英文 Mark HUP
	15:10-18:00	天下和中国世界主义	英文 项舒晨
	18:40-21:30	中国商务	英文 武常歧
星期三	15:10-17:00	中国概况	中文 赵杨
星期四	09:00-12:00	本土视野下的中国外交与国际事务	英文 陈长伟
	15:10-18:00	中国教育及其文化基础	英文 施晓光
星期五	08:00-11:00	城市管理	中文 张波
	15:10-17:00	亚洲考古：从铁器时代到公元 7 世纪	英文 Giuseppe VIGNATO
	15:10-17:00	机器学习数学导引（单周）	英文 吴磊

备注：

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。

## Course Schedule

*(All times are Beijing time)*

2022 Fall Semester: September 5, 2022 – January 8, 2023

Course time (Beijing time)		Course name	Language	Instructor
Monday	15:10-17:00	Mathematical Introduction to Machine Learning	English	WU Lei
	15:10-18:00	International Development Policy	English	CHEN Muyang
	18:40-20:30	The History of Sino-U.S. Relations	Chinese	ZHANG Jing
	18:40-21:30	China and International Security	English	LÜ Xiaoyu
Tuesday	13:00-14:50	World Economic History	English	Mark HUP
	15:10-18:00	Tianxia and Chinese Cosmopolitanism	English	XIANG Shuchen
	18:40-21:30	Doing Business in China	English	WU Changqi
Wednesday	15:10-17:00	Introduction to China	Chinese	ZHAO Yang
Thursday	09:00-12:00	Chinese Perspective on International and Global Affairs	English	CHEN Changwei
	15:10-18:00	China's Education and its Cultural Foundation	English	SHI Xiaoguang
Friday	08:00-11:00	Urban Management	Chinese	ZHANG Bo
	15:10-17:00	Archaeology of the Historical pre-Islamic Period in Central, Western and Southern Asia	English	Giuseppe VIGNATO
	15:10-17:00	Mathematical Introduction to Machine Learning (every other week, starting with week 1)	English	WU Lei

Note:


The contents of this brochure are for reference only and are subject to change.

For the most up-to-date and accurate information, please refer to the information provided by the course instructor.

<b>Course Title</b>	Mathematical Introduction to Machine Learning
	机器学习数学导引
<b>Course Code</b>	00137913
<b>Instructor</b>	WU Lei 吴磊
<b>First day of classes</b>	2022.9.7
<b>Last day of classes</b>	2022.12.21
<b>Course Credit</b>	3
<b>Language</b>	English
<b>Pre-requisites/Target audience</b>	Calculus, linear algebra, real analysis, probability theory, ordinary differential equation, and some elementary knowledge of normed vector spaces and Hilbert spaces.
<b>Course Description</b>	
Machine learning plays an ever more critical role in modern scientific research. In particular, neural network-based methods have achieved unprecedented successes in many areas, such as computer vision and scientific computing. This course will introduce popular machine learning methods, including but not limited to supervised learning, unsupervised learning, classification, kernel method, and neural network model. We also discuss the underlying mathematical theories and principles.	
<b>Objective</b>	
This is an introductory course in machine learning for students with mathematical backgrounds. We will introduce popular machine learning models and methods from a mathematical perspective. We will cover some advanced topics on analyzing the generalization properties of machine learning models.	
<b>Proceeding of the Course</b>	
Two 50-minute episodes are delivered once every week and another two 50-minute episodes are delivered once every two weeks.	
<b>Evaluation Details</b>	
Homework 60%, Final Project 40%	
<b>Text Books and Reading Materials</b>	
Understanding Machine Learning: From Theory to Algorithms Shai Shalev-Shwartz and Shai Ben-David	

<b>CLASS SCHEDULE (Subject to adjustment)</b>
<b>Part I</b>
<b>Session 1: An overview of machine learning [2h]</b>
<b>Session 2: Linear methods [4h]</b>
<b>【Description of the Session】</b> Linear regression: LASSO, ridge regression, kernel methods, random feature models, representer theorem
<b>Session 3: Classification [3h]</b>
<b>【Description of the Session】</b> Logistic regression, loss functions, max-margin, support vector machine (SVM), softmax
<b>Session 4: Unsupervised learning-I [6h]</b>
<b>【Description of the Session】</b> Density estimation: histogram estimator, kernel density estimation (KDE) Dimension reduction: PCA, kernel-PCA, random projection Clustering: K-means, Gaussian mixture model, EM method
<b>Session 5: Optimization [6h]</b>
<b>【Description of the Session】</b> GD and SGD Momentum: heavy-ball, Nesterov Adaptive learning rates: RMSProp, Adagrad, ADAM
<b>Part II</b>
<b>Session 6: Neural network models [3h]</b>
<b>【Description of the Session】</b> MLP, CNN, RNN, ResNet symmetry-preserving
<b>Session 7: The training of neural networks [4h]</b>
<b>【Description of the Session】</b> Back-propagation Vanishing gradient issue Xavier initialization Batch normalization Dropout, weight decay, data augmentation
<b>Session 8: Introduction to PyTorch [1h]</b>
<b>【Description of the Session】</b> Auto-differentiation, GPU acceleration
<b>Session 9: Unsupervised learning II [3h]</b>



<b>【Description of the Session】</b>	
GAN, VAE	
<b>Part III: Advanced topics</b>	
<b>Session 10: Continuous formulation of machine learning [2h]</b>	
<b>Session 11: Concentration inequality and empirical process [4h]</b>	
<b>【Description of the Session】</b>	
Sub-Gaussian, Chernoff's inequality, McDiarmid's inequality, Rademacher complexity, covering number	
<b>Session 12: Generalization analysis of kernel method [6h]</b>	
Reproducing kernel Hilbert space, kernel ridge regression, random feature model	
<b>Session 13: Generalization analysis of two-layer neural networks [4h]</b>	
Universal approximation theorem, Barron 1993 results, the Barron space, probabilistic approach	
<b>Session 14: Theoretical analysis of classification problem[2h]</b>	
Margin-based theory	
<b>About the Instructor</b>	
	<p>Lei Wu is currently an assistant professor in the School of Mathematical Sciences at Peking University. Previously, he was a postdoctoral researcher at the Program in Applied and Computational Mathematics (PACM) of Princeton University. He received his B.S. degree in pure mathematics from Nankai University in 2012, and completed his Ph.D. in computational mathematics at Peking University in 2018. His research interest is in the mathematical theory of machine learning, in particular neural network models.</p>

<b>Course Title</b>	Archaeology of the Historical Pre-Islamic Period in Central, Western and Southern Asia 亚洲考古：从铁器时代到公元 7 世纪
<b>Course Code</b>	02234080
<b>Instructor</b>	Giuseppe VIGNATO 魏正中
<b>First day of classes</b>	2022.11.4
<b>Last day of classes</b>	2022.12.23
<b>Course Credit</b>	1
<b>Language</b>	English
<b>Pre-requisites/Target audience</b>	None
<b>Course Description</b>	
<p>In order to train undergraduate students and cultivate their interest in archaeological research in the field of Asian archaeology, enhance their preliminary understanding of archaeology in Central Asia, West Asia and South Asia, this course invites eight famous archaeologists to introduce the archaeological work and recent research of the historical period up to the arrival of Islam.</p> <p>The boundaries of ancient cultures and polities have been changing through history. Since archaeological work is presently carried out by the authorities of each modern country, the course content is arranged according to the boundaries of the modern countries. The course comprises eight lectures, each delivered by an expert who has been carrying out archaeological work and research in that specific country.</p> <p>I have invited eight people in the fall to speak about the state of archeology in the following countries and regions (according to the present-day country).</p> <ul style="list-style-type: none"> <li>- Historical background of the whole area – Gnoli Tommaso</li> <li>- India (except Buddhism) - Massimo Vidale</li> <li>- Indian Buddhist Archaeology - Pia Brancaccio</li> <li>- Pakistan - Luca Olivieri</li> <li>- Afghanistan- Anna Filigenzi</li> <li>- Caucasian Region - Roberto Dan</li> <li>- Iran - Pierfrancesco Callieri</li> <li>- Central Asia Region - Ciro Lo Muzio</li> </ul> <p>I have asked all scholars to prepare their presentations according to the following schema (except for the first one, which provides an historical background):</p>	

- Overview of the state of archaeology in the country you have been studying, including the main archaeological excavation with one or two seminal articles or books.
- The archaeological work carried out in the last decade, progress and problems, as well as future perspectives.
- The work carried out by the speaker in recent years

The course is conducted in English; technical terms in the PPT will be translated into Chinese

### Objective

To enable students to gain a preliminary understanding of the archaeology of Central Asia, West Asia and South Asia from the end of the Iron Age to the Islamic period, and cultivate their interest in archaeological research in these countries and regions.

### Proceeding of the Course

Eight lectures delivered online from November 4 to December 23.

The course consists of online lectures, supplemented by reading material assigned before the class. Students taking courses are required to turn on their webcam.

### Evaluation Details

Class participation, including reading the required materials, webcam turned on and interaction with the lecturer account for 40%; a 2,500–5,000-word paper in English on a topic of your choice account for 60% of the grades.

### Reading Materials

Two articles for each class will be suggested by the instructor at least week before each lecture.

### Course Outline

#### Session 1: Historical Background- Gnoli, Tommaso

Date: 2022-11-4

##### 【Description of the Session】

Historical overview of the countries and regions that will be analyzed from an archaeological perspective in the lecture series to show the interconnectedness of the geopolitical areas.

##### 【Readings, Websites or Video Clips】

Two articles will be assigned the week before the lecture.

#### Session 2: Archaeology of India – Vidale, Massimo

Date: 2022-11-11

##### 【Description of the Session】

Main archaeological activities in India in the last century and an overview of the main archaeological sites. Attention will be given to the archaeological activities carried out in the last decade, and the perspectives for the future. I will introduce some of the activities I carried out in recent years.

##### 【Readings, Websites or Video Clips】

Two articles will be assigned the week before the lecture.

#### Session 3: Buddhist Archaeology of India – Brancaccio, Pia

Date: 2022-11-18

<b>【Description of the Session】</b>	
<p>The lecture will present an overview of the state of archaeology in India, and will discuss some of the most relevant archaeological discoveries including the important recent excavations at the Buddhist stupa at Kanaganahalli. The discussion on this site will be based on the archaeological report published by the Archeological survey of India and the study of narratives and inscriptions carried out by Monika Zin and Oskar von Hinuber. The lecture will also touch upon the archaeological work carried out in the last decade, progress and problems, as well as future perspectives.</p>	
<b>【Readings, Websites or Video Clips】</b>	
<p>Nakanishi, Maiko, and Oskar von Hinuber. 2014. “Kanaganahalli Inscriptions”. <i>Annual Report of the International Research Institute for Advanced Buddhology at Soka University</i>. 17 (supplement);</p> <p>Zin, Monika. 2018. <i>The Kanaganahalli Stūpa: An analysis of the 60 massive slabs covering the dome</i>. New Delhi: Aryan Books.</p>	
<b>Session 4: Overview of the state of archaeology in Pakistan – Olivieri, Luca</b>	<b>Date: 2022-11-25</b>
<b>【Description of the Session】</b>	
<p>Analysis of the main archaeological excavations carried out in Pakistan. Focus on the archaeological work carried out in the last decade, progress and problems, as well as future perspectives: recent excavations at Barikot, Swat. Presentation of my work in the area in recent years: paleoclimatic studies; water, infrastructures, agriculture and Buddhism.</p>	
<b>【Readings, Websites or Video Clips】</b>	
<p>L.M. Olivieri, <i>Stoneyards and Artists. The Buddhist Stupa at Saidu Sharif I, Swat (c. 50 CE)</i>. ECF 2022</p> <p>L.M. Olivieri and E. Iori, Patterns of Early Urbanisation in Swat: A Reassessment of the Data from the Recent Excavations at Barikot, <i>Ancient Pakistan</i>, XXXII, 2022, pp. 33-55</p> <p>L.M. Olivieri, The early-historic funerary monuments of Butkara IV. New evidence on a forgotten excavation in outer Gandhara, <i>Rivista degli Studi Orientali</i>, XCII, 1-2, 2019, pp. 231-258</p>	
<b>Session 5: The archaeology of pre-Islamic Afghanistan: Challenges, achievements and perspectives - Anna Filigenzi</b>	<b>Date: 2022-12-2</b>
<b>【Description of the Session】</b>	
<p>From the end of the 1970s onward, conflicts raging across Afghanistan made the practice of field archaeology extremely difficult and intermittent, when not impossible. Nevertheless, the Archaeology Institute of Afghanistan, with the support of international agencies (among which the Italian Archaeological Mission in Afghanistan of ISMEO), was able to carry out some new excavations of Buddhist sites. Moreover, research never stopped. Thanks to the old documentation and the newly acquired data, our knowledge continued to progress. The lecture will illustrate the state of the art and will offer an overview of the most recent activities and achievements.</p>	

<b>【Readings, Websites or Video Clips】</b>	
Two articles will be assigned the week before the lecture.	
<b>Session 6: Archaeology of the Caucasian Region – Dan, Roberto</b>	<b>Date: 2022-12-9</b>
<b>【Description of the Session】</b>	
The lecture will give a comprehensive overview of the complex Caucasian region, which has a very rich background. The main archaeological works carried out in the past will be presented, focusing in particular on the activities carried out in recent years and future perspectives. The research and field activities by the author will also be illustrated.	
<b>【Readings, Websites or Video Clips】</b>	
Two articles will be assigned the week before the lecture	
<b>Session 7: The archaeology of ancient Iran – Callieri, Pierfrancesco</b>	<b>Date: 2022-12-16</b>
<b>【Description of the Session】</b>	
The lecture will present an overview of the archaeological research carried out in the territories of the Islamic Republic of Iran, including a short history of studies, a presentation of the main archaeological sites, a series of highlights on the seminal historical-cultural questions to which archaeology has contributed and the future perspectives of research, concerning a period which in Iran corresponds with the Sasanian dynasty, preceded by the Late Arsacid period and followed by the Early Islamic period. The original research carried out by the author will also be illustrated.	
<b>【Readings, Websites or Video Clips】</b>	
1 – Huff, D. (2008) Formation and Ideology of the Sasanian State in the Context of Archaeological Evidence. In V. Sarkhosh Curtis & S. Stewart (eds), <i>The Sasanian Era</i> (The Idea of Iran 3), pp. 31-59. London.	
2 - Harper, P.O. (1986) Art in Iran. v. Sasanian Art. In <i>Encyclopaedia Iranica</i> , vol. II, Fasc. 6, p. 585-594, available at <a href="http://www.iranicaonline.org/articles/art-in-iran-v-sasanian">http://www.iranicaonline.org/articles/art-in-iran-v-sasanian</a> (rev. 2011).	
<b>Session 8: Central Asia Archaeology - Lo Muzio, Ciro</b>	<b>Date: 2022-12-23</b>
<b>【Description of the Session】</b>	
An overview of the archaeological research in Western Central Asia (Turkmenistan, Uzbekistan, Tajikistan, Kirghizstan, and northern Afghanistan), highlighting the main results of the excavations carried out during the 20th century, with a major focus on recent field activities and studies - including the author's own contribution - on the early historic period (Achaemenid and Greek period, 6th to 2nd centuries BCE), on the spread of Buddhism during the Kushan period and later (2nd to 8th centuries CE); and urban culture in the early Middle Ages (6th to 8th centuries).	
<b>【Readings, Websites or Video Clips】</b>	
Two articles will be assigned the week before the lecture	
<b>About the Instructor</b>	



Giuseppe Vignato is a professor of archaeology at the School of Archaeology and Museology, Peking University. He teaches courses in areas such as Mediterranean, Roman, Silk Road and Buddhist Archaeology. He is the author of *Districts and Groups, an Archaeological Investigation of the Rock Monasteries of Kucha* (in Chinese), 2013, coauthor of *Archaeological and Visual Sources of Meditation in the Ancient Monasteries of Kuča*, 2015, *Traces of the Sarvāstivādins in the Buddhist Monasteries of Kucha*, 2022, in addition to several articles. He is co-director of *EurAsia Series*, making available Western scholarly publications in Chinese translation.

<b>Course Title</b>	Tianxia and Chinese Cosmopolitanism
	天下和中国世界主义
<b>Course Code</b>	02313881
<b>Instructor</b>	XIANG Shuchen 项舒晨
<b>First day of classes</b>	September 6, 2022
<b>Last day of classes</b>	December 20, 2022
<b>Course Credit</b>	3
<b>Language</b>	English
<b>Course Description</b>	
<b>Objective</b>	
<p>The colonial world-order is being challenged by China. Given that the traditional Chinese worldview has a very different way of relating to human and cultural difference, it is important to understand how it diverges from the Western one. Historically, the Sino-sphere had not seen the same kind of relationship as Europe did with those that came under its sphere of influence. This monograph will describe the philosophy that informed the various manifestations of cosmopolitanism throughout pre-modern Chinese history.</p> <p>The Chinese tradition was, from its formative beginnings and throughout its imperial history, a cosmopolitan melting pot: The Chinese people and tradition are dynamic and malleable entities enriched by the many peoples and cultures which was embraced. The “Chinese” people – inhabitants of the most populous nation on earth – today account for ca. 20 percent of the world’s population, and at the close of the 18<sup>th</sup> c., ca. 30 percent. By the time of the Qing dynasty (1850), ca. 40 percent. The “Chinese” identity is not what the West understands by a “racial” identity, that is, a group of people related by common descent or heredity. The “Chinese” people are instead the hybrid result of a coalescing of originally distinct peoples from the geographical region of present-day China and its environs. The cultural tradition of China itself is a syncretic one that synthesized the different cultures that historically came into its orbit. The Chinese world was, for historically longer periods than the West, in an economic and technological position to undertake the kinds of colonizing missions (based on ideas of racial hierarchy) that did so much to form our modern world. The cosmopolitanism that takes these various forms throughout the Chinese tradition is a valuable resource for thinking about pluralism in an era which has never needed it more. Key to understanding this cosmopolitanism is the</p>	

philosophy, of marked contrast to that of the Western tradition, which informs it. This class will explore the constitutive elements of the philosophy which determined the cosmopolitanism of the pre-modern Chinese tradition.

**Pre-requisites /Target audience**

This class will explore the *philosophy* that underlies the traditional Chinese worldview with regards to difference and pluralism. This class will combine Chinese philosophy, Chinese history, Western philosophy and Western history. Students of philosophy, history, international relations, and those interested in cosmopolitanism, globalism and pluralism will find this class useful. This class offers a Chinese perspective on the issue of globalism or cosmopolitanism.

There are no prerequisites for this class although those with a grounding in philosophy and Chinese history might find the course material easier to engage with.

**Proceeding of the Course**

The first five weeks of the class will establish, via a philosophical perspective, the nature of the Western-dominated, international world order. In these five weeks, we will pick out some key philosophical themes that underpin this international world order. The remaining ten weeks will explore how the Chinese tradition might answer the themes that we have highlighted in the first five weeks. By the end of the course, students will have understood from a philosophical perspective: (1) the nature of the contemporary international world order and (2) reflected on how the Chinese tradition is the same or different in its understanding of international world order.

