



2023 Fall

GLOBAL OPEN COURSES

全球课堂



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

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CATALOG

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本手册配图来源：崔喆 王萌

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2023年秋季学期本科生英文授课课程目录



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。

2023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 2023, 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)

课程时间		课程名称	语言	授课教师
星期一	15:10-18:00	国际发展政策	英文	陈沐阳
	15:10-18:00	中国与非洲：全球性的相遇	英文	许亮；程莹
星期二	18:40-20:30	中国商务	英文	武常岐
	18:40-20:30	教育与人工智能	中文	贾积有
星期三	13:00-14:50	全球史视野下的丝绸之路	英文	陆扬
	13:00-14:50	世界经济史	英文	Mark Hup
	15:10-17:00（单周）	机器学习数学导引	英文	吴磊
	18:40-20:30	中美关系史	中文	张静
	18:40-20:30	当代中国	英文	赵杨
	10:10-12:00	本土视野下的中国外交与国际事务	英文	韩华
星期四	15:10-18:00	中国教育及其文化基础	英文	施晓光
	18:40-20:30	传统太极拳：哲学与实践	英文	朱效民
星期五	08:00-11:00	城市管理	中文	张波
	15:10-17:00	机器学习数学导引	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)

Course time (Beijing time)		Course name	Language	Instructor
Monday	15:10-18:00	International Development Policy	English	Chen Muyang
	15:10-18:00	China and Africa: Global Encounters in History and Present	English	Xu Liang; Cheng Ying
Tuesday	18:40-20:30	Doing Business in China	English	Wu Changqi
	18:40-20:30	Education and Artificial Intelligence	Chinese	Jia Jiyou
Wednesday	13:00-14:50	The Silk Road: A Global History	English	Lu Yang
	13:00-14:50	World Economic History	English	Mark Hup
	15:10-17:00 (biweekly)	Mathematical Introduction to Machine Learning	English	Wu Lei
	18:40-20:30	The History of Sino-U.S. Relations	Chinese	Zhang Jing
	18:40-20:30	Introduction to Contemporary China	English	Zhao Yang
	10:10-12:00	Chinese Perspective on International and Global Affairs	English	Han Hua
Thursday	15:10-18:00	China's Education and its Cultural Foundation	English	Shi Xiaoguang
	18:40-20:30	Traditional Taijiquan: Different Philosophy & Practice	English	ZHU Xiaomin
Friday	08:00-11:00	Urban Management	Chinese	Zhang Bo
	15:10-17:00	Mathematical Introduction to Machine Learning	English	Wu Lei

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

Course Title

Introduction to Contemporary China

当代中国

Instructor
ZHAO Yang / 赵杨

First day of classes: 2023 / 9 / 13
Last day of classes: 2023 / 12 / 27
Course Code: 04430004
Course Credit: 2
Language: English

COURSE DESCRIPTION

课程简介

Objective

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

Pre-requisites / Target audience

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

Proceeding of the Course

Two 50-minute episodes are delivered once every week.

Assignments (essay or other forms)

Class report, book report and essay

Evaluation Details

Class report 30%, book report 30%, essay 40%

Text Books and Reading Materials

- Li, Lulu, et al. (2020). *Contemporary Chinese Society*. Beijing: Renmin University Press.
- Ren, Xiaosi (2014). *The Chinese Dream: What It Means for China and the Rest of the World*. Beijing: The New World Press.
- Zhao, Shumei (2020). *The Communist Party of China and Contemporary China*. Beijing: Wuzhou Chuanbo Press.

CLASS SCHEDULE

教学大纲

(Subject to adjustment)

Session 1

People and Nationalities

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

Topics to cover

1. Population
2. Ageing Society
3. Infant Mortality Rate
4. Birth Rate
5. Life Expectancy
6. Population Density
7. Surnames
8. Number of Nationalities
9. Population of Nationalities
10. Autonomous Regions

Session 2

Food and Cuisines

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

Topics to cover

1. Some Everyday Food

2. Stories behind Food
3. Fancy Food Names
4. Weird Food or Snack
5. Differences between Chinese and Western Eating
6. Interesting Facts about Chinese food
7. Feed the Nation
8. Eight Main Chinese Cuisines
9. Six of China's Best Regional Foods
10. Soup First or Soup Last

Readings, Websites or Video Clips

TV series: A Bite of China

Assignments for this session

List 10 of your favorite dishes in the university dining halls.

Session 3

Languages and Dialects

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

Topics to cover

1. Definition of language
2. Chinese among world languages
3. Languages spoken in China
4. Chinese dialects
5. Chinese characters

6. Development of a common speech
7. Putonghua
8. Teaching Chinese as a second/foreign Language
9. Other languages and cultures in Chinese
10. Language policies of China

Readings, Websites or Video Clips

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

Assignments for this session

Ask 5 of your Chinese fellow students about dialects they can speak.

Session 4

Festival and Traditions

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

Topics to cover

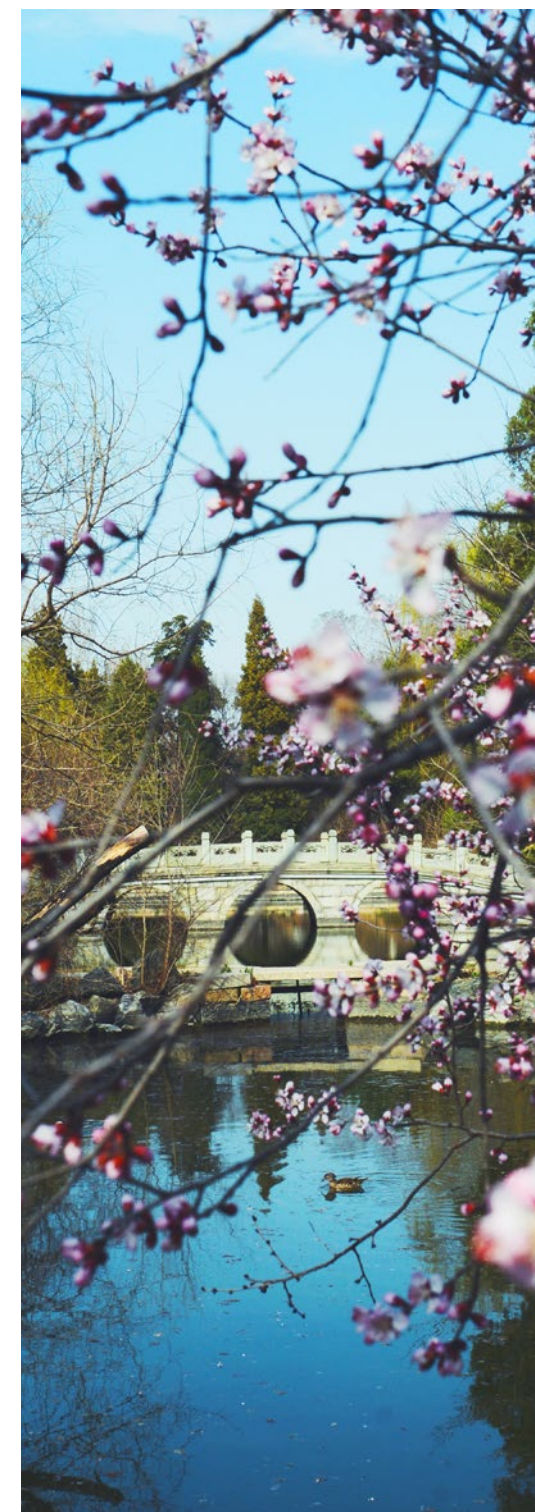
1. The Spring Festival – When
2. The Spring Festival – What to Do
3. The Spring Festival – What to Eat
4. The Lantern Festival
5. The Qingming Festival
6. The Dragon Boat Festival
7. The Mid-autumn Festival
8. The Double- seventh and Double-ninth Festivals
9. The National Day Holiday
10. Other Festivals

Readings, Websites or Video Clips

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

Assignments for this session

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





Session 5

Marriage and Family

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

Topics to cover

1. The legal age of marriage
2. Traditional Chinese wedding
3. Family planning policies
4. Marriages and divorces
5. Big family or nuclear family
6. The role of women

Session 6

Leisure and Entertainment

In this session, students will learn a variety of ways of leisure and entertainment in China and its historical development.

Topics to cover

1. How Chinese view leisure and entertainment
2. Ways of leisure and entertainment
3. Historical changes of ways of leisure and entertainment

Session 7

Arts and Sports

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

Topics to cover

1. Chinese musical instruments
2. Traditional Chinese music
3. Folk songs
4. Folk dancing
5. Pop music
6. Chinese calligraphy
7. Traditional Chinese paintings
8. Chinese Kung-fu
9. Cuju
10. Modern sports

Readings, Websites or Video Clips

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

Session 8

Traffic and Transport

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

Topics to cover

1. Means of transport in China
2. Important airports and railway stations
3. High-speed railway
4. Highway
5. The impact of traffic and transport on the economy

Readings, Websites or Video Clips

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

Session 9

Travel and World Heritage

In this session, students will learn about world

heritage sites in China and the industry of tourism.