**Assignments (essay or other forms)**

Weekly mini-paper, presentation and final paper

**Evaluation Details**

15% Presentation 15% Weekly Mini-Papers 3% Attendance and 7% participation. Make sure to attend all classes and to actively participate in classes. I will be keeping a list of attendance and keeping an eye on your participation levels. 60% Paper. At the end of the semester students will be required to submit a 10- to 15-page paper on a given topic.

**15% Weekly Mini-Papers**

Each week you must write a mini-paper from a list of questions that I will give you.

Please send me your mini-papers by midnight (24:00) of each Sunday. Each paper should be at least one-page long, double-spaced and use 12-point Times New Roman font. Send your papers to:

shuchen.xiang@pku.edu.cn

**60% Paper**



At the end of the semester students will be required to submit a 10- to 15-page paper on a given topic. There will be a choice of topics which will be given towards the end of the course. Papers can be submitted in English or Chinese. More details will be given at the beginning of the course. You can submit a draft of your paper towards the end of the class before the final submission date. I will provide feedback for your draft.

Evaluation details are subject to change depending on how many students take the class.

### **Textbooks and Reading Materials**

All course material will be provided in electronic format via the course website.

### **Academic Integrity (if necessary)**

This class takes plagiarism seriously. All work should be your own. Citations should be properly quoted according to the correct conventions. Any work found to be plagiarism will be punished according to university regulations.

Final papers that are submitted late will have their final paper grades deducted as follows:

One day late: - 20% of final paper grade

Two days late: - 50% of final paper grade

Three days late: - 100% of final paper grade

### **CLASS SCHEDULE (Subject to adjustment)**

Week 1: The Racial Colonial World Order

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

Week one introduces students to the history of race and colonialism that has formatively shaped the world order of today. Students are encouraged to use the concept of race and racial hierarchy to critically understand the structure of the international, economic and socio-political order of the world today. We introduce the idea of challenging this racialized world order.

#### **【Questions】**

TBA

#### **【Readings, Websites or Video Clips】**

Füredi, Frank. *The Silent War: Imperialism and the Changing Perception of Race*. New Brunswick: Rutgers University Press, 1998. 222-233.

Losurdo, Domenico. *Liberalism: A Counter-History*. 2011. New York: Verso. chapter 1 and 2, (p. 1-65).

Week 2: The History of the Modern World Order

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

Week two visits a historical episode in European colonialism in racial ideology played and instrumental part: the European colonization of the American continent. Students are encouraged to think about how racial ideology has formatively shaped modern world history.

**【Questions】**

TBA

**【Readings, Websites or Video Clips】**

Pagden, Anthony. *The Fall of Natural Man: The American Indian and the Origins of Comparative Ethnology*. Cambridge: Cambridge University Press, 1982. 15-56.  
Stannard David E. *American Holocaust: The Conquest of the New World*. New York and Oxford: Oxford University Press, 1992. 149-246.

Week 3: The Philosophy of Racial Hierarchy

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

Week three looks at the philosophical underpinnings of racial ideology in the Greek tradition. As we will have seen in week two, much of European colonizing discourse relies on racial ideologies that can be traced to the Greek tradition. We will analyze and deconstruct these ideologies this week.

**【Questions】**

TBA

**【Readings, Websites or Video Clips】**

Isaac, Benjamin. *The Invention of Racism in Classical Antiquity*. Princeton: Princeton University Press, 2004. 55-82; 109-133.

Week 4: The Philosophy of Western Universalism

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

Week 4 explores the different kinds of universalism in Western philosophy: the philosophical, legal and religious conceptions of universalism. It also explores how international law, as a kind of universalism, was formed during the European colonial project. That is, we will explore how certain conceptions of universalism are inextricable from the project of domination.

**【Questions】**

TBA

**【Readings, Websites or Video Clips】**

Jullien, François. *On The Universal, The Uniform, The Common and Dialogue Between Cultures*. 33-56.

Anghie, Anthony. *Imperialism, Sovereignty and the Making of International Law*. Cambridge: Cambridge University Press, 2004. xi-31.

Week 5: Cultural Incommensurability?

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

Week five explores the question of cultural incommensurability. Are cultures ultimately incommensurable? Or can different cultures ultimately come to understand each other and find a compabilistic coexistence? We will explore this issue from both theoretical and historical perspectives.

**【Questions】**

TBA

**【Readings, Websites or Video Clips】**

Rachels, James. “The Challenge of Cultural Relativism,” in *The Elements of Moral Philosophy*. 7th ed., New York: McGraw-Hill, 2012. 14-31.

“The Racism of Philosophy’s Fear of Cultural Relativism” *Journal of World Philosophies*. 5 (1), 99-120.

<https://scholarworks.iu.edu/iupjournals/index.php/jwp/article/view/3604>

Week 6: *Tianxia* in Chinese History

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

Week six explores the historical Chinese concept for globalism – “all under heaven” or “*tianxia*” – a term that has been popularized in recent years by Chinese intellectuals. In this week, we will begin to explore the resources in the Chinese tradition for thinking about the challenges of cosmopolitanism that face our contemporary world.

**【Questions】**

TBA

**【Readings, Websites or Video Clips】**

Zhao, Tingyang. 2021. *All under Heaven: The Tianxia System for a Possible World Order*. Translated by Joseph E. Harroff. California: U California P.

Week 7: “Chinese” Universalism

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

Week seven visits certain three terms in Chinese philosophy, “*qing*” (情), “*gan*” (感) and “*tong*” (通) in an attempt to envision a version of “universalism” that overcomes some of the pernicious effects associated with the Western conception of universalism that the class has already explored. This class also introduces students to decolonial critiques of Western colonialism from the global south.

<p><b>【Questions】</b></p> <p>TBA</p>
<p><b>【Readings, Websites or Video Clips】</b></p> <p>Xiang, Shuchen. “Qing (情), Gan (感) and Tong (通): Decolonizing the Universal from a Chinese Perspective Part 1.” <i>Comparative and Continental Philosophy</i>.</p> <p>Xiang, Shuchen. “Qing (情), Gan (感) and Tong (通): Decolonizing the Universal from a Chinese Perspective Part 2.” <i>Comparative and Continental Philosophy</i>.</p>
<p>Week 8: Chinese Cosmopolitanism and Postcolonialism</p>
<p><b>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>Week eight shows the similarities between the Chinese “<i>tianxia</i>” conception of globalism with the vision of the decolonized, post-racial world as envisioned by prominent decolonial scholars. Students will be asked to think about what “China” is. Is it an ethnicity, or a certain culture or worldview?</p>
<p><b>【Questions】</b></p> <p>TBA</p>
<p><b>【Readings, Websites or Video Clips】</b></p> <p>Xiang, Shuchen. “Tianxia and Its Decolonial Counterparts: ‘China’ as Civilization, not Ethnicity” <i>The China Review</i>.</p>
<p>Week 9: The Metaphysics of Race</p>
<p><b>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>Week nine explores the philosophical underpinnings of the ideology of racism. As will be seen, racial ideology is characterized by the belief that there are essential differences between discrete groups of peoples. Further, these differences are ordered hierarchically. We will ask whether the Chinese tradition is characterized by the same attitude towards human diversity. The class asks the larger question of whether racism is an innate attitude that characterizes all human beings or an ideology that is inculcated by culture and upbringing.</p>
<p><b>【Questions】</b></p> <p>TBA</p>
<p><b>【Readings, Websites or Video Clips】</b></p> <p>Xiang, Shuchen. “Why the Confucians Had No Concept of Race (Part I): The Anti-Essentialist Cultural Understanding of Self” <i>Philosophy Compass</i>. Vol. 14 (10), 2019. e12628. <a href="https://doi.org/10.1111/phc3.12628">https://doi.org/10.1111/phc3.12628</a></p> <p>Xiang, Shuchen. “Why the Confucians Had No Concept of Race (Part II): Cultural Difference, Environment and Achievement” <i>Philosophy Compass</i>. Vol. 14 (10), 2019. e12627. <a href="https://doi.org/10.1111/phc3.12627">https://doi.org/10.1111/phc3.12627</a></p>

Xiang, Shuchen. "The Persistence of Scientific Racism: Ernst Cassirer on the Myth of Substance." *Critical Philosophy of Race*. 9 (1), 2021. 126-150.

<https://doi.org/10.5325/critphilrace.9.1.0126>

Week 10: Chinese Processual Holism and Its Attitude Towards 'Barbarians' and Non-Humans

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

Week ten explores the defining metaphysics of the traditional Chinese worldview. This metaphysics can be called "processual holism" and we can understand it via contemporary processual philosophy of biology. The nature of this Chinese metaphysics has repercussions for how the Chinese tradition has traditionally viewed non-humans such as animals and non-"Chinese." This class will explore the link between these metaphysical characteristics and their cultural manifestations.

**【 Questions 】**

TBA

**【 Readings, Websites or Video Clips 】**

"Chinese Processual Holism and Its Attitude Towards 'Barbarians' and Non-Humans." *Sophia: International Journal of Philosophy and Traditions*. 2021. Vol. 60 (4). 941-964.

<https://link.springer.com/article/10.1007/s11841-020-00781-w>

Dupré John and Nicolson, Daniel J. "A Manifesto for a Processual Philosophy of Biology." In *Everything Flows: Towards a Processual Philosophy of Biology*. Edited by Daniel J. Nicolson and John Dupré. Oxford: Oxford University Press, 2018. 3-45.

Gould, Stephen, Jay. *The Mismeasure of Man*. Revised and Expanded Edition. New York: W. Norton & Company, 1996. 18-104.

Week 11: The Metaphysics of Harmony

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

Week 11 explores one of the most cherished concepts in the Chinese tradition, harmony. We will look at the metaphysics that underpins the Chinese conception of harmony. We will also see how the concept of harmony has formatively shaped Chinese history or how Chinese history can be understood in terms of "harmony."

**【 Questions 】**

TBA

**【 Readings, Websites or Video Clips 】**

"Organic Harmony and Ernst Cassirer's Pluralism." *Idealistic Studies* 49 (3). 2019. 259-284. <https://doi.org/10.5840/idstudies20191023105>

"A Harmony Account of the Identity of China." *Journal of East and West Thought*. Vol. 10 (2), 2020. 83-101. <https://www.cpp.edu/~jet/Documents/JET/Jet35/Xiang83-101.pdf>

Week 12: Cosmopolitanism in Chinese History
<p><b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>This week looks at the course of Chinese history as orientated around the issue of cosmopolitanism. We will see how China, its people and culture, is a hybrid product from its formative beginnings. We will also visit whether concepts such as “race” and “barbarian” are applicable to the Chinese tradition.</p>
<p><b>【 Questions 】</b></p> <p>TBA</p>
<p><b>【 Readings, Websites or Video Clips 】</b></p> <p>Xiang, Shuchen. Chapter 1 and 2, <i>Chinese Cosmopolitanism: The History and Philosophy of an Idea</i>.</p>
Week 13: Race and the Great Chain of Being
<p><b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>Week thirteen explores in more detail the metaphysics of racial ideology. As will be seen, racial ideology can be understood in terms of “the great chain of being.” As a byword for the general order of nature, the great chain of being underpinned Western ideas about the order that pertains between humans and nonhumans and amongst humans throughout Western history.</p>
<p><b>【 Questions 】</b></p> <p>TBA</p>
<p><b>【 Readings, Websites or Video Clips 】</b></p> <p>Xiang, Shuchen. Chapter 4, “Race, Metaphysical Determinism and the Great Chain of Being” <i>Chinese Cosmopolitanism: The History and Philosophy of an Idea</i>.</p> <p>Lovejoy, Arthur O., <i>The Great Chain of Being: A Study of the History of an Idea</i>. Cambridge, Massachusetts, and London: Harvard University Press, 1964. vii-ix; 24-66.</p>
Week 14: The Metaphysics of Colonialism and the Metaphysics of Harmony
<p><b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>Week fourteen visits the concepts of the great chain of being and harmony in reference to the course of Western and Chinese history. It shows how colonialism can be understood in terms of the metaphysics of the great chain of being and how the process of Chinese history can be understood in terms of the metaphysics of harmony.</p>
<p><b>【 Questions 】</b></p> <p>TBA</p>
<p><b>【 Readings, Websites or Video Clips 】</b></p>

Xiang, Shuchen. Chapter 5, “The Metaphysics of Colonialism and The Metaphysics of Harmony” *Chinese Cosmopolitanism: The History and Philosophy of an Idea*.  
“Freedom and Culture: The Cassirerian and Confucian Account of Symbolic Formation.”  
*Idealistic Studies*. Volume 47 (3), 2018. 175-194.  
<https://doi.org/10.5840/idstudies20191023105>

Week 15: The Metaphysics and Practice of Harmony in Chinese History

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

Week fifteen explores the practical implications of the Chinese concept of harmony for gaining international influence. Instead of domination, the Chinese worldview recognized virtue and influence as accruing to those best able to harmonize and creatively realize relationships.

**【Questions】**

TBA

**【Readings, Websites or Video Clips】**

Xiang, Shuchen. Chapter 6, “The Metaphysics of Harmony in Practice” *Chinese Cosmopolitanism: The History and Philosophy of an Idea*.

Xiang, Shuchen. “Sinophobia, Imperialism, Disorder without Responsibility” *Sartre Studies International*.

**About the Instructor**



Shuchen Xiang is Assistant Professor in the Institute of Foreign Philosophy and the Department of Philosophy and Religious Studies, at Peking University. Her first book was *A Philosophical Defense of Culture: Perspectives from Confucianism and Cassirer* (SUNY Press, 2021) and her second book is *Chinese Cosmopolitanism: The History and Philosophy of an Idea* (Princeton University Press, forthcoming). She received her BA in architecture from the University of Cambridge. She has Master’s degrees from Warwick University, Penn State University and the University of Hawai‘i. She received her PhD in philosophy jointly from the Humboldt University, Berlin and King’s College London. She has broad interests in the humanities and publishes on Chinese philosophy, German idealism, aesthetics and political philosophy.

<b>Course Title</b>	Chinese Perspectives on International and Global Affairs
	本土视野下的中国外交与国际事务
<b>Course Code</b>	02432090
<b>Instructor</b>	CHEN Changwei 陈长伟
<b>First day of classes</b>	2022.9.8
<b>Last day of classes</b>	2022.12.22
<b>Course Credits</b>	3
<b>Language</b>	English
<b>Pre-requisites/Target audience</b>	None
<b>Brief Class Schedule</b>	
<b>Topics</b>	
1. Introduction	
2. China and the UN System	
3. China and Global Financial Governance	
4. China and the Global Trading System	
5. U.S.–China Relations	
6. Global Policy Coordination	
7. Sovereignty versus Regionalism	
<b><u>One-page paper outline due</u></b>	
8. Global Climate Regime	
9. The Belt and Road Initiative	
10. Global Partnership Network in China’s Diplomacy	
11. Identities and Cultural Diversities in a Globalized Age	
12. Global Governance in an Age of Great Power Competition (Final paper due)	
13. Pre-Exam Consultation	
14. Final Exam	
<b><u>15. Essay Review</u></b>	
<i>This schedule is subject to change with prior notice.</i>	
<b>Assignments (essay or other forms)</b>	
<b>Presentation &amp; Discussion</b>	
The presentation and discussion session is organized according to the following pattern: Each student is required to do at least one 20-minute presentation on a selected topic	



(based on the reading assignment) and take key learning points from the class.

After the presentation, another student will be invited to make some comments on the presentation, and contrast it with his or her reading notes.

The order of presentation will be decided at the beginning of the semester. However, the discussants will be selected randomly on the spot.

Though ample time for preparation is given, and the presentation grade is separate from the grade on participation, this does not mean that one can lean back after completing the presentation—critical key learning points relating to the presentation of others, and how it relates to the readings, will follow!

### **Term Paper**

Students will be asked to write a research paper (no more than 3,000 words in length, excluding bibliographies & citations) on a topic relevant to one of the themes of the course.

Both versions should be submitted both in hardcopy form and via email with the essay as an attachment in MS-word to the TA no later than the designated due date.

Essays and assignments not received on or before the due date are subject to a penalty. Late work is penalized at the rate of 20% of the full marks of the assignment per day submitted after the applicable above-mentioned due dates. The maximum penalty for any assessment will be 100%.

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

### **Evaluation Details**

**1. Presentation (15%):** Students will be divided into 9 groups through a random sorting. Beginning with the second week, class meetings will start with student-led presentation (approximately 20 minutes), followed by Q&A Session (approximately 25 minutes). Presentation topics should align with the theme of that particular week and need to be confirmed beforehand in consultation with the Professor and TA. Recommended topic areas are provided in the reading assignment section. Students are also encouraged to go beyond the suggestions and propose new ideas related to the theme of the week. Presentations are expected: to describe specific policy issue(s) in a clear and understandable manner; to analyze the topic from several different perspectives; and to provide a set of clear recommendations for policy makers.

**2. Participation/Performance (10%):** Discussion constitutes a key component of the class. Students are expected to complete all the required readings prior to class meetings and to actively engage in and contribute to class discussions in a manner that is helpful

for understanding and learning. Students are strongly encouraged to share their opinions and perspectives on issues pertaining to the lectures and will be evaluated based on the quality of their contributions in terms of key learning points and engagement. The TA will keep a record of students' weekly contributions. The key criteria for assessing performance are: How much and how well did each student mobilize understanding and learning for fellow students in the class?

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

**4. Term paper (30%):** Students are encouraged to define a research topic of their choice. However, this must be negotiated with Professor or TA and relate directly to the themes of the course. A writing template will be provided as a guide for technical issues, such as citation style, line spacing, bibliography, etc.

#### **5. Final Exam (40%)**

#### **Textbooks and Reading Materials**

A course reader (electronic version) containing core readings for each week will be provided. Please note that students are responsible for finding readings that are not included in the course reader.

The following books will be helpful for a general understanding of the subject.

- ✧ 官力：《当代中国外交》，北京：高等教育出版社 2019 年。
- ✧ He, Yafei. *China's Historical Choice in Global Governance*. Abingdon, New York: Routledge, 2018.
- ✧ Xi, Jinping. *The Governance of China*. Beijing: The Foreign Language Press, 2014.
- ✧ Qian, Qichen. *Ten Episodes in China's Diplomacy*. New York: HarperCollins, 2005.
- ✧ Lu, Ning. *The Dynamics of Foreign-Policy Decision-making in China*. Boulder, CO and Oxford: Westview Press, 1997.
- ✧ Han, Nianlong. *Diplomacy of Contemporary China*. Hong Kong: New Horizon Press, 1990.

#### **Academic Integrity**

Students are expected to maintain a high standard of academic integrity throughout course. Plagiarism and cheating will NOT be tolerated in this course!

#### **CLASS SCHEDULE (Subject to adjustment)**

Session 1: *Introduction: Globalization, Global Governance and China's Role*

<p><b>【Description of the Session】</b></p> <p>This lecture offers an overview on how China’s development has been shaped by globalization and China’s contribution to the international community. To have an in-depth understanding of this topic, a general introduction of the concepts of globalization and global governance is necessary.</p>
<p><b>【Key learning points】</b></p> <ul style="list-style-type: none"> <li>◇ The concept of global governance.</li> <li>◇ Liberal international order versus an emerging new order.</li> <li>◇ Is it true that the new era of globalization calls for global governance reform, and why?</li> <li>◇ China’s growth into a major player in the evolution of global governance.</li> </ul>
<p><b>【Readings, Websites or Video Clips】</b></p> <ol style="list-style-type: none"> <li>1. He, Yafei. “<i>A Proactive Approach to Global Governance Is China’s Historic Choice.</i>” <i>China Quarterly of International Strategic Studies</i> 1, no. 2 (2015): 183–204.</li> <li>2. Parmar, Inderjeet. “<i>The US-Led Liberal Order: Imperialism by Another Name?</i>” <i>International Affairs</i> 94, no. 1 (January 2018): 151-172.</li> </ol>
<p><b>【Suggested Topics】 (for term papers, no class presentation)</b></p> <ul style="list-style-type: none"> <li>◇ What is globalization? What are its dynamics? Its principal dimensions?</li> <li>◇ The concept of global governance; major differences between global governance and global government; liberal international order versus an emerging new order.</li> </ul>
<p>Session 2: <i>China and the UN System</i></p>
<p><b>【Description of the Session】</b></p> <p>The UN System consists of the United Nations and the six principal organs of the United Nations: the General Assembly, Security Council, Economic and Social Council (ECOSOC), Trusteeship Council (it has not been active since 1994), International Court of Justice (ICJ), and the UN Secretariat, specialized agencies, and affiliated organizations. How does the UN system work? Is the UN system still of relevance to the changed world we live in today? Why does the United Nations matter to China’s foreign policy? How does China work with the international community to uphold the UN system in coping with global challenges?</p>
<p><b>【Key learning points】</b></p> <ul style="list-style-type: none"> <li>◇ Security Council and its role in maintaining peace and security of the world.</li> <li>◇ Peacekeeping and humanitarian intervention (R2P).</li> <li>◇ UN Specialized Agencies (WHO, UNHCR) and their unique roles in rule-based global governance.</li> <li>◇ China and the UN Reform, in particular Security Council reform, with a view to shaping an emerging global order.</li> </ul>

**【Readings, Websites or Video Clips】**

1. Fullilove, Michael. "China and the United Nations: The Stakeholder Spectrum." *Washington Quarterly* 34, no. 3 (August 2011): 63-85.
2. Fung, Courtney J. "What explains China's deployment to UN peacekeeping operations?" *International Relations of the Asia-Pacific* 16, no. 3 (2016): 409-441.
3. Primiano, Christopher B, and Xiang Jun. "Voting in the UN: a Second Image of China's Human Rights." *Journal of Chinese Political Science* 21, no. 3 (September 2016): 301-319.
4. Vanhullebusch, Matthias. "Regime Change, the Security Council and China." *Chinese Journal of International Law* 14, no. 4 (2015): 665-707.

**【Suggested Presentation Topics】**

- ✧ United Nations: Brief history; organizational structure; strengths & weaknesses. Is the UN system still of relevance to the changed world we live in today? Give specific examples of UN strengths and weaknesses, and explain why the UN is more effective in some ways than others.
- ✧ Security Council and its role in maintaining peace and security of the world. Should the UN Security Council expand?
- ✧ Pick one UN specialized agency (UNHCR, WHO etc.) to illustrate how it contributes to global rule-making in a particular field.

**Session 3: A Historical Overview of the International Monetary System****【Description of the Session】**

In this lecture, we will do a brief survey on the development of the modern international monetary system from the classical gold standard to the financial crisis of 2008.

**【Key learning points】**

- ✧ The evolution of the modern international monetary system.
- ✧ The gold standard & the Bretton Woods System.

**【Readings, Websites or Video Clips】**

1. The History of the Modern International Monetary System  
<https://www.winton.com/longer-view/history-of-modern-international-monetary-system>
2. Jin Zhongxia, "The Chinese Delegation at the 1944 Bretton Woods Conference Reflections for 2015", July 2015  
<https://wenku.baidu.com/view/c57d0f33df80d4d8d15abe23482fb4daa58d1d0f.html>
3. Gardner, Richard N. "The Bretton Woods-GATT system after sixty-five years: A balance sheet of success and failure," *Columbia Journal of Transnational Law*, Volume 47, Issue 1 (Sept. 2008), 31-71.

<p><b>【Suggested Presentation Topics】</b></p> <ul style="list-style-type: none"> <li>✧ What are the advantages and disadvantages of the Bretton Woods System?</li> <li>✧ Why did the gold standard collapse?</li> <li>✧ How did China deal with the global financial crisis of 2008?</li> </ul>
<p>Session 4: <i>China and Global Financial Governance</i></p>
<p><b>【Description of the Session】</b></p> <p>In this lecture, we will look into China’s roles in global economic and financial governance. What are the key issues in China’s external economic relations? What is China doing to shape and remake the international economic order in the post-crisis world? With the dollar-centered global monetary system beginning to show signs of fray, what are the prospects for a multicurrency monetary system?</p>
<p><b>【Key learning points】</b></p> <ul style="list-style-type: none"> <li>✧ IMF, World Bank and their inadequacy in dealing with global financing needs both in terms of their recipe for economic reform and resources they can mobilize in crises.</li> <li>✧ New mechanisms are in great need for infrastructure-building in developing countries. What has been done and what should be done?</li> <li>✧ Trinity as part and parcel of global financial and trade governance regimes is at a historical cross-road and its future is full of uncertainty. Therefore, its reform and remaking is a must, not an option we can afford not to take.</li> </ul>
<p><b>【Readings, Websites or Video Clips】</b></p> <ol style="list-style-type: none"> <li>1. Paradise, James F. “The Role of ‘Parallel Institutions’ in China’s Growing Participation in Global Economic Governance.” <i>Journal of Chinese Political Science</i> 21, no. 2 (June 2016): 149-175.</li> <li>2. Ren, Xiao. “China as an Institution-Builder: The Case of the AIIB.” <i>The Pacific Review</i> 29, no. 3 (2016): 435-442.</li> <li>3. Wu, Chien-Huei. “Global Economic Governance in the Wake of the Asian Infrastructure Investment Bank: Is China Remaking Bretton Woods?” <i>The Journal of World Investment &amp; Trade</i> 19 (2018): 542–569.</li> <li>4. Zangl, B., Heußner F., Kruck, A., Lanzendörfer, X., “Imperfect adaptation: How the WTO and the IMF adjust to shifting power distributions among their members.” <i>The Review of International Organizations</i> 11, no. 2 (June 2016): 171–196.</li> </ol>
<p><b>【Suggested Presentation Topics】</b></p> <ul style="list-style-type: none"> <li>✧ What are the IMF’s main roles in global economic governance? What are the main controversies about it? Compare the major goals of the IMF (International Monetary Fund) and World Bank operation.</li> </ul>

◇ IMF, World Bank and their inadequacy in dealing with global financing needs both in terms of their recipe for economic reform and resources they can mobilize in crises.

#### Session 5: *China and the Global Trading System*

##### **【Description of the Session】**

This lecture is centered on the evolution of the international trading system and its China's roles in it. We will examine the rise of protectionism and what it means for globalization as well as the rise of bilateral and regional trade agreements.

##### **【Key learning points】**

- ◇ Is a breakdown of the global trading system looming? What went wrong with the global trading system?
- ◇ WTO and on-going debate about its relevance and possible reforms to produce a “new WTO”.

##### **【Readings, Websites or Video Clips】**

1. Esserman, Susan “The WTO on Trial,” *Foreign Affairs*, Volume 82, No. 1 (Jan/Feb 2003), 130-141.
2. Kazzi, Habib, “Why a U.S.-China Trade Deal will not Ensure an Effective Global Trade Governance” *European Scientific Journal*, Vol 15, No 16 (2019).
3. Liu Mingli, “Analysis of Western Countries’ Anti-globalization,” *Contemporary International Relations*, Vol. 27, No. 2 (2017), 40-50.
4. Mavroidis, Petros C. and André Sapir, “China and the World Trade Organisation: Towards a Better Fit.” *Bruegel Working Paper*, Issue 6 (June 2019) (<https://bruegel.org/2019/06/china-and-the-world-trade-organisation-towards-a-better-fit/>)

##### **【Suggested Presentation Topics】**

- ◇ What are the WTO's main roles in global economic governance? What are the main controversies about it?
- ◇ Will the WTO succumb to the onslaught of rising anti-globalization and populism underpinned by “America First,” and what can be done to preserve the global free trade regime represented by WTO?
- ◇ China–US trade dispute: What role can the World Trade Organization play?

#### Session 6: *Global Policy Coordination: G7 and G20*

##### **【Description of the Session】**

The G20 has undoubtedly emerged as the primary platform for the coordination of global economic affairs. In this lecture, we will map out the evolution of China's stance and its essential role in G20 as well as the latter's potentials for global economic governance. What is the significance of the ending of G7 as the leading managing group of world economy? Does it suggest the wholesale decline of the US-led global order? As

geopolitics gets an upper hand in global governance, can G20 continue to perform as expected and evolve into some kind of “Economic Security Council”?

**【Key learning points】**

- ◇ The G7’s dominance in global economic governance and its declining influence, reflecting the changing world balance of power
- ◇ The G20 with its multi-functional capacity in global governance is a big step forward in updating global governance system. However, as the complexity of the geopolitical and geo-economic situation continues to grow, the G20 faces a stringent need to adapt in order to play the role of a major platform for global governance.

**【Readings, Websites or Video Clips】**

1. He, Yafei. “China’s New Role in Global Governance Shaping the Emerging World Order.” *China Quarterly of International Strategic Studies* 3, no. 3 (2017): 341–355.
2. Larionova M., Kolmar O. “The Hangzhou Consensus: Legacy for China, G20 and the World.” *International Organisations Research Journal* 12, no. 3 (2017): 53–72.
3. Prodi, Amano. “Global Governance and Global Summits from the G8 to the G20: History, Opportunities and Challenges.” *China & World Economy* 24, no. 4 (July-August 2016): 5-14.
4. Yu, Ye. “Global Economic Governance Reenergized? The Chinese Presidency of the G20 in 2016.” *China Quarterly of International Strategic Studies* 1, no. 4 (2015): 647–665.

**【Suggested Presentation Topics】**

- ◇ What are the G7’s and G20’s main roles in global economic governance? What are the main controversies about it? Evaluate the efficiency of the G7 and the G20 in global governance.

*Session 7: Sovereignty versus Regionalism*

**【Description of the Session】**

Sovereignty versus regionalism is always a matter of give and take for nation states to balance. For the US, sovereignty has always been at the heart of its foreign policy. How do you assess Trump’s foreign policy in that perspective? Will the EU model continue to progress or regress? What are the major obstacles? ASEAN and ASEAN+ is something totally different, with China, Japan and the US trilateral relationship in a mess, what needs to be done to push ahead regionalism in Asia and South-East Asia in particular?

**【Key learning points】**

- ◇ European Union
- ◇ ASEAN and ASEAN+

**【Readings, Websites or Video Clips】**

1. De Prado, César. “Regions in the world: The EU and East Asia as foreign policy actors.” *International Politics* 47, no. 3-4 (May 2010): 355-370.
2. Kacowicz, Arie M. “Regional Governance and Global Governance: Links and Explanations.” *Global Governance* 24, no. 1 (January-March 2018): 61-79.
3. Kahler, Miles. “Asia and the Reform of Global Governance.” *Asian Economic Policy Review* 5, no. 2 (2010): 178–193.
4. Kahler, Miles. “Regional Challenges to Global Governance.” *Global Policy* 8, no. 1 (February 2017): 97-100.

**【Suggested Presentation Topics】**

- ◇ The EU as model or experiment for regionalism, merits and demerits. Will the EU model continue to progress or regress? What are the major obstacles?
- ◇ ASEAN and ASEAN+. Its members, goals and the decision-making mechanism. ASEAN Economic Community.
- ◇ “ASEAN+” versus the increasingly complex trilateral relationship among and between China, Japan and the US?
- ◇ The bifurcation between economic and security arrangements in South-East Asia and what to do about it?
- ◇ With China, Japan and the US trilateral relationship in a mess, what needs to be done to push ahead regionalism in Asia and South-East Asia in particular?
- ◇ SCO. Its members. The goals and objectives. The main directions of economic and political cooperation.
- ◇ APEC. Its members. The causes and purposes of creation. The organizational structure. The main areas of activities.

Session 8: *Global Climate Regime*

**【Description of the Session】**

What are the global challenges, including security, economic, humanitarian and others, that the world is facing today? Choosing the issue of climate change as an example, this lecture will review the process of how the challenge of dealing with climate change has led to new models of global governance based on win-win solutions through cooperation and common development. With the US under Trump retreating from global cooperation, how should other major powers and other countries cope with global challenges? As the gap between rich and poor both among countries and within countries is getting wider, should the international community, if there is such a thing, tackle that challenge which probably is the root cause for almost all the troubles in the world?

**【Key learning points】**

- ◇ Climate change, energy security, food security and other major challenges.



✧ Global cooperation is withering instead of increasing as the US is retreating from providing global commons. Can any other country or group of countries fill that gap left by the US? Should they do so?

**【Readings, Websites or Video Clips】**

1. Gao, Yun. “China’s response to climate change issues after Paris Climate Change Conference.” *Advances in Climate Change Research* 7, no. 4 (December 2016): 235-240.
2. Goron, Coraline and Cyril Cassisa. “Regulatory Institutions and Market-Based Climate Policy in China.” *Global Environmental Politics* 17, no. 1 (February 2017): 99-120.
3. Liang, Dong, “Bound to lead? Rethinking China’s role after Paris in UNFCCC negotiations.” *Chinese Journal of Population Resources and Environment* 15, no. 1 (2017): 32-38.
4. Wang, Pu, Lei Liu, and Tong Wu. “A review of China’s climate governance: state, market and civil society.” *Climate Policy* 18, no. 5 (2018): 664-679.

**【Suggested Presentation Topics】**

✧ Climate change, the evolving of the global climate regime.

Session 9: *The Belt and Road Initiative*

**【Description of the Session】**

What is the “Belt & Road” Initiative? What sort of new world outlook it represents? And what sorts of global governance concepts does it put forward through the B&R? The Initiative is viewed in China and elsewhere as an innovative idea for strengthening regional and global cooperation, but it is taken by the US as an effort to expand China’s economic influence and, therefore, it continues to oppose the idea. What would you suggest is the best way forward that would help translate the initiative into reality?

**【Key learning points】**


- ✧ The B&R and its impact on regional and global economic growth.
- ✧ The B&R as an innovative initiative for building up momentum for developing countries in their efforts in industrialization, starting from infrastructure construction.
- ✧ The B&R as a new model of regional and global cooperation will be instrumental in eliminate poverty and creating bigger market. Will it be useful in global governance reform?

**【Readings, Websites or Video Clips】**

1. Kaplan, Yilmaz, “China’s OBOR as a Geo-Functional Institutional Project.” *Baltic Journal of European Studies* 7, no. 1 (June 2017): 3-19.
2. Lin, Justin Yifu. “‘One Belt and One Road’ and Free Trade Zones-China’s New Opening-up Initiatives.” *Frontiers of Economics in China* 10, no. 4 (2015): 585-590.

<p>3. Nordin, Astrid H. M., and Mikael Weissmann. “Will Trump make China great again? The belt and road initiative and international order.” <i>International Affairs</i> 94, no. 2 (2018): 231–249.</p> <p>4. Yu, Hong. “Motivation behind China’s ‘One Belt, One Road’ Initiatives and Establishment of the Asian Infrastructure Investment Bank.” <i>Journal of Contemporary China</i> 26, no. 105 (2017): 353-368.</p>
<p><b>【Suggested Presentation Topics】</b></p> <ul style="list-style-type: none"> <li>✧ What is the “Belt &amp; Road” Initiative? What sort of new world outlook it represents? And what sorts of global governance concepts does China put forward through B&amp;R?</li> <li>✧ B &amp; R: How to make it work? Any possible obstacles, especially from major powers and China’s neighbors?</li> <li>✧ China’s Foreign Aid and its Role in the International Architecture.</li> </ul>
<p>Session 10: <i>Global Partnership Network in China’s Diplomacy</i></p>
<p><b>【Description of the Session】</b></p> <p>Global partnership is an innovation in China’s diplomatic thinking and practice. What is it all about? What is your take on the juxtaposition of military alliances with global partnership? If China moves from non-alignment to global partnership, what are the means of change in China’s diplomacy and what impact will they have on global security governance structure? Partnership versus alliance: Is it a conceptual difference or something else? Is the idea too idealistic to be successful? To what extent will the US and other Western powers accept the idea?</p>
<p><b>【Key learning points】</b></p> <ul style="list-style-type: none"> <li>✧ Global partnership versus military alliances.</li> <li>✧ Community of nations with Shared Destiny.</li> <li>✧ Global partnership as a way for countries to adapt to the changed world.</li> <li>✧ No more zero-sum game.</li> <li>✧ China from non-alignment to global partnership.</li> </ul>
<p><b>【Readings, Websites or Video Clips】</b></p> <ol style="list-style-type: none"> <li>1. Bang, Jiun. “Why So Many Layers? China’s ‘State-Speak’ and its Classification of Partnerships.” <i>Foreign Policy Analysis</i> 13, no. 2 (April 2017): 380–397.</li> <li>2. Strüver, Georg. “China’s Partnership Diplomacy: International Alignment Based on Interests or Ideology.” <i>The Chinese Journal of International Politics</i> 10, no. 1 (March 2017): 31–65.</li> <li>3. Yang, Jiemian. “Seeking for the International Relations Based on the Concept of the Community of Shared Future.” <i>Monde chinois</i> 49, no. 1 (2017).</li> </ol>


<p>4. Zhao, Xiaochun. “In Pursuit of a Community of Shared Future: China’s Global Activism in Perspective.” <i>China Quarterly of International Strategic Studies</i> 4, no. 1 (January 2018): 23-37.</p>
<p><b>【Suggested Presentation Topics】</b></p> <p>✧ China’s Global Partnership Network: What is it all about? What are the basic blocks for building the global partnership network as proposed by China? What is your take on the juxtaposition of military alliances with global partnership?</p>
<p>Session 11: <i>Identities and Cultural Diversities in a Globalized Age</i></p>
<p><b>【Description of the Session】</b></p> <p>Why peaceful development is China’s inevitable choice? Are there any alternatives? What are the challenges for China to adhere to this road? Should future confrontation with the US as the incumbent power surface, can China continue on this course or will it have to change? China’s continual economic, political and military growth cannot be stopped, China has adamantly chosen a path for peaceful development, in sharp contrast with historically different approaches of other major powers. But is it only about China or it cannot decide alone? China’s peaceful development needs a corresponding peaceful environment regionally and globally.</p>
<p><b>【Key learning points】</b></p> <p>✧ China’s Global Identities: The Largest Developing Nation and a Major Power.</p> <p>✧ Clashes of Civilizations or mutual enrichment among different civilizations?</p> <p>✧ Cultural diversity and equality among countries.</p> <p>✧ Good economic developmental model and its cultural background.</p>
<p><b>【Readings, Websites or Video Clips】</b></p> <p>1. Cha, Chang Hoon. “China’s Search for Ideological Values in World Politics: Chinese Adaptation to Liberal Order Drawn from Political Reports of the Chinese Communist Party Congress since 1977.” <i>Pacific Focus</i> 32, no. 3 (December 2017): 416–444.</p> <p>2. Chen, Zhimin, Guorong Zhou, and Shichen Wang. “Facilitative Leadership and China’s New Role in the World.” <i>Chinese Political Science Review</i> 3, no. 1 (March 2018): 10–27.</p> <p>3. De Graaff, Nana, and Bastiaan Van Apeldoorn. “US-China relations and the liberal world order: Contending elites, colliding visions?” <i>International Affairs</i> 94, no. 1 (2018): 113–131.</p> <p>4. Zheng, Yongnian, and Wen Xin Lim. “The Changing Geopolitical Landscape, China and the World Order in the 21st Century.” <i>China: An International Journal</i> 15, no. 1 (February 2017): 4-23.</p>