Topics to cover

1. On the banknote
2. Scenic spots in Beijing
3. World Heritage sites in China
4. Intangible cultural heritage
5. Travelers in Mainland China

Readings, Websites or Video Clips

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

Session 10

Natural Resources and Environmental Protection

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

Topics to cover

1. Natural resources
2. Economy based on the natural resources
3. The Environmental problems
4. Environment protection

Session 11

Mass Media and Publication

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

Topics to cover

1. Important newspaper articles
2. The Xinhua News Agency
3. Newspapers and television stations
4. Self-media

Session 12

Education and Research

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

Topics to cover

1. General information
2. Compulsory education
3. Examinations
4. Higher education
5. International students
6. World university ranking
7. Education expenditure
8. Chinese Academy of Sciences

Session 13

Politics and Government

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

Topics to cover

1. General information
2. The founding of the People's Republic of China
3. The Chinese Communist Party
4. The National People's Congress
5. The state structure
6. The Constitution

Session 14

Religions and Beliefs

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

Topics to cover

1. Buddhism
2. Four Buddhist mountains
3. Famous Buddhist temples
4. Buddhist caves
5. Scenic spots related to Buddhism
6. Daoism
7. Confucianism
8. Islam
9. Roman Catholic and Protestantism
10. Other beliefs

Session 15

Information Technology and Internet

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

Topics to cover

1. Telecommunication operators
2. The IT industry
3. Huawei
4. IT and daily life
5. Kuaidi xiaoge

Session 16

Cities and Countryside

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

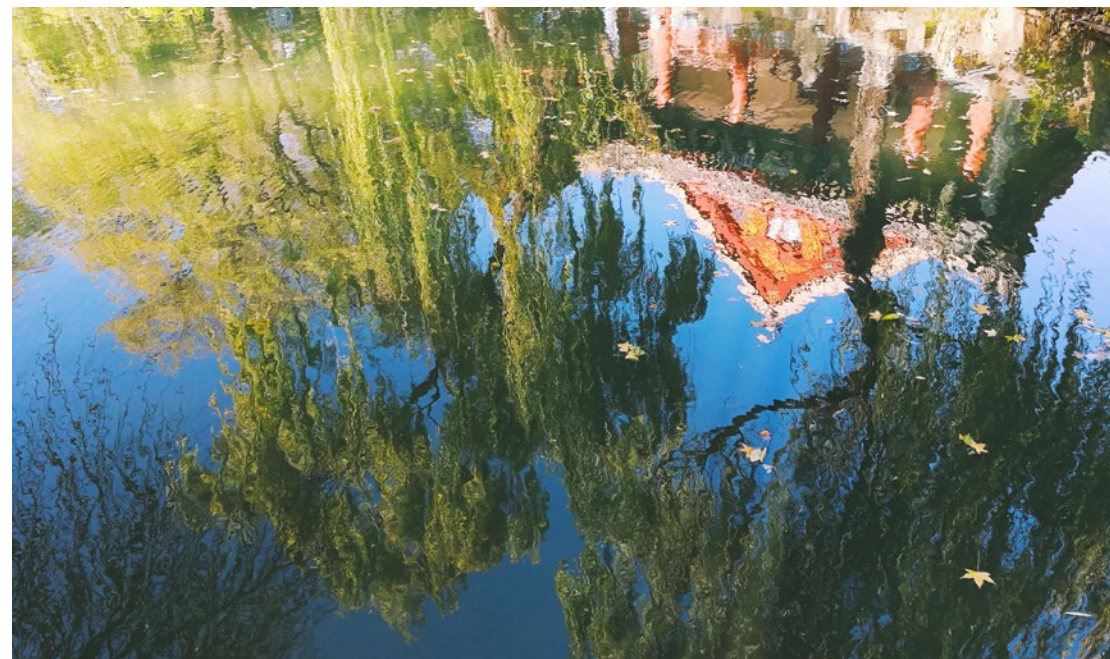
Topics to cover

1. Big cities
2. The division of urban and rural areas
3. Urban population in change
4. The impact of urbanization on China



Zhao Yang

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



Course Title

Mathematical Introduction to Machine Learning

机器学习数学导引

Instructor

WU Lei / 吴磊

First day of classes: 2023 / 9 / 13

Last day of classes: 2023 / 12 / 29

Course Code: 00137913

Course Credit: 3

Language: English

COURSE DESCRIPTION

课程简介

近年来以深度学习为主的机器学习方法已经在众多领域（包括：计算机视觉、科学计算等）都取得了突破性成果。本课程将介绍常见的机器学习模型，包括但不限于：监督学习、无监督学习、分类问题，核方法、神经网络模型。同时本课程强调背后的数学理论以及原理。

Machine learning has played more and more critical roles 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 theory and principle.

Objective

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.

Pre-requisites / Target audience

Calculus, linear algebra, real analysis, probability theory, ordinary differential equation, and some elementary knowledge of normed vector spaces and Hilbert spaces.

Proceeding of the Course

Two 50-minute episodes are delivered once every week and another two 50-minute episodes are delivered once every two weeks.

Evaluation Details

Homework 60%, Final Project 40%

Text Books and Reading Materials

- Understanding Machine Learning: From Theory to Algorithms, Shai Shalev-Shwartz and Shai Ben-David

CLASS SCHEDULE

教学大纲

(Subject to adjustment)

Part I

Session 1

An overview of machine learning [2h]

Session 2

linear methods [4h]

Description of the Session

linear regression: LASSO, ridge regression, kernel methods, random feature models, representer theorem

Session 3

classification [3h]

Description of the Session

logistic regression, loss functions, max-margin, support vector machine (SVM), softmax

Session 4

Unsupervised learning-I [6h]

Description of the Session

Density estimation: histogram estimator, kernel density estimation (KDE)
Dimension reduction: PCA, kernel-PCA, random projection
Clustering: K-means, Gaussian mixture model, EM method

Session 5

Optimization [6h]

Description of the Session

GD and SGD
momentum: heavy-ball, Nesterov
adaptive learning rates: RMSProp, Adagrad, ADAM

Part II

Session 6

Neural network models [3h]

Description of the Session

MLP, CNN, RNN, ResNet
symmetry-preserving

Session 7

The training of neural networks [4h]

Description of the Session

back-propagation
vanishing gradient issue
Xavier initialization
Batch normalization
Dropout, weight decay, data augmentation

Session 8

Introduction to PyTorch [1h]

Description of the Session
Auto-differentiation, GPU acceleration

Session 9

Unsupervised learning II [3h]

Description of the Session

GAN, VAE

Part III: Advanced topics

Session 10

Continuous formulation of machine learning [2h]

Session 11

Concentration inequality and empirical process [4h]

Description of the Session

Sub-Gaussian, Chernoff's inequality, McDiarmid's inequality, Rademacher complexity, covering number

Session 12

Generalization analysis of kernel method [6h]

Reproducing kernel Hilbert space, kernel ridge regression, random feature model

Session 13

Generalization analysis of two-layer neural networks [4h]

Universal approximation theorem, Barron 1993 results, the Barron space, probabilistic approach



WU Lei

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 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.

Session 14

Theoretical analysis of classification problem [2h]

Margin-based theory

Course Title

Chinese Perspectives on International and Global Affairs

本土视野下的中国外交 与国际事务

Instructor

HAN Hua / 韩华

First day of classes: 2023 / 9 / 14

Last day of classes: 2023 / 12 / 28

Course Code: 02432090

Course Credit: 3

Language: English

COURSE DESCRIPTION

课程简介

Brief Class Schedule

Date	Topic
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 <i>One-page paper outline due</i>
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
15	<i>Essay Review</i>

This schedule is subject to change with prior notice.

Assignments (essay or other forms)

Presentation & Discussion

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%)

Text Books 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.

- 宫力: 《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

教学大纲

(Subject to adjustment)

Session 1

Introduction: Globalization, Global Governance and China's Role

Description of the Session

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.

Key learning points

- The concept of global governance.
- Liberal international order versus an emerging new order.
- Is it true that the new era of globalization calls for global governance reform, and why?
- China's growth into a major player in the evolution of global governance.

Readings, Websites or Video Clips

1. He, Yafei. "A Proactive Approach to Global Governance Is China's Historic Choice." *China Quarterly of International Strategic Studies* 1, no. 2 (2015): 183–204.
2. Parmar, Inderjeet. "The US-Led Liberal Order: Imperialism by Another Name?" *International Affairs* 94, no. 1 (January 2018): 151–172.

Suggested Topics(for term papers, no class presentation)

- What is globalization? What are its dynamics? Its

principal dimensions?

- The concept of global governance; major differences between global governance and global government; liberal international order versus an emerging new order.

Session 2

China and the UN System

Description of the Session

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?