<p><b>【Suggested Presentation Topics】</b></p> <ul style="list-style-type: none"> <li>◇ Identity politics: main theory and critiques.</li> <li>◇ What are China’s international identities? Why is China still a developing country? How does it compromise China’s status as a great power?</li> </ul>	
<p>Session 12: <i>Global Governance in an Age of Great Power Competition</i></p>	
<p><b>【Description of the Session】</b></p> <p>This lecture will situate US-China relations in the context of global governance. How would the changing nature of the US-China relations affect global governance? At least two aspects (can be more) of this relationship— China-US cooperation and competition in global governance—will be discussed.</p>	
<p><b>【Key learning points】</b></p> <ul style="list-style-type: none"> <li>◇ Global governance in the era of growing US-China rivalry.</li> <li>◇ Perils of US-China confrontation: Implications for other major powers (Europe, Russia and other powers).</li> </ul>	
<p><b>【Readings, Websites or Video Clips】</b></p> <ol style="list-style-type: none"> <li>1. Biba, Sebastian. “Global Governance in the Era of Growing US-China Rivalry: What Options Exist for Europe?” <i>European Foreign Affairs Review</i> 21, no. 3 (October, 2016): 47–64.</li> <li>2. Burzo, Stefano and Xiaojun Li. “Public Perceptions of International Leadership in China and the United States.” <i>Chinese Political Science Review</i> 3, no. 1(2018): 81–99.</li> <li>3. Shaffer, Gregory, and Henry Gao. “China’s Rise: How It Took on the U.S. at the WTO.” <i>University of Illinois Law Review</i> (0276-9948), 2018 (1): 115-184.</li> <li>4. Xie, Tao. “China-U.S. Relations during the Trump Administration: Mixed Signals, Increased Risks.” <i>Asia Policy</i> 24 (Jul 2017): 5-12.</li> </ol>	
<p><b>【Suggested Presentation Topics】</b></p> <ul style="list-style-type: none"> <li>◇ Take the US–China relations as an example to explain the genesis of great-power competition. How to balance the competition and cooperation of big powers in the new era of geopolitics and globalization?</li> </ul>	
<p><b>About the Instructor</b></p>	
	<p>Dr Chen Changwei is an associate professor of diplomacy and foreign policy at the School of International Studies, Peking University. He is also an Assistant Dean of Yenching Academy at PKU. He holds doctoral degrees from Peking University and the University of Sydney. He teaches courses in areas such as Chinese foreign policy, Sino-American relations, and theories and practice of diplomacy as well as research methodology in social</p>

science. His most recent publications appeared in *The Journal of Imperial and Commonwealth History*, and *Australian Journal of Politics and History*. He has also published a number of articles on the history of Sino-American relations and the Cold War in Chinese journals. He has lectured and held visiting fellowships at various academic and research institutions in Australia, Hungary, Japan, Korea, Italy, Taiwan, Thailand and the United States.

<b>Course Title</b>	International Development Policy
	国际发展政策
<b>Course Code</b>	02432380
<b>Instructor</b>	CHEN Muyang 陈沐阳
<b>First day of classes</b>	September 5, 2022
<b>Last day of classes</b>	December 19, 2022
<b>Course Credit</b>	3
<b>Language</b>	English
<b>Pre-requisites</b>	None
<b>Course Description</b>	
<b>Objective</b>	
<p>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.</p>	
<b>Proceeding of the Course</b>	
<p>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.</p>	
<b>Assignments (essay or other forms)</b>	
<ul style="list-style-type: none"> <li>● A short essay reviewing the reading assignments of a week of your choice (no more than 1000 words)</li> <li>● An outline of a research proposal due by Week 12 (no longer than 2 pages)</li> </ul>	

<ul style="list-style-type: none"> <li>● A final research proposal (no more than 2000 words)</li> </ul>
<b>Evaluation Details</b>
<ul style="list-style-type: none"> <li>● Class participation (20%)</li> <li>● Short essay (10%)</li> <li>● Mid-term examination (30%)</li> <li>● Research proposal (40%): an outline (10%) + a final proposal (30%)</li> </ul>
<b>Textbooks and Reading Materials</b>
<p>Selected reading materials:</p> <ul style="list-style-type: none"> <li>• Mawdsley, Emma (2012), <i>From Recipients to Donors: Emerging Powers and the Changing Development Landscape</i>, Zed Books.</li> <li>• Norris, William (2016), <i>Chinese Economic Statecraft: Commercial Actors, Grand Strategy, and State Control</i>, Cornell University Press.</li> <li>• Brautigam, Deborah (2009), <i>The Dragon's Gift: The Real Story of China in Africa</i>, Oxford University Press.</li> <li>• Gallagher, Kevin P. (2016), <i>The China Triangle: Latin America's China Boom and the Fate of the Washington Consensus</i>, Oxford University Press.</li> <li>• Easterly, William (2003), "Can Foreign Aid Buy Growth?" <i>The Journal of Economic Perspectives</i>, 17, 23-48.</li> </ul>
<b>CLASS SCHEDULE (Subject to adjustment)</b>
<b>Session 1: Introduction</b>
<p><b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>Introduction to the course</p>
<b>Session 2: History of Development (I)</b>
<p><b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>History of development (I): industrialization and the west</p>
<b>Session 3: History of Development (II)</b>
<p><b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>History of development (II): developing the "rest"</p>
<b>Session 4: National Holiday, No Class</b>
<b>Session 5: Postwar Global Development Order</b>
<p><b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>Establishment and evolution of development-related institutions in the postwar era</p>
<b>Session 6: Aid and development finance</b>

<b>Session 7: Energy and Environment</b>	
<b>Session 8: Public health</b>	
<b>Session 9: Mid-term examination</b>	
<b>Session 10: China's global development policy: main actors</b>	
<b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b>	
Introduction to the Belt and Road Initiative, the China-led multilateral international organizations, and the important actors driving China’s global development policy	
<b>Session 11: Rise of China and the changing global development regime</b>	
<b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b>	
Introduction to empirical and theoretical studies on how China’s rise reshapes global development regime	
<b>Session 12: Guest Lecture/Outline evaluation</b>	
<b>【 Assignments for this session (if any) 】</b>	
Outline of research proposal due	
<b>Session 13: Development policy and international relations (I)</b>	
<b>【 Readings, Websites or Video Clips 】</b>	
Case studies: Asia	
<b>Session 14: Development policy and international relations (II)</b>	
<b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b>	
Case Studies: Africa	
<b>Session 15: Development policy and international relations (III)</b>	
<b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b>	
Case Studies: Latin America	
<b>Session 16: Conclusion: What is Development</b>	
<b>About the Instructor</b>	
	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’ ( <i>New Political Economy</i> , 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 the 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.

<b>Course Title</b>	China and International Security
	中国的国际安全
<b>Course Code</b>	02432430
<b>Instructor</b>	LÜ Xiaoyu 吕晓宇
<b>First day of classes</b>	2022.9.5
<b>Last day of classes</b>	2022.12.19
<b>Course Credit</b>	3
<b>Pre-requisites</b>	N/A
<b>Language</b>	English
<b>Course Description</b>	
<b>Objective</b>	
<p>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 a “global” perspective, integrating local histories, emotions and identities into their broader global contexts. Each week, we 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.</p>	
<b>Proceeding of the Course</b>	
<p>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.</p>	
<b>Evaluation Details</b>	
<p>The assessments are composed of three parts: (1) attendance and class presentation (5%+25%); (2) mid-term in-class written test (20%); (3) take home exam (50%).</p>	
<b>Textbooks and Reading Materials</b>	
<p>Mitter, Rana. <i>A Bitter Revolution: China’s Struggle with the Modern World</i>. Oxford University Press, 2005.</p> <p>Chen, J. (2010). <i>Mao’s China and the Cold War</i>. Univ of North Carolina Press.</p> <p>Johnston, Alastair Iain. <i>Social States: China in International Institutions, 1980–2000</i>. Princeton University Press, 2008.</p>	

<b>CLASS SCHEDULE (Subject to adjustment)</b>
<b>Session 1: Introduction</b>
<b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b> Introduction
<b>【 Readings, Websites or Video Clips 】</b> Mitter, Rana. <i>A Bitter Revolution: China's Struggle with the Modern World</i> . Oxford University Press, 2005.
<b>Session 2: The legacy of war and imperialism</b>
<b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b> 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” ( <i>bainian guochi</i> ). 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.
<b>【 Readings, Websites or Video Clips 】</b> Westad, Odd Arne. <i>Restless Empire: China and the World since 1750</i> . London: Bodley Head, 2012, pp.1-51.
<b>Session 3: China’s defence and strategic challenges during the Mao era</b>
<b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b> 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.
<b>【 Readings, Websites or Video Clips 】</b>

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】 (purpose, requirements, class and presentations scheduling, etc.)**

China's security behaviour 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 neighbours. In this seminar we will consider some of the major transformations in China's security policy and behaviour 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】 (purpose, requirements, class and presentations scheduling, etc.)**

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】 (purpose, requirements, class and presentations scheduling, etc.)**

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 defence and foreign policy communities, tends to treat China either as a 'black box' whose

strategic thinking and behaviour 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 centralised his personal authority over foreign and security policy-making since he came to power in late 2012.

**【Readings, Websites or Video Clips】**

1. Jakobson, Linda, and Dean Knox. "New Foreign Policy Actors in China". SIPRI Policy Paper 26, 2010
2. 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】 (purpose, requirements, class and presentations scheduling, etc.)**

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】 (purpose, requirements, class and presentations scheduling, etc.)**

We will examine the trends in China's use of military force over the past sixty years. We will compare China's involvement in militarised 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 modernisation**

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

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 defence 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 modernisation of the People’s Liberation Army, Navy and Air Force during the 1990s and 2000s. We will examine the organisational 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 】 (purpose, requirements, class and presentations scheduling, etc.)**

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 signalled 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 】 (purpose, requirements, class and presentations scheduling, etc.)**

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】 (purpose, requirements, class and presentations scheduling, etc.)**

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, commercialisation, 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】**

1. 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】 (purpose, requirements, class and presentations scheduling, etc.)**

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】 (purpose, requirements, class and presentations scheduling, etc.)**

**scheduling, etc.)**

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 analysing China's influence in Asia.

**【Readings, Websites or Video Clips】**

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

**Session 15: China and non-traditional security**

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

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】**

1. 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.
2. Sun, Degang. "China and the global jihad network." *Journal of the Middle East and Africa* 1, no. 2 (2010): 196-207.

**Session 16: Exam Session**

**About the Instructor**





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.

<b>Course Title</b>	World Economic History
	世界经济史
<b>Course Code</b>	02533490
<b>Instructor</b>	Mark Hup
<b>First day of classes</b>	2022-09-06
<b>Last day of classes</b>	2022-12-20
<b>Course Credit</b>	2
<b>Language</b>	English
<b>Course Description</b>	
<b>Objective</b>	
<p>The core question of this course is: what explains the wealth of nations? To explore this question, we will discuss various theories for why the “modern economy” arose first in Europe and not in other parts of the world, such as China. We will also analyze multiple case studies using historical data and modern economic and econometric tools. Students will be expected to analyze these theories and case studies and apply critical thinking to compare and contrast. This course aims to put the modern-day abundance in perspective and help students properly frame the resurgence of countries such as China. To better understand today’s economic development, it is key to understand what enabled the first modern economic takeoff in human history.</p>	
<b>Pre-requisites /Target audience</b>	
<p>No pre-requisites, but one or two introductory courses in economics and econometrics will be helpful.</p>	
<b>Proceeding of the Course</b>	
<p>Weekly meetings will consist of a lecture, student presentations, and class discussion. To stimulate personal interactions, students are required to put their cameras on during class.</p>	
<b>Assignments (essay or other forms)</b>	
<p>Students will be required to participate in class, write two brief response papers (500-750 words), present two articles (10-12 minutes), and write a take-home final exam. You need to send me your presentation slides at least one hour before class. Class participation consists of three components: (1) send me, at least one hour before class, three questions/comments about the readings; (2) contribute to class discussions; (3) provide feedback to student presenters.</p>	
<b>Evaluation Details</b>	

The overall course grade consists of the following components: class participation (25%), two response papers (10% each), two presentations (10% each), take-home final exam (35%).	
<b>Textbooks and Reading Materials</b>	
The weekly class schedule below shows required readings and background readings. Required readings are unmarked and optional readings are marked with a “**”.	
<b>Academic Integrity (if necessary)</b>	
Students are responsible for doing their own work and academic dishonesty of any kind will not be tolerated.	
<b>CLASS SCHEDULE</b> (Subject to adjustment)	
<b>Session 1: Introduction</b>	<b>Date: 2022-9-6</b>
<b>【 Description of the Session 】</b> (purpose, requirements, class and presentations scheduling, etc.)	
Lecture + discussion.	
<b>【 Questions 】</b>	
What explains the wealth and poverty of nations? What are the main theories of long-run economic growth?	
<b>【 Readings, Websites or Video Clips 】</b>	
a. Chapter 1 of Koyama and Rubin (2022). <i>How the World Became Rich: The Historical Origins of Economic Growth</i> .	
b. Nunn (2020). “The Historical Roots of Economic Development.”	
<b>Session 2: Malthusian Economics</b>	<b>Date: 2022-9-13</b>
<b>【 Description of the Session 】</b> (purpose, requirements, class and presentations scheduling, etc.)	
Lecture + discussion.	
<b>【 Questions 】</b>	
What were the pre-industrial economic and population dynamics? What role do fertility decisions play in economic growth?	
<b>【 Readings, Websites or Video Clips 】</b>	
a. Chapter 2 of Clark (2007). <i>A Farewell to Alms</i> .	
b. Ashraf and Galor (2011). Dynamics and Stagnation in the Malthusian Epoch. <i>American Economic Review</i> .	
c. **Galor and Weil (2000). “Population, Technology, and Growth: From Malthusian Stagnation to the Demographic Transition and Beyond.”	
d. **Voigtlander and Voth (2011). “How the West ‘Invented’ Fertility Restriction.”	
<b>【 Assignments for this session 】</b>	
Send three questions/comments about the readings, at least one hour before class.	
<b>Session 3: Agriculture and Guilds</b>	<b>Date: 2022-9-20</b>

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

Lecture + student presentations + discussion.

**【 Questions 】**

How was pre-industrial agriculture organized? Why did guilds develop? What are the economics of guilds?

**【 Readings, Websites or Video Clips 】**

- a. Chapters 2-4 of Koyama and Rubin (2022). *How the World Became Rich: The Historical Origins of Economic Growth*.
- b. North and Thomas (1971). “The Rise and Fall of the Manorial System: A Theoretical Model.”
- c. De la Croix, Doepke, and Mokyr (2018). “Clans, Guilds, and Markets: Apprenticeship Institutions and Growth in the Pre-Industrial Economy.”
- d. \*\*Epstein (1998). “Craft Guilds, Apprenticeship, and Technological Change in Preindustrial Europe.”
- e. \*\*McCloskey (1976). “English Open Fields as Behavior Towards Risk.”
- f. \*\*Richardson (2005). “The Prudent Village: Risk Pooling Institutions in Medieval English Agriculture.”
- g. \*\*Ogilvie (2014) “The Economics of Guilds.”

**【 Assignments for this session 】**

Send three questions/comments about the readings, at least one hour before class.

**Session 4: Trade and Exchange**

**Date: 2022-9-27**

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

Lecture + student presentations + discussion.

**【 Questions 】**

How was pre-industrial trade and exchange organized? How did impersonal exchange develop?

**【 Readings, Websites or Video Clips 】**

- a. Chapters 5-6 of Koyama and Rubin (2022). *How the World Became Rich: The Historical Origins of Economic Growth*.
- b. Greif (1989). “Reputation and Coalitions in Medieval Trade: Evidence on the Maghribi Traders.”
- c. Greif, Milgrom, and Weingast (1994). “Coordination, Commitment and Enforcement: The Case of the Merchant Guild.”
- d. \*\*Greif (2006). “The Birth of Impersonal Exchange: The Community Responsibility System and Impartial Justice.”

e. \*\*Greif and Tabellini (2017). “The Clan and the Corporation: Sustaining Cooperation in China and Europe.”

**【Assignments for this session】**

Send three questions/comments about the readings, at least one hour before class.

<b>Session 5: National Day Holiday (no class)</b>	<b>Date: 2022-10-4</b>
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<b>Session 6: Institutions I</b>	<b>Date: 2022-10-11</b>
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**【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)**

Lecture + student presentations + discussion.

**【Questions】**

What are institutions? What is their role in economic growth? How did institutions develop in pre-industrial Europe?

**【Readings, Websites or Video Clips】**

- a. Chapters 7-8 of Koyama and Rubin (2022). *How the World Became Rich: The Historical Origins of Economic Growth*.
- b. Van Zanden, Buringh, and Bosker (2012). “The Rise and Decline of European Parliaments, 1188-1789.”
- c. North and Weingast (1989). “Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England.”
- d. \*\*North (1991). “Institutions.”
- e. \*\*Jha (2015). “Financial Asset Holdings and Political Attitudes: Evidence from Revolutionary England.”

**【Assignments for this session】**

Response paper 1 is due in this class. Send three questions/comments about the readings, at least one hour before class.

<b>Session 7: Institutions II</b>	<b>Date: 2022-10-18</b>
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**【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)**

Lecture + student presentations + discussion.

**【Questions】**

What are institutions? What is their role in economic growth? How did institutions develop in pre-industrial Europe?

**【Readings, Websites or Video Clips】**

- a. Chapters 9-11 of Koyama and Rubin (2022). *How the World Became Rich: The Historical Origins of Economic Growth*.
- b. Cox (2012). “Was the Glorious Revolution a Constitutional Watershed?”

c. Acemoglu, Cantoni, Johnson, Robinson (2011). “The Consequences of Radical Reform: The French Revolution.”

d. \*\* Bogart and Richardson (2009). “Making Property Productive: Reorganizing Rights to Real and Equitable Estates in Britain, 1660–1830.”

e. \*\*Ogilvie and Carus (2014). “Institutions and Economic Growth in Historical perspective.”

f. \*\*Sussman and Yafeh (2006). “Institutional Reforms, Financial Development and Sovereign Debt: Britain 1690–1790.”

**【Assignments for this session】**  
 Send three questions/comments about the readings, at least one hour before class.

<b>Session 8: The Rise of Cities</b>	<b>Date: 2022-10-25</b>
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**【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)**  
 Lecture + student presentations + discussion.