Key learning points

- Security Council and its role in maintaining peace and security of the world.
- Peacekeeping and humanitarian intervention (R2P).
- UN Specialized Agencies (WHO, UNHCR) and their unique roles in rule-based global governance.



- China and the UN Reform, in particular Security Council reform, with a view to shaping an emerging global order.

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.

Suggested Presentation Topics

- What are the advantages and disadvantages of the Bretton Woods System?
- Why did the gold standard collapse?
- How did China deal with the global financial crisis of 2008?

Session 4

China and Global Financial Governance

Description of the Session

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?

Key learning points

- 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.
- New mechanisms are in great need for infrastructure-building in developing countries. What has been done and what should be done?
- 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.

Readings, Websites or Video Clips

1. Paradise, James F. "The Role of 'Parallel Institutions' in China's Growing Participation in Global Economic Governance." *Journal of Chinese Political Science* 21, no. 2 (June 2016): 149-175.
2. Ren, Xiao. "China as an Institution-Builder: The Case of the AIIB." *The Pacific Review* 29, no. 3 (2016): 435-442.
3. Wu, Chien-Huei. "Global Economic Governance in the Wake of the Asian Infrastructure Investment Bank: Is China Remaking Bretton Woods?" *The Journal of World Investment & Trade* 19 (2018): 542-569.
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." *The Review of International Organizations* 11, no. 2 (June 2016): 171-196.

Suggested Presentation Topics

- 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.
- 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

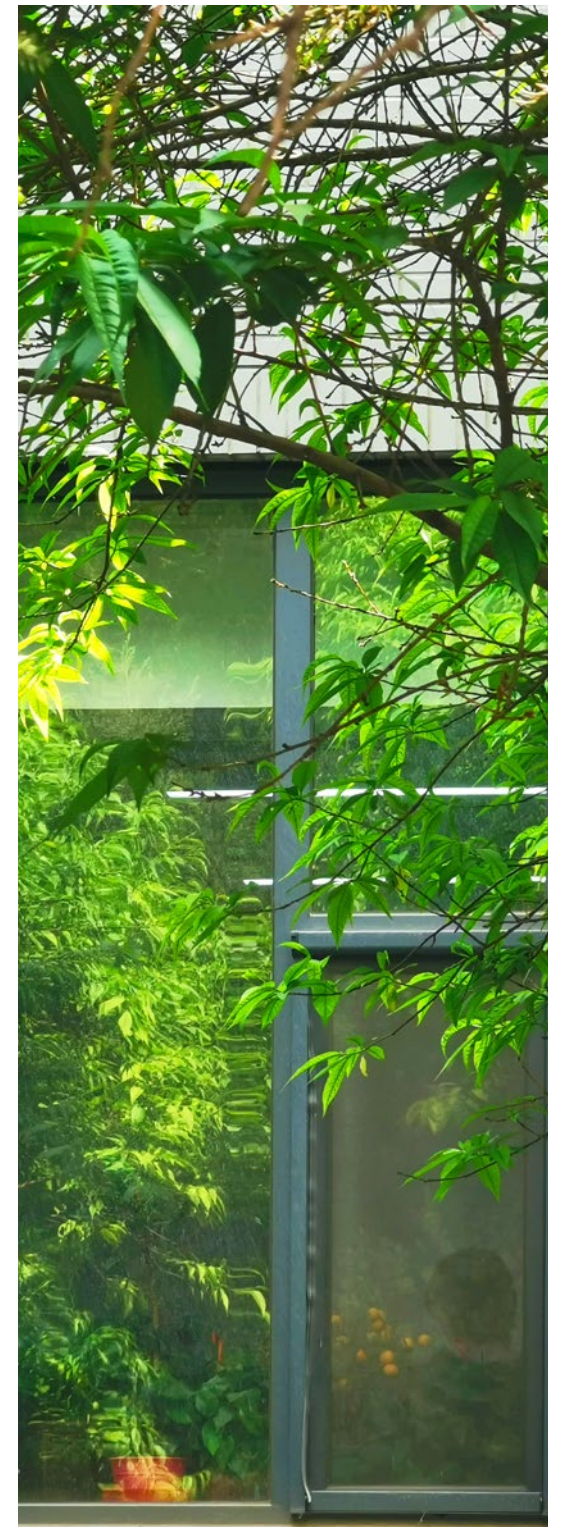
What are the global challenges, including security, economic, humanitarian and others, that the world is facing today? Choosing the issue of climate change as an example, this lecture will review the process of how the challenge of dealing with climate change has led to new models of global governance 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