**【Questions】**  
 How and why did cities develop? What is the role of urbanization in economic growth?

**【Readings, Websites or Video Clips】**

a. Bosker, Buringh, and Van Zanden (2013). “From Baghdad to London: Unraveling Urban Development in Europe, the Middle East, and North Africa, 800–1800.”

b. Blaydes and Chaney (2013). “The Feudal Revolution and Europe’s Rise: Political Divergence of the Christian West and the Muslim World before 1500 CE.”

c. Brunt and Garcia-Penalosa (2021). “Urbanisation and the Onset of Modern Economic Growth.”

d. \*\*Michaels and Rauch (2014). “Resetting the Urban Network: 117-2012.”

e. \*\*Bosker et al. (2008). “Ports, Plagues, and Politics: Explaining Italian City Growth 1300-1861.”

**【Assignments for this session】**  
 Send three questions/comments about the readings, at least one hour before class.

<b>Session 9: The Rise of the State</b>	<b>Date: 2022-11-1</b>
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**【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)**  
 Lecture + student presentations + discussion.

**【Questions】**  
 How did the state develop? What is state capacity and how does it relate to economic growth?

**【Readings, Websites or Video Clips】**

a. Dincecco (2009). “Fiscal Centralization, Limited Government, and Public Revenues in Europe.”

- b. Borcan, Olsson, and Putterman (2018). “State history and economic development: evidence from six millennia.”
- c. Johnson and Koyama (2014). “Tax farming and the origins of state capacity in England and France.”
- d. \*\*Dincecco (2015). “The Rise of Effective States in Europe.”
- e. \*\*Hoffman (2015). “What Do States Do?”
- f. \*\*Johnson and Koyama (2017). “States and Economic Growth: Capacity and Constraints.”
- g. \*\*Besley and Persson (2009). “The Origins of State Capacity: Property Rights, Taxation and Politics.”
- h. \*\*Eichengreen et al. (2019). “Public Debt Through the Ages.”
- i. \*\*Besley and Persson (2014). “Why Do Developing Countries Tax So Little?”
- j. \*\*Bardhan (2016). “State and development: The need for a reappraisal of the current literature.”

**【Assignments for this session】**

Send three questions/comments about the readings, at least one hour before class.

**Session 10: The Commercial Revolution and Human Capital Formation**

**Date: 2022-11-18**

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

Lecture + student presentations + discussion.

**【Questions】**

How did human capital develop? How does it relate to commerce and economic growth?

**【Readings, Websites or Video Clips】**

- a. Cantoni and Yuchtman (2013). “Medieval Universities, Legal Institutions and the Commercial Revolution.”
- b. Dittmar (2011). “Information Technology and Economic Change: The Impact of the Printing Press.”
- c. \*\*Squicciarrini and Voigtlander (2015). “Human Capital and Industrialization: Evidence from the Age of Enlightenment.”

**【Assignments for this session】**

Send three questions/comments about the readings, at least one hour before class.

**Session 11: Technology: Supply and Demand Side Arguments**

**Date: 2022-11-15**

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

Lecture + student presentations + discussion.

**【Questions】**

What explains technological progress? Why did the Industrial Revolution start in Great Britain?

<b>【Readings, Websites or Video Clips】</b>	
<p>a. Chapters 1-2, and 6 of Allen (2009). <i>The British Industrial Revolution in Global Perspective</i>.</p> <p>b. Allen. (2011). “Why the Industrial Revolution was British: Commerce, Induced Invention, and the Scientific Revolution,” <i>Economic History Review</i>.</p> <p>c. Mokyr (2005). “The intellectual origins of modern economic growth.”</p> <p>d. **Hanlon (2015). “Necessity is the Mother of Invention: Input Supplies and Directed Technical Change.”</p> <p>e. **Kelly, Mokyr, and O Grada (2013). “Precocious Albion: A New Interpretation of the British Industrial Revolution.”</p>	
<b>【Assignments for this session】</b>	
Response paper 2 is due in this class. Send three questions/comments about the readings, at least one hour before class.	
<b>Session 12: Technology and the Industrial Revolution</b>	<b>Date: 2022-11-22</b>
<b>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</b>	
Lecture + student presentations + discussion.	
<b>【Questions】</b>	
What explains technological progress? Why did the Industrial Revolution start in Great Britain?	
<b>【Readings, Websites or Video Clips】</b>	
<p>a. Chapters 1, 4-5, and 7 of Mokyr (1990). <i>The Levers of Riches</i>.</p> <p>b. Allen (2009). “The Industrial Revolution in Miniature: The Spinning Jenny in Britain, France, and India.”</p> <p>c. Morgan and O Grada (2016). “Adam Smith, Watch Prices, and the Industrial Revolution.”</p> <p>d. **Mokyr. “Long-Term Economic Growth and the History of Technology.”</p> <p>f. **Kelly and O Grada (2019). “Speed under sail during the early industrial revolution (c. 1750–1830).”</p> <p>g. **DeVries, Jan (1994). “The Industrial Revolution and the Industrious Revolution.”</p> <p>h. **Voth (1998). “Time and Work in Eighteenth-Century London.”</p> <p>i. **Steinsson. “How Did Growth Begin?”</p>	
<b>【Assignments for this session】</b>	
Send three questions/comments about the readings, at least one hour before class.	
<b>Session 13: Gains from Trade</b>	<b>Date: 2022-11-29</b>
<b>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</b>	
Lecture + student presentations + discussion.	



<b>【Questions】</b>	
What is the role of trade in economic growth?	
<b>【Readings, Websites or Video Clips】</b>	
a. Juhasz (2018). “Temporary Protection and Technology Adoption: Evidence from the Napoleonic Blockade.”	
b. Pascali. “The Wind of Change: Maritime Technology, Trade and Economic Development.”	
c. O'Rourke and Taylor (2019). “Trade, technology, and the great divergence.”	
d. **Bernhofen and Brown (2005). “An Empirical Assessment of the Comparative Advantage Gains from Trade: Evidence from Japan.” (see also Bernhofen and Brown 2004)	
e. **Donaldson (2018). “Railroads and the Raj: Estimating the Impact of Transportation Infrastructure.”	
f. **Shiue and Keller (2007). “Markets in China and Europe on the Eve of the Industrial Revolution.”	
g. **O'Rourke (1997). “The European grain invasion, 1870–1913.”	
<b>【Assignments for this session】</b>	
Send three questions/comments about the readings, at least one hour before class.	
<b>Session 14: Colonization</b>	<b>Date: 2022-12-6</b>
<b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b>	
Lecture + student presentations + discussion.	
<b>【Questions】</b>	
What is the role of colonization in economic growth? Why did some colonies prosper while others languished?	
<b>【Readings, Websites or Video Clips】</b>	
a. Acemoglu, Johnson, and Robinson (2001). “The Colonial Origins of Comparative Development: An Empirical Investigation.”	
b. Nunn (2008). “The Long Term Effects of Africa’s Slave Trades.”	
c. Dell (2010). “The Persistent Effects of Peru's Mining Mita.”	
d. **Michalopoulos and Papaioannou (2016). “The Long-Run Effects of the Scramble for Africa.”	
e. **Engerman and Sokoloff (2002). “Factor Endowments, Inequality, and Paths of Development Among New World Economies.”	
f. **Acemoglu, Johnson, and Robinson (2002). “Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income Distribution.”	
g. **Feyrer and Sacerdote (2009). “Colonialism and Modern Income: Islands as Natural Experiments.”	
<b>【Assignments for this session】</b>	
Send three questions/comments about the readings, at least one hour before class.	

<b>Session 15: Warfare</b>	<b>Date: 2022-12-13</b>
<p><b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>Lecture + student presentations + discussion.</p>	
<p><b>【 Questions 】</b></p> <p>What role did warfare play in economic growth? How did a few peripheral nations in Western Europe colonize most of the planet?</p>	
<p><b>【 Readings, Websites or Video Clips 】</b></p> <p>a. Voigtlander and Voth (2013). “Gifts of Mars: warfare and Europe's early rise to riches.”</p> <p>b. Hoffman (2012). “Why was it Europeans who conquered the world?”</p> <p>c. Karaman and Pamuk (2013). “Different Paths to the Modern State in Europe: Warfare, Economic Structure, and Political Regime.”</p> <p>d. **Dincecco and Wang (2018). “Violent Conflict and Political Development Over the Long Run: China versus Europe.”</p> <p>e. **Dincecco and Prado (2012). “Warfare, Fiscal Capacity, and Performance.”</p> <p>f. **Gennaioli and Voth (2015). “State Capacity and Military Conflict.”</p> <p>g. **Hoffman (2011). “Prices, the Military Revolution, and Western Europe's Comparative Advantage in Violence.”</p> <p>h. **Dincecco and Onorato (2016). “Military conflict and the rise of urban Europe.”</p>	
<p><b>【 Assignments for this session 】</b></p> <p>Send three questions/comments about the readings, at least one hour before class.</p>	
<b>Session 16: The Corporate Form &amp; Finance</b>	<b>Date: 2022-12-20</b>
<p><b>【 Description of the Session 】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>Lecture + student presentations + discussion.</p>	
<p><b>【 Questions 】</b></p> <p>How did the corporation arise? What problems does the corporate form solve? What is the role of finance in economic growth?</p>	
<p><b>【 Readings, Websites or Video Clips 】</b></p> <p>a. Gelderblom and Jonker (2004). “Completing a Financial Revolution: The Finance of the Dutch East India Trade and the Rise of the Amsterdam Capital Market, 1595–1612.”</p> <p>b. Gelderblom, Jonker, Dari-Mattiacci, and Perotti (2017). “The Emergence of the Corporate Form.”</p> <p>c. Levine (1997). “Financial development and economic growth: Views and agenda.”</p> <p>d. **Gelderblom, De Jong, and Jonker (2013). “The formative years of the modern corporation: The Dutch East India Company VOC, 1602–1623.”</p> <p>e. **Atack (1985). “Industrial structure and the emergence of the modern industrial corporation.”</p>	

f. \*\*Rousseau and Sylla (2003). “Financial Systems, Economic Growth, and Globalization.”

**【Assignments for this session】**

Send three questions/comments about the readings, at least one hour before class.

**About the Instructor**



Mark Hup is Assistant Professor at Peking University's School of Economics. In 2021 he graduated with a Ph.D. in Economics from the University of California, Irvine. His research touches on economic history, political economy, public economics, development, and finance.

His current research focuses on the connections between fiscal modernization, labor coercion, state capacity, and trade. To investigate these relationships, he constructs new datasets based on archival sources from colonial Indonesia in the period 1870–1940. These are the first datasets to combine data on corvée labor usage, taxation, state expansion, and exports and therefore help shed light on previously understudied topics.

His dissertation received an Honorable Mention of the Ronald Coase Best Dissertation Award of the Society for Institutional & Organizational Economics. Individual chapters of the dissertation won the Vincent and Elinor Ostrom Prize of the Public Choice Society and the Jan Lucassen Award of the European Social Science History Association.

<b>Course Title</b>	Doing Business in China
	中国商务
<b>Course Code</b>	02837140
<b>Instructor</b>	WU Changqi 武常岐
<b>First day of classes</b>	September 6, 2022
<b>Last day of classes</b>	November 29, 2022
<b>Course Credit</b>	2
<b>Language</b>	English
<b>Pre-requisites /Target audience</b>	Introductory level of economics/senior years of undergraduate students
<b>Course Description</b>	
<b>Objective</b>	
<p>In this course, we will take a close look at China's business landscape, the opportunities 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 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.</p> <p>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.</p>	
<b>Proceeding of the Course</b>	
<b>Topics</b>	
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 (essay or other forms)**

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.

### **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.

### **Textbooks and Reading Materials**

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

Some general reference books include:

1. Abrami, Regina M., William C. Kirby and F. Warren McFarlan, *Can China Lead? Reaching the Limits of Power and Growth*, 2014, Harvard Business Review Press.
2. Chang, Sea-Jin, 2013, *Multinational Firms in China: Entry Strategies, Competition, and Firm Performance*, Oxford University Press.
3. Chow, Gregory C., 2007, *China's Economic Transformation*, 2<sup>nd</sup> edition, Blackwell Publishing Limited.
4. Chow, Gregory C., 2011, *China as a Leader of the World Economy*, World Scientific.
5. Haley, Usha C.V. and George T. Haley, 2013, *Subsidies to Chinese Industry: State Capitalism, Business Strategy, and Trade Policy*, Oxford University Press.
6. Haour, Georges and Max von Zedtwitz, 2016, *Created in China: How China is Becoming a Global Innovator*, Bloomsbury Information.
7. Kroeber, Arthur, 2016, *China's Economy: What Everyone Needs to Know*, Oxford University Press.
8. Lardy, Nicholas, 2014, *Markets over Mao: The Rise of Private Business in China*. Peterson Institute for International Economics.
9. Lin, Justin Yifu, 2011, *Demystifying the Chinese Economy*, Cambridge University Press.
10. Maddison, Angus, 2007, *Chinese Economic Performance in the Long Run*, 2<sup>nd</sup> edition, OECD Development Centre Studies.

11. Naughton, Barry, 2007, *The Chinese Economy: Transitions and Growth*, Cambridge: The MIT Press.
12. Nee, Victor and Sonjo Opper, 2012, *Capitalism from Below, Markets and Institutional Change in China*, Harvard University Press.
13. Riedel, James, Jing Jin and Jiao Gao, 2007, *How China Grows: Investment, Finance and Reform*, Princeton: Princeton University Press.
14. Subramanian, Arvind, 2011, *Eclipse: Living in the Shadow of China's Economic Dominance*, Washington, DC: Peterson Institute for International Economics.
15. Wu, Jinglian, 2005, *Understanding and Interpreting Chinese Economic Reform*, Texere.
16. Yip, George S. and Bruce McKern, 2016, *China's Next Strategic Advantage: From Imitation to Innovation*, Cambridge: MIT Press.
17. Zhang, Joe, 2013, *Inside China's Shadow Banking: The Next Subprime Crisis?* Hong Kong: Enrich Professional Publishing Inc.

#### **Academic Integrity (If necessary)**

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

#### **CLASS SCHEDULE (Subject to adjustment)**

Session 1: *China at a Glance*

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

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

#### **【Questions】**

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

#### **【Readings, Websites or Video Clips】**

##### **Readings (required)**

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

##### **Readings (optional)**

1. Feenstra, Robert C., Hong Ma, J. Peter Neary, D.S. Prasada Rao, 2013, "Who Shrank China? Puzzles in the Measurement of Real GDP", *Economic Journal*, 123 (573), 1100–1129.

2. Perkins, Dwight H. and Thomas G. Rawski, 2008, “Forecasting China’s Economic Growth to 2025”, in Loren Brandt and Thomas Rawski (eds.), *China’s Great Economic Transformation*, Cambridge University Press.

**Online Resources:**

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

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

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

**【Assignments for this session】**

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

Session 2: *Market and Firms in China*

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

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

**【Questions】**

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

**【Readings, Websites or Video Clips】**

**Readings (required)**

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

**Readings (optional)**

1. Batson, Andrew, 2014, *Fixing China’s State Sector*, Paulson Policy Memorandum.
2. Keister, Lisa, 1998, “Engineering Growth: Business Group Structure and Firm Performance in China’s Transition Economy”, *American Journal of Sociology*, 104 (2), 404–440.
3. Guillen, Mauro, 2002, “Structural Inertia, Imitation and Foreign Expansion: South Korean Firms and Business Groups in China, 1987–1995”, *Academy of Management Journal*, 45 (3), 509–525.

4. Khanna, Tarun, and Yishay Yafen, 2007, “Business Groups in Emerging Markets: Paragons or Parasites?” *Journal of Economic Literature*, Vol. XLV, pp. 331–372.
5. Pan, Yigang, and Chi, Peter S. K., 1999, “Financial Performance and Survival of Multinational Corporations in China”, *Strategic Management Journal*, 20 (4), 359–374.
6. Poncet, Sandra, 2005, “A Fragmented China: Measure and Determinants of Chinese Domestic Market Disintegration”, *Review of International Economics*, 13 (3), 409–430.
7. Chang, Sea Jin and Dean Xu, 2008, “Spillovers and Competition among Foreign and Local firms in China”, *Strategic Management Journal*, 29: 495–518.

**【Assignments for this session】**

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

Session 3: *China’s International Trade*

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

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

**【Questions】**

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

**【Readings, Websites or Video Clips】**

**Readings (required)**

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

**Readings (optional)**

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



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

**Online Resources:**

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

**【Assignments for this session】**

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*

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

**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】**

**Reading (required)**

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

**Reading (optional)**

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

**Online Resources:**

United Nations Conference on Trade and Development: [www.unctad.org/wir](http://www.unctad.org/wir)

<p><b>【Assignments for this session】</b></p> <p>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.</p>
<p>Session 5: <i>Managing Joint Ventures and Alliances</i></p>
<p><b>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>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.</p>
<p><b>【Questions】</b></p> <p>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)?</p>
<p><b>【Readings, Websites or Video Clips】</b></p> <p>Reading (required)</p> <ol style="list-style-type: none"> <li>1. Bai, Chong-en, Zhigang Tao and Changqi Wu, 2004, “Revenue Sharing and Control Rights in Term Production: Theories and Evidence from Joint Ventures”, <i>Rand Journal of Economics</i>, 35 (2), 277–305.</li> </ol>
<p><b>【Assignments for this session】</b></p> <p>Review the class content in this session and read the articles assigned for next class; Read the articles and cases and discuss in groups.</p>
<p>Session 6: <i>China’s Financial Systems</i></p>
<p><b>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</b></p> <p>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.</p>
<p><b>【Questions】</b></p> <p>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?</p>
<p><b>【Readings, Websites or Video Clips】</b></p> <p>Readings (required)</p> <ol style="list-style-type: none"> <li>1. Elliott, Douglas and Kai Yan, <i>The Chinese Financial System: An Introduction and Overview</i>, Brookings Institution.</li> </ol>

2. Allen, Franklin, Jun “QJ” Qian, Chenying Zhang, Mengxin Zhao, 2012, *China’s financial system: Opportunities and challenges*, NBER Working Paper 17828.
3. Lin, Justin Y, Xifang Sun, Harry X. Wu 2015, “Banking Structure and Industrial Growth: Evidence from China”, *Journal of Banking and Finance* 58 (3).
4. Lu, Yunlin, Haifeng Guo, Erin H. K, Hung-Gay Fung, 2015, “Shadow banking and firm financing in China”, *International Review of Economics and Finance*, 36, 40–53.

**Readings (optional)**

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

**【Assignments for this session】**

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

Session 7: *China’s Innovation System and IPR Issues*

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

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

**【Questions】**

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

**【Readings, Websites or Video Clips】**

**Readings (required)**

1. Cheung, Kui-yin, Ping Lin, 2004, “Spillover Effects of FDI on Innovation in China: Evidence from the Provincial Data”, *China Economic Review*, 15 (1), 2544.
2. Jefferson, Gary, Hu, Albert G. Z., Guan, Xiaojing, Yu, Xiaoyun, 2003, “Ownership, performance, and innovation in China’s large- and medium-size industrial enterprise sector”, *China Economic Review*, 14 (1), 89113.
3. Girma, Sourafel, Yundan Gong, and Holger Görg, 2008, “What Determines Innovation Activity in Chinese State-Owned Enterprises? The Role of Foreign Direct Investment”, *World Development*, 37 (4), 866873.