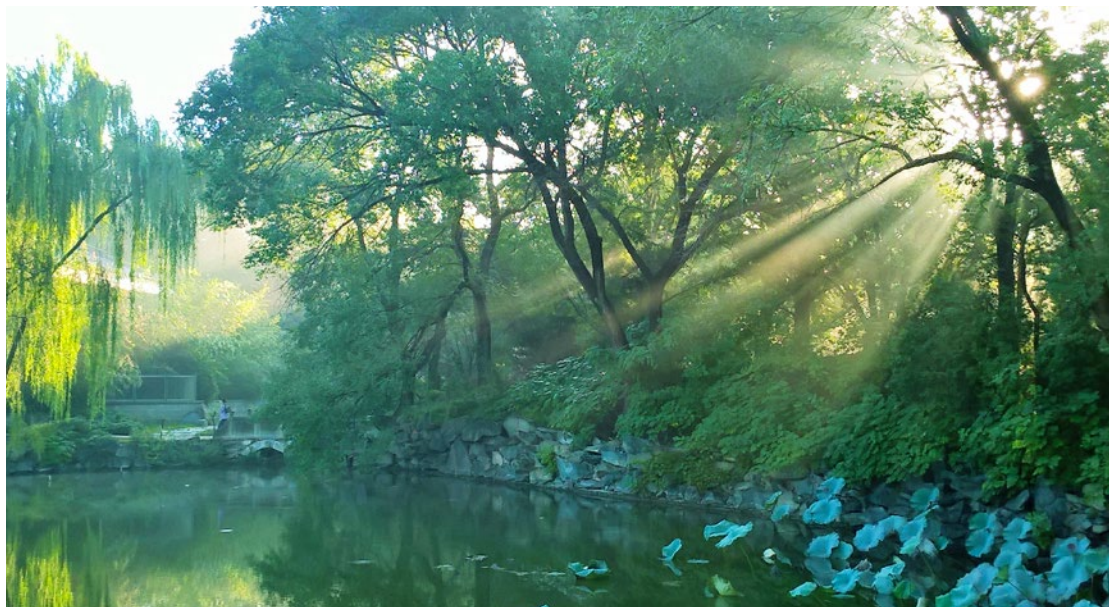
oppose the idea. What would you suggest is the best way forward that would help translate the initiative into reality?

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.



3. Nordin, Astrid H. M., and Mikael Weissmann. "Will Trump make China great again? The belt and road initiative and international order." *International Affairs* 94, no. 2 (2018): 231-249.

4. Yu, Hong. "Motivation behind China's 'One Belt, One Road' Initiatives and Establishment of the Asian Infrastructure Investment Bank." *Journal of Contemporary China* 26, no. 105 (2017): 353-368.

Suggested Presentation Topics

- What is the "Belt & Road" Initiative? What sort of new world outlook it represents? And what sorts of global governance concepts does China put forward through B&R?
- B & R: How to make it work? Any possible obstacles, especially from major powers and China's neighbors?
- China's Foreign Aid and its Role in the International Architecture.

Session 10

Global Partnership Network in China's Diplomacy

Description of the Session

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?

Key learning points

- Global partnership versus military alliances.

- Community of nations with Shared Destiny.
- Global partnership as a way for countries to adapt to the changed world.
- No more zero-sum game.
- China from non-alignment to global partnership.

Readings, Websites or Video Clips

1. Bang, Jiun. "Why So Many Layers? China's 'State-Speak' and its Classification of Partnerships." *Foreign Policy Analysis* 13, no. 2 (April 2017): 380-397.
2. Strüver, Georg. "China's Partnership Diplomacy: International Alignment Based on Interests or Ideology." *The Chinese Journal of International Politics* 10, no. 1 (March 2017): 31-65.
3. Yang, Jiemian. "Seeking for the International Relations Based on the Concept of the Community of Shared Future." *Monde chinois* 49, no. 1 (2017).
4. Zhao, Xiaochun. "In Pursuit of a Community of Shared Future: China's Global Activism in Perspective." *China Quarterly of International Strategic Studies* 4, no. 1 (January 2018): 23-37.

Suggested Presentation Topics

- 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?

Session 11

Identities and Cultural Diversities in a Globalized Age

Description of the Session

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.

Key learning points

- China's Global Identities: The Largest Developing Nation and a Major Power.
- Clashes of Civilizations or mutual enrichment among different civilizations?
- Cultural diversity and equality among countries.
- Good economic developmental model and its cultural background.

Readings, Websites or Video Clips

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." *Pacific Focus* 32, no. 3 (December 2017): 416–444.

2. Chen, Zhimin, Guorong Zhou, and Shichen Wang. "Facilitative Leadership and China's New Role in the World." *Chinese Political Science Review* 3, no. 1 (March 2018): 10–27.
3. De Graaff, Nana, and Bastiaan Van Apeldoorn. "US-China relations and the liberal world order: Contending elites, colliding visions?" *International Affairs* 94, no. 1 (2018): 113–131.
4. Zheng, Yongnian, and Wen Xin Lim. "The Changing Geopolitical Landscape, China and the World Order in the 21st Century." *China: An International Journal* 15, no. 1 (February 2017): 4–23.

Suggested Presentation Topics

- Identity politics: main theory and critiques.
- What are China's international identities? Why is China still a developing country? How does it compromise China's status as a great power?

Session 12

Global Governance in an Age of Great Power Competition

Description of the Session

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.

Key learning points

- Global governance in the era of growing US-China rivalry.
- Perils of US-China confrontation: Implications for other major powers (Europe, Russia and other powers).

Readings, Websites or Video Clips

1. Biba, Sebastian. "Global Governance in the Era

of Growing US-China Rivalry: What Options Exist for Europe?" *European Foreign Affairs Review* 21, no. 3 (October, 2016): 47–64.

2. Burzo, Stefano and Xiaojun Li. "Public Perceptions of International Leadership in China and the United States." *Chinese Political Science Review* 3, no. 1(2018): 81–99.
3. Shaffer, Gregory, and Henry Gao. "China's Rise: How It Took on the U.S. at the WTO." *University of Illinois Law Review* (0276-9948), 2018 (1): 115–184.
4. Xie, Tao. "China-U.S. Relations during the Trump Administration: Mixed Signals, Increased Risks." *Asia Policy* 24 (Jul 2017): 5–12.

Suggested Presentation Topics

- 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?



HAN Hua

HAN Hua is Associate Professor at the School of International Studies (SIS), Peking University, China. She found the Center for Arms Control and Disarmament in 1990s at SIS. She teaches courses in International Arms Control, Disarmament and Nonproliferation, and IR and nuclear deterrence in South Asia, International Relations Theory. Her research interests cover nuclear-related deterrence and strategic stability both in regional and global perspectives.

Han Hua has been a visiting researcher at The Managing of Atom Project, at Belfer Center, Harvard University, USA; School of International Affairs, Georgia Institute of Technology, USA; Stockholm International Peace Research Institute(SIPRI), Sweden; the Stimson Center, USA; the Monterey Center for Nonproliferation, USA; Victoria University, Canada; and the Peace and Conflict Institute, Uppsala University, Sweden.

She has also written extensively on Arms Control, nonproliferation and South Asia for journals and newspapers in China and abroad.

Course Title

International Development Policy

国际发展政策

Instructor

CHEN Muyang / 陈沐阳

First day of classes: 2023 / 9 / 11

Last day of classes: 2023 / 12 / 25

Course Code: 02432380

Course Credit: 3

Language: English

COURSE DESCRIPTION

课程简介

Objective

Recent decades have witnessed China's rapid growth and its massive infrastructure finance in the developing world. This brought a new round of discussion on what development is. How should we understand development policy in the context of a changing world order? This course provides students with the historical, political, economic, and institutional context to understand international development policy. The course aims to give students exposure to on-going policy debates on international development as well as the conceptual and theoretical framework to understand development issues. The course allows students to discuss and explore China's changing role in international development and its impact on regional and international orders. Topics to be covered include (but not limited to): history of development, industrialization, poverty reduction, aid and development finance, energy and environment, international development institutions, South-South cooperation, and global development order.

Proceeding of the Course

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



Assignments (essay or other forms)

- A short essay reviewing the reading assignments of a week of your choice (no more than 1000 words)
- An outline of a research proposal due by Week 12 (no longer than 2 pages)
- A final research proposal (no more than 2000 words)

Evaluation Details

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

Text Books and Reading Materials

Selected reading materials:

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

CLASS SCHEDULE

教学大纲

(Subject to adjustment)

Session 1

Introduction

Description of the Session

Introduction to the course

Session 2

History of Development (I)

Description of the Session

History of development (I): industrialization and the west

Session 3

History of Development (II)

Description of the Session

History of development (II): developing the "rest"