**Readings (optional)**

1. OECD, 2008, *Review of Innovation Policy: China*.

2. Yam, Richard, Jian Cheng Guang, Kit Fai Pun and Esther P.Y. Tang, 2004, “An Audit of Technological Capabilities in Chinese Firms: Some Empirical Findings in Beijing”, China, *Research Policy*, 33, 11231140.
3. Ayyagari, Meghana, Asli Demirgüç-Kunt, and Vojislav Maksimovic, 2011, “Firm Innovation in Emerging Markets: The Role of Finance, Governance, and Competition”, *Journal of Financial and Quantitative Analysis*, 46 (6), 15451580.
4. Maskus, Keith E., Sean M. Dougherty, and Andrew Mertha, 2005, “Intellectual Property Rights and Economic Development in China”, in Carsten Fink and Keith E. Maskus (eds.), *Intellectual Property and Development: Lessons from Recent Economic Research*, World Bank and Oxford University Press: Washington, D.C.

### Online Resources

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

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

WTO TRIPS (Trade-related Aspects of Intellectual Property Rights):

[https://www.wto.org/english/tratop\\_e/trips\\_e/trips\\_e.htm](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*

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

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

### 【Questions】

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

### 【Readings, Websites or Video Clips】

#### Readings (required)

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

### Online Resources

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

### 【Assignments for this session】

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

Session 9: *China Going Global and One Belt and One Road Initiative*

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

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

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

**Readings (optional)**

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

**【Assignments for this session】**

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

Session 10: *China's Future*

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

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

**【Questions】**

What do you think of China's present economic, social and cultural status and what are your forecasts about China's future? Will China continue to lead in the world? What new roles might

China play in the future? What are the things that China need to fulfill or improve in the future to become more and more prosperous country and a wonderful investment destination for foreign firms?

### **【Readings, Websites or Video Clips】**

#### **Readings (required)**

1. 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.

### **About the Instructor**



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 (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 12<sup>th</sup> and 13<sup>th</sup> five-year plans of the National Major Science and Technology Programs of China and as the expert of the 14<sup>th</sup> 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.

<b>Course Title</b>	China's Education and Its Cultural Foundations
	中国教育及其文化基础
<b>Course Code</b>	06731030
<b>Instructor</b>	SHI Xiaoguang 施晓光
<b>First day of classes</b>	September 8, 2022
<b>Last day of classes</b>	December 22, 2022
<b>Course Credit</b>	3
<b>Language</b>	English
<b>Pre-requisites /Target audience</b>	International students, exchange students as well as local students are welcome and available to choose the course
<b>Course Description</b>	
<b>Objective</b>	
<p>This is an introductory course in which three modules will be created 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 education in China from antiquity to the contemporary Era. In addition to acquiring a general expertise of China's education and relevant cultural knowledge, those who register in the course are expected to make contributions by engaging actively in the course discussion, and by 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 those upcoming participants will learn from each other.</p>	
<b>Proceeding of the Course</b>	
<p>This class has four sections:</p> <p>a) We will begin with examining what is meant by "education" and "culture" in both Chinese and Western contexts, as well as discussing what links the two issues together in a way that compares both East and West: divergent and convergent.</p> <p>b) We will familiarize you with key concepts, historical events, historical figures and relevant themes in the history of Chinese education; the students will learn about the history of Chinese education system from ancient times to the contemporary era.</p> <p>c) We will focus on relevant topics related to the educational development and reform in contemporary China, such as massification, internationalization and privatization of higher education, financing education, reforming teacher education, technical education &amp; vocational training etc;</p>	



d) group presentations are required, which must be based on what you have obtained.

**Assignments (essay or other forms)**

Group discussion, presentation and final essay

**Evaluation Details**

The level/score consists of several parts, including:

- a) Attendance (20% points, because of the dialogic nature of the learning in class, all students are expected to attend every session. However, we do understand that personal circumstances sometimes intervene. Please let me or my TA know in advance if you must miss a class (or as soon after the missed class as possible), In addition, we will accept no more than three absences)
- b.) Performance in the class (10% points, based on participation, discussion engagement, etc.)
- c) A final presentation (20 points). Topic option is welcome but not limited to focus on the education and culture associated with the contributors' respective countries.
- d) Final paper (40% points) is required, which must be an academic paper of at least 3000 words in length.

**Selected Books and Reading Materials**

1. Gu, M. (2014). *Cultural Foundations of Chinese Education*, Brill Press.
2. Gu, J. et al (2009). *Higher Education in China*, Zhejiang University Press, Homa & Sekey.
3. Zhou, J. (2010). *Chinese Higher Education*, Higher Education Press.
4. Wang L. (2009). *Basic Education in China*, Zhejiang University Press, Homa & Sekey.
5. Yang, J. (2011). *Good or Bad? Learning Globalization, Postmodernity and a Changing China Education System*.
6. Weston, Timothy B. (2004). *The Power of Position: Beijing University, Intellectuals, and Chinese Political Culture, 1898-1929*. Berkeley, CA: University of California Press.
7. Chow, Tse-tung (also Zhou Cezong) (1960). *The May Fourth Movement: Intellectual Revolution in Modern China*. Cambridge, MA: Harvard University Press
8. Yeh, Wen-Hsin (1990). *The Alienated Academy: Culture and Politics in Republican China, 1919-1937*, Council on East Asian Studies, Harvard University Press, 1.
9. 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*, Johns Hopkins University Press, 59.
10. World Bank (1997). *China: Higher Education Reform*
11. Chen, Y. (2004). "China's Mass Higher Education: Problem, Analysis, and Solutions", *Asia Pacific Education Review*, Vol. 5, No. 1, 23-33.

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

**CLASS SCHEDULE (Subject to adjustment)**

**Session 1: Introduction and discussion of relevant issues**

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

This session will provide an introduction to the methods and theories that are related to this course on China's education and its cultural foundation. It will include:

- a). Student introductions (background & academic interests);
- b). Syllabus of the course & requirements and expectations;
- c). Class suggestions & discussion of possible revision of the syllabus;
- d) Learn about the historical, philosophical and comparative approaches that will be used in the course.

**【Questions】**

Why have you decided to register in the course?

What would you like to obtain from the course?

How can the students in this course better contribute to the course? In other words, how to make the students be better engaged into the class instruction?

Do you have any good advice to make the teaching of and learning in the course more productive, interesting, efficient or effective?

**【Readings, Websites or Video Clips】**

*Cultural Foundations of Chinese Education* (Chapter one)

**【Assignments for this session】**

Reading materials; classroom discussion.

**Session 2: Defining what are meant by Education and Culture**

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

This session aims to help students to learn about basic issues of education. It will include:

- a) The notion of education as a metaphor, and the role and functioning of education;
- b) Examining the notion of education in both Asian and Western contexts;
- c) Examining the notion of culture and cultural diversity (differences between the East and West);
- d) Looking at education as a socio-cultural practice.

**【Questions】**

What is meant by education in the Eastern and Western contexts?

How do we understand that every education system must be embedded within its culture and context?

Why is China's education studies useful for students?

**【Readings, Websites or Video Clips】**

1. Stephens, D. (2007). *Culture in Education and Development*.
2. Masemann, V.L. (2013). "Culture and Education". In Arnove, R. & C.A. Torres. (2013).
3. Weston, Timothy B. (2004). *The Power of Position: Beijing University, Intellectuals, and Chinese Political Culture, 1898-1929*. Berkeley, CA: University of California Press.

**【Assignments for this session】**

Reading materials; classroom discussion.

**Session 3: Legacy of China education before the 1840s**

**【Description of the Session】** (purpose, requirements, class and presentations scheduling, etc.) This session aims to help students to master and understand the history of China's education in ancient times. It will include:

- a) Introduction to the ancient schooling of China: Private and public sectors;
- b) The birth of Chinese higher education institutions and their evolution;
- c) Introduction to the imperial examination system (*keju*), its curriculum and its teaching content;
- d) Magnates and Great Clans: Educational thought from Confucius to Zhu Xi.

**【Questions】**

What are the features of ancient China's higher education institutions?

What have been the dynamics in the dissemination of Western learning to the East?

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

**【Readings, Websites or Video Clips】**

1. The Chinese University, 1885-1995: A century of cultural conflict

**【Assignments for this session (if any)】**

Reading materials; classroom discussion.

**Session 4: Shaping China's Modern Education System**

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

This session aims to help students to learn about the history of education in modern time. It will include:

- a) The dissemination of Western learning to the East and changes of modern schools;
- b) Cai Yuanpei's reforms in Peking University (1917-1923);

<p>c) The features of modern higher education system in 1920s;  d) Higher education in the revolutionary bases in the 1930s-40s;  e) Education at Manchurian state (Manchukuo) period in 1930s-1940s.</p>
<p><b>【Questions】</b>  What were the major achievements of the Westernization movement?  What have been the dynamics in the dissemination of Western learning to the East?  What are the features of the Chinese modern university?</p>
<p><b>【Readings, Websites or Video Clips】</b>  1. Cai Yuanpei: The Development of Chinese Education</p>
<p><b>【Assignments for this session】</b>  Reading materials; classroom discussion.</p>
<p><b>Session 5: Reshaping of China modern education after 1949</b></p>
<p><b>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</b>  This session aims to help students to learn about the reconstruction and development of education in the period of New China. It will include:  a) Examining the reconstruction of the new system in 1950s;  b) Discussing the destruction of the traditional education system during the Cultural Revolution;  c) The reshaping of Chinese education since the 1980s.</p>
<p><b>【Questions】</b>  What was the influence of the former Soviet Union’s education system on China’s education system education? How was the latter modelled on the former?  What were the negative impacts of the Cultural Revolution on China’s education system?</p>
<p><b>【Readings, Websites or Video Clips】</b>  1. <i>Education in Traditional China</i> (chapter four to chapter seven)</p>
<p><b>【Assignments for this session】</b>  Reading materials; classroom discussion.  Team discussion and presentations based on the discussion.</p>
<p><b>Session 6: Configuration of China’ education system for today</b></p>
<p><b>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</b>  This session will give introduction about China’s education system in general. The major contents will include:  a) Basic education from K-12 and its problems;  b) Higher education and its problems;  c) Teacher education and its problems;  d) Vocational education and its problem.</p>

**Question:**

How much do know about Chinese education system?

**【Readings, Websites or Video Clips】**

1. Gu, J. et al (2009). *Higher Education in China*, Zhejiang University Press, Homa & Sekey.
2. World Bank (1997). *China: Higher Education Reform*.

**【Assignments for this session】**

Reading materials; classroom discussion.

**Session 7: Crucial issues and a brief introduction on serial lectures on China's education**

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

This session gives an introduction to crucial issues including:

- a) The Suzu Education Movement and New Curriculum reforms;
- b) The reorganization of and emergence of the HEI movement;
- c) Higher education expansion movement: from elite to mass stage education;
- d) The Rise of online education and Chinese MOOCs;
- e) Quality evaluation and assessment;
- f) Other issues

**【Questions】**

What comments do you have on China's education policies?

Compare China's education system with the one in your country.

**【Readings, Websites or Video Clips】**

1. Zhou, J. (2010). *Chinese Higher Education*, Higher Education Press.
2. Wang, L. (2009). *Basic Education in China*, Zhejiang University Press, Homa & Sekey.

**【Assignments for this session】**

Reading materials; classroom discussion.

**Session 8: The Suzu Education Movement and New Curriculum reforms**

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

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

**【Questions】**

How much do you know about China's Suzu education and new curriculum movement since 1999?

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

**【Readings, Websites or Video Clips】**

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

**【Assignments for this session】**

Reading materials; classroom discussion.

Team discussion and presentations based on the discussion.

**Session 9: Massification of Chinese higher education: Achievements and challenges**

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

This session will discuss China's higher education development from the elite stage to the massification stage. It will include:

- a) Theories of the massification of higher education;
- b) The background to the policy and historical development of the massification of higher education in China;
- c) Massification and the organizational differentiation of China's higher education;
- d) Equal opportunity in the process of massification;
- f) The social and political influence of the massification of higher education.

**【Questions】**

Is there an end to the expansion of higher education?

What are the social and political consequences of the expansion of higher education?

**【Readings, Websites or Video Clips】**

1. Trow, Martin (1962). "The Democratization of Higher Education in the United States," *European Journal of Sociology* 3, pp. 231-262.

2. Zha Q. Diversification or homogenization: "How governments and markets have combined to (re)shape Chinese higher education in its recent massification process". *Higher Education*, 2009, 58(1): 41-58.

3. Loyalka P, Chu J, Wei J, et al (2017). "Inequalities in the pathway to college in China: When do students from poor areas fall behind?" *The China Quarterly*, 1-23.

4. Carnoy, M., et al (2013). *University Expansion in a Changing Global Economy: Triumph of the BRICs?* Palo Alto, CA: Stanford University Press.

**【Assignments for this session】**

Reading materials; classroom discussion.

Team discussion and presentations based on the discussion.

**Session 10: University-Industry Linkage for Skill Formation in China**

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

This session aims to help student learn about China's vocational education system. It will include:

- a) An introduction to the vocational education and training system in China;
- b) Current policy framework for University-Industry linkage for Skill Formation;
- c) Regional innovations in UIL;
- d) Skill partnership innovation in China.

**【Questions】**

Why is it important to involve industry in vocational education?  
 How can University-Industry linkage for Skill Formation be promoted?

**【Readings, Websites or Video Clips】**

1. Green, A. (1999). “East Asian Skill Formation Systems and the Challenge of Globalisation”. *Journal of Education & Work*, 12 (3), 253-279.
2. Lauder, H., et al (2008). “Globalisation, Skill Formation and the Varieties of Capitalism Approach”. *New Political Economy*, 13 (1), 19-35.
3. Ra, S., Chin, B., & Liu, A. (2015). “Challenges and opportunities for skills development in Asia: Changing supply, demand, and mismatches”. *Asian Development Bank*. Mandaluyong City, Philippines.

**【Assignments for this session】**

Reading materials; classroom discussion.  
 Team discussion and presentations based on the discussion.

**Session 11: Financing Education in China: 30 Years of Reform Towards Adequacy, Equity and Efficiency**

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

This session gives a general introduction of China’s education financing system: 30 years of reform and development; it also discusses the measurement of education adequacy, equity and efficiency. It will include:

- a) An introduction of China’s education financing system: 30 years of reform and development;
- b). An understanding and measurement of education adequacy, equity and efficiency;
- c) Intergovernmental transfer and its role in basic education finance;
- d) Issues in education finance in China: adequacy, equity and efficiency in a whole model.

**【Questions】**

How can the adequacy, equality and efficiency of an education system be measured?  
 What’s the relationship between adequacy, equality and efficiency in education?  
 What’s the role of the central government and local government in education finance?

**【Readings, Websites or Video Clips】**

1. McMahan, 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.

2. Zhang, R., Feng, X. (2018). "Equity and Adequacy of K-12 Education Finance in China." *Central Government's Policy and Impact*.
3. Ding, Y., et al (2020). Intergovernmental transfer under heterogeneous accountabilities: The effects of the 2006 Chinese Education Finance Reform. *Economics of Education Review*, 77: 101985.
4. Du, Y., Sun, Z. (2016) Research on compulsory education financing in China[M]. Springer.
5. BenDavid-Hadar, Iris, ed. (2018). Education Finance, Equality, and Equity. Vol. 5. Springer.

**【Assignments for this session】**

Reading materials; classroom discussion.  
 Team discussion and presentations based on the discussion.

**Session 12: Teacher professionalism and teacher education reform in Contemporary China**

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

This session makes a general introduction of the Chinese teacher education system. It will include:

- a) Institutional arrangements for teacher education in China'
- b) Introduce issues concerning pre-service teacher education in China;
- c) Challenges in in-service teacher education in China;
- d) Recent reforms and their consequences in teacher education in China, equity and efficiency.

**【Questions】**

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

**【Readings, Websites or Video Clips】**

1. Chen, X. "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.
2. Chen, X. & 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.
3. Chen, X. et al. "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.

4. Pain, L. & Y. Fang. "Reform as Hybrid Model in Teaching and Teacher Development in China", *International Journal of Education Research* 45, 2006: 279-289.

**【Assignments for this session】**

Reading materials; classroom discussion.

Team discussion and presentations based on the discussion.

**Session 13: Internationalization of higher education in China**

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

This session makes a general introduction of the Chinese teacher education system. It will include:

- a) Theories on the internationalization of higher education;
- b) Classification of international students;
- c) Trends of international student mobility: the case of China.

**【Questions】**

How do you understand internationalization in your country?

What is the mobile trend in your country?

What should be done over the issue of brain drain and brain gain?

**【Readings, Websites or Video Clips】**

- 1. Liu, B., Liu, Q. (2016). "Internationalization of Chinese higher education in the era of globalization: Student Mobility between China and the Globalized World." In Guo & Y. Guo (Eds.), *Spotlight on China: Chinese Education in the Globalized World*, 85–106.
- 2. Robertson, Susan L. (2006). "Brain drain, brain gain and brain circulation", *Globalization, Societies and Education*, 4:1, 1-5. DOI: 10.1080/14767720600554908
- 3. Rhoads, R. et al. "China's Rising Research Universities: A New Era of Global Ambition". Johns Hopkins University Press, 2014.

**【Assignments for this session】**

Reading materials; classroom discussion.

Team discussion and presentations based on the discussion.

**Session 14-15: students' presentations arrangement**

**Session 16: final paper preparation (exam) and submission**

**About the Instructor**



Dr. Xiaoguang SHI is a professor at Graduate School of Education, Peking University, and also serves as a vice president of the Chinese Society of Comparative Education. He completed his doctorete of education at Beijing Normal University in 1998 and had rich experiences of working as a guest professor and research fellow at some universities worldwide. His academic interests include international and comparative higher education policy; higher education theory.

He has (co-)authored or edited many publications in the field of his studies, such as *Higher Education in the Globalist Knowledge Economy* and *China's Rising Research Universities: A New Era of Global Ambition*, and *The History of Higher Education in India* and so on.

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课程名称	中国概况
	Introduction to China
课程编号	04430003
授课教师	ZHAO Yang 赵杨
课程开始日期	2022年9月7日
课程结束日期	2022年12月21日
课程学分	2
先修课程	HSK 六级以上（已修完高级汉语）
授课语言	中文
<b>课程简介</b>	
<p>本课程是一门介绍中国社会与文化的课程，重在当代中国，兼顾历史文化，通过介绍中国社会的方方面面，理解其多样性、差异性与复杂性。</p> <p>本课程秉持三条原则：（1）客观中立。以世界的眼光看中国，以中国的眼光看世界，把中国放在全球语境中考察，同时通过中国视角分析世界性问题；（2）微小叙事。主要通过实例、数据介绍中国的地理、历史、经济、政治、法律、思想、习俗、饮食等方面；（3）强调语言与社会文化的关系。由于面向留学生，本课程在介绍中国社会文化的同时，强调语言与社会文化的关系，减少学生由于缺乏中国文化背景知识而造成的语言交际障碍和跨文化误读。</p> <p>This course is designed to introduce different aspects of Chinese culture and society, with emphasis on contemporary China. The main purpose of the course is to help students understand the variety, diversity and complexity of China through these introductions.</p> <p>The instruction follows three principles. Firstly, try to be objective and unbiased. The course places China among all the countries of the world to look at China from an outsider's perspective. Meanwhile, it analyses problems from the Chinese perspective. Secondly, introduce Chinese geography, history, economy, politics, laws, traditions and cuisines through stories and figures to make sure that they are easily understandable. Thirdly, combine language learning and introduction to China closely. The course tries to develop students' abilities in cross-cultural communication, especially in understanding contemporary China.</p>	
<b>基本目的</b>	
<p>通过学习，使学生对国情有大致的了解，理解中国社会的多样性、差异性与复杂性，并能够对中国社会做初步分析，得出自己的结论。</p>	

<b>课程进度</b>
2022年秋季学期 1-16周，每周周三 7-8节（15:10-17:00）
<b>教学方式</b>
<p>包括教师讲授、学生报告和互动讨论等。</p> <p>教师讲授内容，主要为信息要点和引发讨论的一些问题，讲授的内容以当代中国国情为主，以文化历史为辅，并辅以对比分析。讲授采取碎片化教学方法，即将讲授的内容分割为小单元的知识点，提出问题，引发讨论。</p> <p>学生报告主题有两个方面，一是自己的文化社会中特别值得向外人介绍的一些知识点和现象，二是自己对中国社会文化中的某一点的认识。学生报告的目的是培养学生的文化敏感性，能对不同文化现象做对比。</p> <p>互动讨论主要围绕教师讲授和学生报告内容进行。</p>
<b>成绩构成</b>
期中读书报告 30%，期末专题报告 40%，平时成绩 30%。
<b>教材与阅读资料</b>
<p>教材：自编</p> <p>参考文献</p> <ol style="list-style-type: none"> <li>1. 王顺洪（2015），《中国概况》（第4版）。北京大学出版社。</li> <li>2. 程爱民（2018），《中国概况》。上海外语教育出版社。</li> <li>3. 李路路、石磊等（2019），《当代中国社会：基本制度和日常生活》。中国人民大学出版社。</li> <li>4. 王春松、张晓芒（2018），《中国文化常识》（1-3）。中国友谊出版公司。</li> <li>5. 楼宇烈（2015），《中国的品格》。四川人民出版社。</li> <li>6. 熊志勇、苏浩、陈涛、李潜虞（2013），《中国近现代外交史》。北京大学出版社。</li> <li>7. 费孝通（2008），《乡土中国》。人民出版社。</li> </ol>
<b>教学大纲</b>
<b>第一讲：人口与民族（2学时）</b>
<p><b>【简介】</b></p> <p>主要介绍中国的人口现状和变化、老龄化、婴儿死亡率、出生率、预期寿命、人口密度、姓氏、民族、民族人口及分布等。</p>
<b>第二讲：食物与菜系（2学时）</b>
<p><b>【简介】</b></p> <p>主要介绍一些日常食物、食物背后的故事、有趣的食物名称、中西饮食差异、关于中国饮食的有趣事实、粮食安全情况、八大菜系、代表性地方食品等。</p>
<b>第三讲：节日与传统（2学时）</b>

<p><b>【简介】</b></p> <p>主要介绍春节、元宵节、清明节、端午节、中秋节、重阳节等传统节日以及劳动节、国庆节等现代节日，介绍节日习俗及其体现的文化内涵。</p>
<p><b>第四讲：休闲与娱乐（2学时）</b></p>
<p><b>【简介】</b></p> <p>主要介绍常见的一些传统娱乐方式及其历史演习，如麻将、相声等，一些现代出现的娱乐方式，如卡拉OK、广场舞等，以及这些娱乐方式对中国人生活的影响。</p>
<p><b>第五讲：艺术与体育（2学时）</b></p>
<p><b>【简介】</b></p> <p>主要介绍中国的民族乐器、传统音乐、民歌、民间舞蹈、流行音乐、书法、绘画、武术和现代体育，以及艺术与体育背后的中国文化。</p>
<p><b>第六讲：交通与运输（2学时）</b></p>
<p><b>【简介】</b></p> <p>主要介绍现代交通和运输现状，以及以公路铁路为主的基础设施的发展情况。</p>
<p><b>第七讲：旅游与遗产（2学时）</b></p>
<p><b>【简介】</b></p> <p>主要介绍中国的世界文化遗产、自然遗产和非物质文化遗产，介绍中国在文化保护和传承方面开展的工作以及旅游发展情况。</p>
<p><b>第八讲：婚姻与家庭（2学时）</b></p>
<p><b>【简介】</b></p> <p>主要介绍中国的婚姻形式与家庭观念，以及传统观念在当代社会面临的挑战，介绍中国的婚姻观和家庭观。</p>
<p><b>第九讲：教育与科研（2学时）</b></p>
<p><b>【简介】</b></p> <p>主要介绍中国的初等、中等、高等教育的现状和发展情况，介绍教育与科技发展对中国的影响。</p>
<p><b>第十讲：自然与保护（2学时）</b></p>
<p><b>【简介】</b></p> <p>主要介绍中国的自然资源及分布，中国的环境问题以及为应对环境问题而采取的政策措施。</p>
<p><b>第十一讲：政治与政府（2学时）</b></p>
<p><b>【简介】</b></p> <p>主要介绍中国的国体、政体以及国家运行机制，介绍中国的宪法及其他重要的法律，帮助学生了解中国选择自己的发展道路的必然性。</p>
<p><b>第十二讲：宗教与信仰（2学时）</b></p>
<p><b>【简介】</b></p> <p>主要介绍中国的宗教观和宗教现状，以及宗教对历史中国和当代中国的影响。</p>

### 第十三讲：城市与乡村（2学时）

#### 【简介】

主要介绍中国的城乡二元社会形成的原因以及城镇化情况，帮助学生了解城镇化给中国社会带来的变化。

### 第十四讲：语言与方言（2学时）

#### 【简介】

主要介绍中国的语言以及汉语方言，帮助学生理解语言规划对于中国的重要性。

### 教师简介



赵杨，北京大学对外汉语教育学院教授、院长，剑桥大学博士。研究兴趣包括第二语言习得、生成语法、社会语言学、语言教育等，出版专著译著多部，在国内外学术期刊发表论文数十篇，主持国家社科基金等科研项目多项。担任世界汉语教学学会副会长、全国汉语国际教育专业学位硕士生教育指导委员会委员、《国际中文教育》期刊主编、中国英汉语比较研究会二语习得研究专业委员会副会长等学术职务。

课程名称	中美关系史
	The History of Sino-U.S. Relations
课程编号	02131580
授课教师	ZHANG Jing 张静
课程开始日期	2022 年 9 月 5 日
课程结束日期	2022 年 12 月 19 日
课程学分	2
先修课程	中国近现代史，世界近现代史
授课语言	中文
<b>课程简介</b>	
<p>本课程以 18 世纪以来至新世纪的中美关系通史为主要讲述内容。14 堂课程被分为政治与经济、教育与文化、科学与技术、观念与宣传四个专题。课程通过分析历史事件、梳理历史脉络，探讨中美关系对中国自身发展的影响。</p> <p>This course focuses on the history of China-US relations from the 18th century to 2010. Fourteen lectures are divided into four topics: politics and economy, education and culture, science and technology, perceptions and propaganda. Based upon archives and documents, the impacts of important historical events on the development of moder China are specially emphasized.</p>	
<b>基本目的</b>	
使学生对中美关系史的基本史实有较为清晰的理解，对基本史料、研究方法、研究状况有较为完整的认识。	
<b>课程进度</b>	
2022 年秋季学期 1-16 周，每周周一 10-11 节（18:40-20:30）	
<b>教学方式</b>	
以教师讲述为主，课堂讨论为辅。课堂讨论与发言在学生阅读档案资料及相关著述的基础上开展。	
<b>成绩构成</b>	
论文一篇，字数不超过 8000 字（70 分），讨论与发言（20 分），到课率（10 分）。	
<b>教材与阅读资料</b>	

## 教材：

1. 《中美关系史（1911-2000）（修订本）》（上、中、下三卷），陶文钊，上海人民出版社，2016年。
2. 《当代中美关系研究（1979-2009）》，陶文钊、倪峰、袁征、刘得手、周永瑞著，中国社会科学出版社，2012年。
3. 《中美关系讲义》，熊志勇、吴雪、李潜虞、王吉美著，世界知识出版社，2015年。

## 基本文献史料：

### （一）出版资料

1. 李长久、施鲁佳主编：《中美关系二百年》，新华出版社，1984年。
2. 中央研究院近代史研究所编：中国近代史资料汇编《中美关系史料：嘉庆、道光、咸丰朝》，1968年。
3. 中央研究院近代史研究所编：中国近代史资料汇编《中美关系史料：同治朝 上》，1968年。
4. 阎广耀、方生选译：《美国对华政策文件选编（1842-1918）》，人民出版社，1990年。
5. 顾维钧著、中国社会科学院近代史研究所译：《顾维钧回忆录》第一分册，中华书局，2013年。
6. 陈志奇：《中华民国外交史料汇编》，渤海堂文化公司，1996年。
7. 中国社会科学院近代史研究所翻译室：《国共内战与中美关系——马歇尔使华秘密报告》，华文出版社，2012年。
8. 肯尼斯·雷、约翰·布鲁尔编，尤存、牛军译：《被遗忘的大使：司徒雷登驻华报告（1946-1949）》，江苏人民出版社，1990年。
9. 《中美关系资料汇编》第二辑（上、下），世界知识出版社，1960年。
10. 沈志华、杨奎松主编：《美国对华情报解密档案（1948-1976）》，东方出版中心。
11. 刘连第编著：《中美关系重要文献资料选编（1978-1995）》，时事出版社，1996年。
12. 冬梅编：《中美关系资料选编（1971.7-1981.7）》，时事出版社，1982年。
13. 新华通讯社：《我国对外关系文件选编》（1972-1984年）。
14. 吴心伯主编：《中美关系战略报告》（2013-2016，每年一册），时事出版社。
15. The National Security Strategy of the United States of America. 2002, 2006, 2010, 2015, 2017, google 下载

### （二）数字资料

1. Foreign Relations of The United States  
1945-1988年：（杜鲁门到里根政府）<https://history.state.gov/historicaldocuments>  
1861-1960年：<http://digicoll.library.wisc.edu/FRUS/Browse.html>
2. 北大图书馆数据库资源  
DDRS（Declassified Documents Reference System）  
Digital National Security Archive (DNSA) 解密后的数字化美国国家档案  
U.S. Declassified Documents Online (USDDO) 美国解密档案在线
3. 美国国务院、国防部、白宫、国会等网站资料



<b>教学大纲</b>	
<b>第一讲 “中美关系史”课程导论</b>	<b>日期：2022年9月5日</b>
<p><b>【简介】</b></p> <p>课程大纲</p> <p>(一)课程介绍</p> <p>(二)考核方式及要求</p> <p>(三)教材及拓展阅读书目介绍</p> <p>(四)研究方法与基本文献资料介绍</p> <p>讨论问题</p> <p>1. 你对中美关系史上的什么问题感兴趣，为什么？</p> <p>2. 看短视频谈感想。</p>	
<p><b>【阅读资料】</b></p> <p>1. (美) 凯特·L·杜拉宾 (Kate L. Turabian) 著、雷蕾译：《芝加哥大学论文写作指南》(第8版)，新华出版社2015年版。</p> <p>2. (德) 塞巴斯蒂安·康拉德 (Sebastian Conrad) 著，杜宪兵译：《全球史是什么》，北京：中信出版社，2018年。</p> <p>3. (美) 林恩·亨特 (Lynn Hunt) 著、赵辉兵译：《全球时代的史学写作》，郑州：大象出版社，2017年。</p> <p>4. (美) 入江昭 (Akira Iriye) 著，邢承吉、滕凯炜译：《全球史与跨国史：过去，现在和未来》，杭州：浙江大学出版社，2018年。</p> <p>5. 王立新：《有思想的历史》，北京：商务印书馆，2020年。</p>	
<b>第二讲 中美关系史研究的学术史</b>	<b>日期：2029年9月19日</b>
<p><b>【简介】</b></p> <p>课程大纲</p> <p>(一)美国的中美关系史研究</p> <p>(二)中国的中美关系史研究</p> <p>(三)中美关系史研究的影响因素</p> <p>讨论问题</p> <p>1. 你认为中美关系史应写什么、如何写？</p>	
<p><b>【阅读资料】</b></p> <p>1. 李剑鸣：《“克罗齐命题”的当代回响》，北京大学出版社，2016年。</p> <p>2. 孙哲：《美国学：中国对美国政治外交研究（1979-2006）》，上海人民出版社，2008年。</p> <p>3. 徐国琦：《边缘人偶记》，成都：四川人民出版社，2017年。</p>	
<b>第三讲 政治与经济专题（一）：晚清时期的中美关系史</b>	<b>日期：2022年9月26日</b>
<p><b>【简介】</b></p> <p>课程大纲——晚清时期的中美关系史（1840-1912）</p>	

- (一)“中国皇后号”来华与中美贸易关系
- (二)《望厦条约》与中美外交关系
- (三)美国与太平天国运动
- (四)第二次鸦片战争与中美《天津条约》
- (五)“门户开放”政策的提出

**讨论问题**

- 1. 清朝是“闭关锁国”吗？
- 2. 约前时代中美贸易的特点有哪些？
- 3. 评价蒲安臣使团及《蒲安臣条约》。
- 4. 如何认识、评价美国传教士的在华活动及对中国的影响？
- 5. 谈谈“门户开放”政策的形成及其评价。
- 6. 如何认识及评价这一时期越来越紧密的中美人员、商品、文化的交流及影响？

**【阅读资料】**

- 1. 王元崇著：《中美相遇：大国外交与晚清兴衰（1784-1911）》，上海：文汇出版社，2021年。
- 2. 费正清：《美国与中国》（第4版），北京：世界知识出版社，1999年。
- 3. 吴翎君：《美国大企业与近代中国的国际化》，北京：社会科学文献出版社，2014年。

**第四讲 政治与经济专题（二）：北洋政府时期中美关系史**

日期：2022年10月10日

**【简介】**

**课程大纲——北洋政府时期中美关系史（1912-1928）**

- (一)中华民国的成立与美国的反应
- (二)“二十一条”与《兰辛-石井协定》
- (三)巴黎和会与“五四运动”
- (四)华盛顿会议与《九国公约》

**讨论问题**

- 1. 如何看待20世纪初美日俄在华争夺？
- 2. 第一次世界大战对中国的影响？
- 3. 从意识形态及文化角度，分析民国初期美国对华政策及目标。

**【阅读资料】**

- 1. 唐启华著：《巴黎和会与中国外交》，社会科学文献出版社，2014年。
- 2. 王立新：《意识形态与美国外交政策：以20世纪美国对华政策为个案的研究》，北京大学出版社，2007年。
- 3. 王立新：《踌躇的霸权：美国崛起后的身份困惑与秩序追求（1913-1945）》，中国社会科学出版社，2015年。

**第五讲 政治与经济专题（三）：国民政府时期中美关系史**

日期：2022年10月17日

**【简介】**

**课程大纲——国民政府时期中美关系史（1928-1949）**

- (一)中美关税新约的签订
- (二)“九一八事件”与“不承认主义”
- (三)“棉麦借款”与《白银协定》
- (四)美国国内的孤立主义情绪与中立法
- (五)日本全面侵华战争的爆发与中美结盟看昂日
- (六)“中美新约”的签订和排华法案的废除
- (七)战时美国与中共的交往
- (八)美国与中国的内战

#### 讨论问题

1. “不承认主义”的实质与影响是什么？
2. 分析二战时期美、苏、国、共——四方六边关系。
3. 分析美国对战后秩序的设想与规划及中国在其角色和地位。
4. 美国的调停为何失败？

#### 【阅读资料】

1. (美)埃德加·斯诺(Edgar Snow)著,董乐山译:《红星照耀中国》,北京:人民文学出版社,2016年。
2. 牛军:《从延安走向世界:中国共产党对外关系的起源》,中共党史出版社,2008年。
3. 齐锡生:《从舞台边缘走向中央:美国在中国抗战初期外交视野中的转变(1937-1941)》,北京:社会科学文献出版社,2018年。
4. 邹谠:《美国在中国的失败(1941-1950)》,上海人民出版社,2004年。
5. (美)入江昭、孔华润编:《巨大的转变:美国与东亚(1931-1949)》,上海:复旦大学出版社,1991年。
6. (美)理查德·伯恩斯坦(Richard Bernstein)著、季大方译:《中国1945》,社会科学文献出版社,2017年。
7. (美)约瑟夫·W·埃谢里克编著,罗清、赵仲强译:《在中国失掉的机会:美国前驻华外交官约翰·S·谢伟思第二次世界大战时期的报告》,国际文化出版公司,1989年。

第六讲 政治与经济专题(四):中华人民共和国时期中美关系史

日期:2022年10月24日

#### 【简介】

##### 课程大纲——中华人民共和国时期中美关系史(1949-1969)

- (一)冷战的爆发
- (二)丢失的机会?(战后美国对华政策与中国“一边倒”)
- (三)抗美援朝与中美关系从对立走向对抗
- (四)两次台海危机
- (五)抗美援朝战争

#### 讨论问题

1. 分析中共与美国从对立走向对抗的国际背景。

2. 评析抗美援朝对中国的影响。	
<b>【阅读资料】</b>	
<ol style="list-style-type: none"> <li>1. 约翰·刘易斯·加迪斯著、翟强、张静译：《冷战：交易、谍影、谎言、真相》，社会科学文献出版社，2013年。</li> <li>2. 牛大勇、沈志华主编：《冷战与中国的周边关系》，北京：世界知识出版社，2004年。</li> <li>3. 章百家、牛军主编：《冷战与中国》，北京：世界知识出版社，2002年。</li> </ol>	
<b>第七讲 政治与经济专题（五）：中华人民共和国时期中美关系史</b>	<b>日期：2022年10月31日</b>
<b>【简介】</b>	
课程大纲——中华人民共和国时期中美关系史（1969-2010）	
<ol style="list-style-type: none"> <li>(一)尼克松访华与中美关系正常化</li> <li>(二)中美建交与中国的改革开放</li> <li>(三)最惠国待遇问题及中国加入WTO</li> <li>(四)台海危机与南斯拉夫大使馆被炸事件</li> <li>(五)中美在国际问题上的合作与分歧</li> <li>(六)中国崛起与美国的应对</li> </ol>	
<b>讨论问题</b>	
<ol style="list-style-type: none"> <li>1. 分析冷战时期（1949-1976年）美国对台政策的演变。</li> <li>2. 分析中美关系由对峙走向缓和的原因。</li> <li>3. 中美关系正常化对中国改革开放的影响？</li> <li>4. 冷战结束后，美国对华政策的演变及中美关系的基本特征。</li> </ol>	
<b>【阅读资料】</b>	
<ol style="list-style-type: none"> <li>1. 沈志华等著：《冷战时期美国重大外交政策案例研究》，经济科学出版社，2014年。</li> <li>2. 郝雨凡：《白宫决策：从杜鲁门到克林顿的对华政策内幕》，北京：东方出版社，2002年。</li> <li>3. 张静：《美国国务院与中美关系缓和研究（1969-1972）》，北京：社会科学文献出版社，2015年。</li> </ol>	
<b>第八讲 论文展示与选题探讨</b>	<b>日期：2022年11月7日</b>
<b>【简介】</b>	
<ol style="list-style-type: none"> <li>(一)往年优秀论文展示</li> <li>(二)学生展示论文选题及研究计划</li> </ol>	
<b>第九讲 文化与教育专题（一）</b>	<b>日期：2022年11月14日</b>
<b>【简介】</b>	
<ol style="list-style-type: none"> <li>(一)“将中国现代化、将中国世界化”的研究视角</li> <li>(二)“洋务运动”与留美幼童</li> <li>(三)庚款留学与庚款留美</li> <li>(四)共和国初期留美学生的选择</li> </ol>	

(五)冷战时期美台文化教育交流	
(六)改革开放后的留美热：以 CUSPEA、CUSBEA 为例	
<b>【阅读资料】</b>	
<ol style="list-style-type: none"> <li>1. (美)叶维丽著、周子平译：《为中国寻找现代之路：中国留学生在美国（1900-1927）》，北京大学出版社，2017年第2版。</li> <li>2. (美)葛凯(Karl Gerth)著、黄振萍译：《制造中国：消费文化与民族国家的创建》，北京大学出版社，2016年第2版。</li> </ol>	
第十讲 文化与教育专题（二）	日期：2022年11月21日
<b>【简介】</b>	
<b>案例研究：美国专家在中国的故事、档案与历史</b> (一)美国专家在中国的故事与档案 (二)革命中国的西方专家 (三)改革中国的美国专家 (四)随时代流变的身份	
<b>【阅读资料】</b>	
<ol style="list-style-type: none"> <li>1. 徐国琦著，尤卫群译：《中国人与美国人：一部共有的历史》，成都：四川人民出版社，2019年。</li> </ol>	
第十一讲 科学与技术专题（一）	日期：2022年11月28日
<b>【简介】</b>	
(一)科学、技术与社会（STS） (二)跨国史视野下的中美科技交流史研究 (三)案例：留美学生与科学精神的培植——以中国科学社为例 (四)科技外交史研究（SD） (五)案例：邓小平与中美科技合作的开展	
<b>【阅读资料】</b>	
<ol style="list-style-type: none"> <li>1. 张剑著：《科学社团在近代中国的命运——以中国科学社为中心》，山东教育出版社，2005年。</li> <li>2. Zuoyue Wang, "Transnational Science during the Cold War: The Case of Chinese/American Scientists", <i>ISIS</i>, 101: 2 (2010).</li> <li>3. 张静：《邓小平与中美科技合作的开展（1977-1979年）》，《当代中国史研究》2014年第3期。</li> </ol>	
第十二讲 科学与技术专题（二）	日期：2022年12月5日
<b>【简介】</b>	
(一)中美民间科技交流的缘起 (二)中美民间科技交流的实践 (三)中美民间科技交流的叙事	
<b>【阅读资料】</b>	
<ol style="list-style-type: none"> <li>1. Kathlin Smith, "The Role of Scientists in Normalizing U.S.-China Relations: 1965-1979",</li> </ol>	

*Annals New York Academy of Sciences*, 1998, Dec 30.

- Zuoyue Wang, "U.S.-China scientific exchange: A case study of state-sponsored scientific internationalism during the Cold War and beyond", *Historical Studies in the Physical and Biological Sciences*, Vol. 30, No. 1, *Physicists in the Postwar Political Arena: Comparative Perspectives* (1999).
- 张静:《中美民间科技交流的缘起、实践与叙事(1971-1978)》,《美国研究》2021年10月第5期。

### 第十三讲 观念与宣传专题

日期: 2022年12月12日

#### 【简介】

- (一)近代中国人的美国观(1840-1949)
- (二)中国知识精英的美国观(1949-1991)

#### 【阅读资料】

- 杨玉圣:《中国人的美国观》,上海:复旦大学出版社,1996年。
- 张济顺:《中国知识分子的美国观(1943-1953)》,上海:复旦大学出版社,1999年。
- 唐洲雁:《毛泽东的美国观》,陕西人民出版社,2009年。
- (英)约·罗伯茨编(J.A.Roberts)著:《十九世纪西方人眼中的中国》,中华书局,2006年。
- (美)M.G.马森(Mary Gertrude Mason)著,杨德山译:《西方的中国及中国人观念(1840-1876)》,中华书局,2006年。
- (美)哈罗德·伊罗生(Harold R. Isaacs)著、于殿利、陆日宇译:《美国的中国形象》,中华书局,2006年。

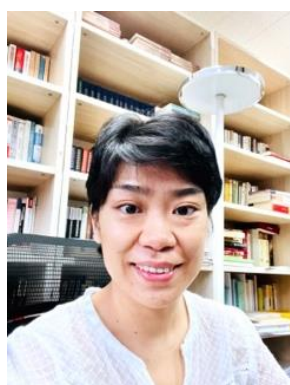
### 第十四讲 论文讲演与点评

日期: 2022年12月19日

#### 【简介】

- (一)学生讲演论文
- (二)教师对学生论文进行反馈

### 教师简介



张静,2002年至2011年在北京大学历史学系、中国经济研究中心学习,获得历史学博士学位。2011年至2017年曾任教于中共中央党校。自2017年以来为北京大学历史学系长聘副教授。她的研究方向为中美关系史、中美科技外交史、改革开放史。著有《美国国务院与中美关系缓和研究(1969-1972)》等,合译《冷战》(John Gaddis著)、《美国、俄国和冷战,1945—2006》(Walter LaFeber著)等,在《美国研究》《中共党史研究》《当代中国史研究》《中共中央党校研究报告》等杂志和内参上发表论文30余篇,主持多项国家社科基金课题、省部级课题。被评为国家万人计划“青年拔尖人才”、北京大学博雅青年学者等。

课程名称	城市管理
	Urban Management
课程编号	03231250
授课教师	ZHANG Bo 张波
课程开始日期	2022年9月9日
课程结束日期	2022年12月23日
课程学分	3
先修课程	经济学原理、经济地理学
授课语言	中文
<b>课程简介</b>	
<p>通过本课程的教学，使学生初步掌握城市管理的基本内涵、相关内容、有关原理和研究方法，具备运用这些理论方法，分析城市发展中的经济、社会、政治现象及问题的初步能力。</p> <p>课程从三个部分展开。一是城市管理的基础平台，介绍城市管理的发展脉络，揭示当代城市发展所面临的新环境和若干新思潮；介绍城市管理的主体构成以及主体之间的关系，梳理城市管理的制度框架。二是城市管理中的重要内容，包括城市发展战略管理、经济发展管理、环境管理、空间管理和社会事务管理。三是当代中国城市管理中最迫切需要解决的问题和最值得探讨的相关话题，这部分包括城市住民、公共住宅、交通管理、城市品牌塑造和突发事件管理等内容。</p> <p>Through this course, students will get an initial grasp of the basic definition of urban management and its principles and research methods, with which they can analyze some fundamental economic, social and political phenomenon and problems in the process of urban development.</p> <p>The course of Urban Management consists of three different parts. The first part is the foundation of Urban Management, which introduces the development of this subject and reveals its new environment and new trends with the background of the development of modern cities. This part also includes an introduction to urban management entities and their relationship, as well as the institutional framework in urban management. The second part is composed of the most important topics in urban management, including strategic management, economic management, environmental management, spatial management and social affairs management. The third part of this course gives some discussion on the topics that are either urgent problems in urban management to be addressed or related themes worthy to be considered in depth, for</p>	

example, the urban habitat, public housing, transportation management, urban brand-building, emergency management etc.
<b>基本目的</b>
通过本课程的教学，使学生初步掌握城市管理的基本内涵、相关内容、有关原理和研究方法，具备运用这些理论方法，分析城市发展中的经济、社会、政治现象及问题的初步能力。
<b>课程进度</b>
2022年秋季学期 1-16周，每周一次约3学时（周五上午 1-3节，8:00-11:00）
<b>教学方式</b>
课堂讲授 70%；同学小组讨论 20%；个人文献阅读 10%
<b>成绩构成</b>
平时成绩 30%，（其中出勤 10%，其他视课堂参与、课程讨论、课后作业等情况而定）；期末闭卷考试成绩 70%。
<b>教材与阅读资料</b>
教材： 《城市管理学》，作者：张波，刘江涛，北京大学出版社，2007
参考书： 1. [美]戴维·R·摩根（David, R., Morgan）著，杨宏山等译，城市管理学：美国视角（第六版·中文修订版）[M]，中国人民大学出版社，2016.08，ISBN：9787300229379 2. Robert E. England;John P. Pelissero;David R. Morgan，Managing Urban America（Edition 8）[M]，CQ Press，2016.07，ISBN13：9781506310497 3. Bruce D. McDonald III;William Hatcher，The Public Affairs Faculty Manual: A Guide to the Effective Management of Public Affairs Programs[M]，Routledge，2020.03，ISBN13：9780367893361 4. Ely Chinoy，Urban Theory[M]，Routledge press，2011-12，ISBN13：9781412 5. Kuniko Fujita，Cities and Crisis: New Critical Urban Theory[M]，Sage Publications Ltd，2013.08，ISBN13：9781446275313 6. 杨宏山，城市管理学（第二版，人大版），中国人民大学出版社，2013,ISBN：9787300171203 7 [荷] 曼纳·彼得·范戴克著，姚永玲译. 新兴经济中的城市管理 [M]，中国人民大学出版社，2006 8. [加] 简·雅各布斯，美国大城市的死与生[M]，译林出版社，2005 9. [美] 爱德华·格莱泽. 城市的胜利[M]. 上海社会科学院出版社，2012. 10. [美] 曼纽尔·卡斯特尔著，夏铸九等译.网络社会的兴起[M]，社会科学文献出版社，



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11. [美] D.诺斯.制度、制度变迁和经济绩效[M].上海: 上海三联书店, 1994
12. [美] 约翰·M·利维. 现代城市规划[M].北京: 中国人民大学出版社, 2003.
<b>教学大纲</b>
<b>第一讲: 引言及导论 part 1</b>
<b>【简介】</b>
主要讨论: (1) 城市如何产生? (2) 城市是怎样演化的? (3) 当代城市的特点如何?
<b>【阅读资料、网页链接或视频资料】</b>
中央城市工作会议报告中关于大中小城市和城镇协调发展的内容: <a href="http://www.gov.cn/xinwen/2015-12/22/content_5026592.htm">http://www.gov.cn/xinwen/2015-12/22/content_5026592.htm</a>
亚洲开发银行. 中国城市化的战略选择: 主要研究结果 <a href="https://www.adb.org/sites/default/files/publication/150861/options-urbanization-prc-findings-zh.pdf">https://www.adb.org/sites/default/files/publication/150861/options-urbanization-prc-findings-zh.pdf</a>
<b>第二讲: 导论 part 2</b>
<b>【简介】</b>
主要讨论: (1) 城市管理为什么产生绩效? (2) 城市管理需要“成本”, 怎么筹措? (3) 怎么发挥市场和政府的合力?
<b>【阅读资料、网页链接或视频资料】</b>
《国家新型城镇化规划(2012-2020)》 爱德华·格莱泽. 城市的胜利[M]. 上海社会科学院出版社, 2012.
<b>第三讲: 第一章 城市管理发展脉络</b>
<b>【简介】</b>
主要讨论: (1) 城市发展的核心动力是什么? (2) 城市发展的新环境、新思潮有哪些, 会产生哪些冲击? (3) 资本和技术的作用会加强还是减弱?
<b>【阅读资料、网页链接或视频资料】</b>
Charles M. Fassett. 世界城市的演进[M]. 1929 刘易斯·芒福德. 城市发展史: 起源、演变与前景[M]. 上海三联书店, 2018
<b>第四讲: 第二章 城市管理主体</b>
<b>【简介】</b>
主要讨论: (1) 传统管制与城市治理的关系; (2) 城市管理主体内部和外部的关系, 现代城市政府的作用发挥; (3) 讨论住民愿意怎样参与城市管理?
<b>【阅读资料、网页链接或视频资料】</b>
陈进华. 中国城市风险化: 空间与治理[J]. 中国社会科学, 2017(08): 43-60+204-205. 唐寿东, 孙英. 城市管理共治模式的探索与思考[J]. 领导科学, 2017(35): 51-54. 杨云峰. 公民参与城市管理的路径探析[J]. 宁夏社会科学, 2018(01): 67-73.
<b>第五讲: 第三章 城市管理的制度基础</b>

<p><b>【简介】</b></p> <p>主要讨论：（1）城市发展制度框架的构成；（2）思辨“乡土属性”和现代高流动的影响差异，行为规范和行为框架的异同；（3）讨论制度框架怎么发挥作用，如果制度有问题，制度变迁的有效途径？</p>
<p><b>【阅读资料、网页链接或视频资料】</b></p> <p>贺雪峰. 城市化的中国道路[M]. 北京：东方出版社，2014</p> <p>温铁军,温厉.中国的“城镇化”与发展中国家城市化的教训[J].中国软科学, 2007(07):23-29.</p>
<p><b>第六讲：第四章 城市发展战略 part 1</b></p>
<p><b>【简介】</b></p> <p>主要讨论：（1）城市发展战略管理为什么重要；（2）城市发展战略观如何影响城市发展；（3）结合购物空间转型和国土空间规划转型体现城市空间管理哪些新趋势？</p>
<p><b>【阅读资料、网页链接或视频资料】</b></p> <p>陈锡文.我国城镇化进程中的“三农”问题[J].国家行政学院学报,2012(06):4-11+78.DOI:10.14063/j.cnki.1008-9314.2012.06.004.</p> <p>“十四五”规划纲要，第八篇 完善新型城镇化战略 提升城镇化发展质量：  <a href="http://www.gov.cn/xinwen/2021-03/13/content_5592681.htm">http://www.gov.cn/xinwen/2021-03/13/content_5592681.htm</a></p>
<p><b>【作业】</b> 布置期中作业</p>
<p><b>第七讲：第四章 城市发展战略 part 2</b></p>
<p><b>【简介】</b></p> <p>主要讨论：（1）锁定效应的长期影响怎么解锁；（2）城市战略转型的关键路径怎么把握；（3）城市区域协同发展的政策侧重。</p>
<p><b>【阅读资料、网页链接或视频资料】</b></p> <p>《中华人民共和国民法典》</p> <p>费孝通.行行重行行（续集）[M].北京：群言出版社，1997</p> <p>费孝通.乡土中国[M].上海人民出版社，2006</p>
<p><b>第八讲：第五章 城市经济管理</b></p> <p><b>第六章 城市环境管理</b></p>
<p><b>【简介】</b></p> <p>主要讨论：（1）为什么六稳六保都关乎就业，城市就业的发展趋势如何；（2）新产业怎样持续，城市制造业怎样提升；（3）为什么绿色发展是必须的，循环经济为什么如此重要。</p>
<p><b>【阅读资料、网页链接或视频资料】</b></p> <p>伦敦 84 亿英镑的创意城市更新，为什么要做一个“半公益”的社区？  <a href="https://www.sohu.com/a/198421427_472773">https://www.sohu.com/a/198421427_472773</a></p> <p>丝奇雅·沙森.全球城市：纽约、伦敦、东京[M].上海社会科学院出版社，2010</p>
<p><b>第九讲：第七章 城市空间管理</b></p> <p><b>第八章 城市社会管理</b></p>

<p><b>【简介】</b></p> <p>主要讨论：（1）弱势群体的界定与保护；（2）城市社会如何构建得更加合宜；（3）学习型社会怎么惠及老年人；（4）城市更新、城市社区稳定和社区自治的关系。</p>
<p><b>【阅读资料、网页链接或视频资料】</b></p> <p>都市圈研究：孤岛式聚集，还是连绵式展开？  <a href="http://mp.ofweek.com/park/a245683320266">http://mp.ofweek.com/park/a245683320266</a>          杰弗里·韦斯特. 规模[M]. 中信出版社，2018          理查德·佛罗里达. 创意阶层的崛起[M]. 中信出版社，2010          2018 中国新中产圈层白皮书（胡润报告）：  <a href="https://www.sohu.com/a/292225955_120056826">https://www.sohu.com/a/292225955_120056826</a></p>
<p>第十讲：第九章 城市住民          第十章 城市公共住宅（简略介绍，后续课程延续）</p>
<p><b>【简介】</b></p> <p>主要讨论：（1）城市住民的界定和权力/权利边界；（2）总量、结构哪个更严酷？（3）城市公共住宅的管理，国外公共住宅的政策与管理经验。</p>
<p><b>【阅读资料、网页链接或视频资料】</b></p> <p>《长江三角洲城市群发展规划（2016）》          费孝通. 江村经济——中国农民的生活[M] 北京：商务印书馆，2001          《北京城市总体规划（2017-2035 年）》</p>
<p>第十一讲：第十一章 城市品牌（简略讲授）          第十三章 突发与非常态事件管理</p>
<p><b>【简介】</b></p> <p>主要讨论：（1）城市品牌的重要作用；（2）应对突发和非常态事件的处置原则和功能框架；（3）讨论同学家乡城市的应对经验，新冠肺炎/“山竹”台风等。</p>
<p><b>【阅读资料、网页链接或视频资料】</b></p> <p>温锋华, 沈体雁, 邢江波, 寇晨欢. 城市突发公共卫生事件的循证治理机制研究[J/OL]. 中国管理科学: 1-12[2021-09-25]          王波, 张伟, 张敬钦. 突发公共事件下智慧城市建设与城市治理转型[J]. 科技导报, 2021, 39(05): 47-54.</p>
<p>第十二讲：城市管理反思与结语（含复习）</p>
<p><b>【简介】</b></p> <p>（1）总结城市管理的反思和螺旋递进规律；（2）总结梳理全部课程。</p>
<p><b>【阅读资料、网页链接或视频资料】</b></p> <p>中国区域经济发展 70 年的回顾和展望：<a href="https://www.sohu.com/a/331162249_673573">https://www.sohu.com/a/331162249_673573</a>          周善东. 城市管理持续发展的机制路径分析[J]. 中国人口·资源与环境, 2015, 25(S1): 530-533.</p>
<p>第十三讲：同学课程作业宣讲 3-6 学时</p>
<p>第十四讲：机动课时 3 学时</p>

**【简介】**

用于新闻事实案例展示，对相关突发新闻及重大事件的讨论。

**【阅读资料、网页链接或视频资料】**

据新华网、人民网、央视网相关新闻。

**教师简介**



张波，男，城市与区域管理系副教授。

**教授课程：**

- 1. 本科生 城市管理学 房地产经济与管理
- 2. 研究生 房地产经济与管理专题 城市与区域政策

**主要研究领域：**

城市与区域经济、房地产制度与政策、产业经济与产业组织、战略与区域发展政策。

**教育背景**

- 1. 2003.07 北京大学政府管理学院 经济学博士
- 2. 1998.07 北京大学城市与环境学系 理学学士

**荣誉奖励**

- 1. 北京大学德育优秀奖，北京大学，2021
- 2. 北京大学工商银行奖教金，北京大学，2018
- 3. 北京大学方正奖教金优秀奖，北京大学，2013
- 4. 北京大学第十一届人文社会科学研究优秀成果（二等奖），2010
- 5. 北京大学 2007-2008 年度教学优秀奖，2008
- 6. 主编《城市管理学》获“2008年北京高等教育精品教材”，2008年11月，北京市教委