Session 4

National Holiday, No Class

Session 5

Postwar Global Development Order

Description of the Session

Establishment and evolution of development-

related institutions in the postwar era

Session 6

Aid and development finance

Session 7

Energy and Environment

Session 8

Public health

Session 9

Mid-term examination

Session 10

China's global development policy: main actors

Description of the Session

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

Session 11

Rise of China and the changing global development regime

Description of the Session

Introduction to empirical and theoretical studies on how China's rise reshapes global development regime

Session 12

Guest Lecture/Outline evaluation

Assignments for this session

Outline of research proposal due

Session 13

Development policy and international relations (I)

Readings, Websites or Video Clips

Case studies: Asia

Session 14

Development policy and international relations (II)

Description of the Session

Case Studies: Africa

Session 15

Development policy and international relations (III)

Description of the Session

Case Studies: Latin America

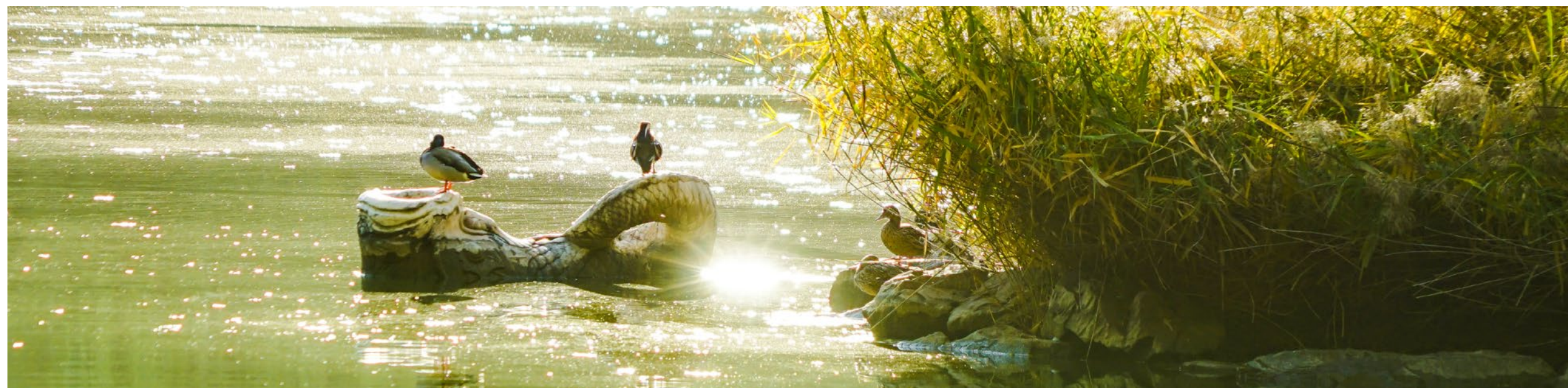
Session 16

Conclusion: What is Development



CHEN Muyang

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



Course Title

China and Africa: Global Encounters in History and Present

中国与非洲：全球性的相遇

Instructor

XU Liang / 许亮

CHENG Ying / 程莹

First day of classes: 2023 / 9 / 12

Last day of classes: 2023 / 12 / 26

Course Code: 02432360

Course Credit: 3

Language: English

COURSE DESCRIPTION

课程简介

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

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

our firm belief that the representation and construction of identity and otherness is an essential component of everyday life that fundamentally shapes our experience, perception, and even prejudice in cross-cultural communications and encounters. In this course we will explore:

- The history and the current state of China-Africa relations,
- key myths and rumors about China in Africa,
- preliminary development impacts of China’s engagement in Africa,
- the role of migration and migrants in China-Africa encounters,
- and the relevance of media, film, art, and literature in China-Africa relations.

By thinking critically about China-Africa engagement, we hope that our students will become better observers of the globalized world. It is our contention that China-Africa is by no means an Afroasian story only; more profoundly, it is a story of global encounters. Through the use of academic, journalistic, and various visual evidence, we help students to interrogate and gain deeper understanding of key themes such as state and development, race and gender, culture and capitalism, and diaspora and globalization.

Pre-requisites / Target audience

N/A

Assignments (essay or other forms)

The class will meet once a week offline (and virtually on the ClassIn platform for our online participants). Student participants are expected to have read the assigned readings before coming to class and engage in class discussions. Students will be asked to write a research proposal on any China-Africa related topic and present it in class. Research proposals are due on November 3, 2023. Detailed instructions will be announced in class. There will be a final written exam on the last day of class (December 26, 2023).

Evaluation Details

Evaluation details are as follows:

- Class Participation: 30%
- Research proposal: 30%
- Final exam: 40%

Important Dates:

October 3, 2023: No class meeting due to National Day Holiday

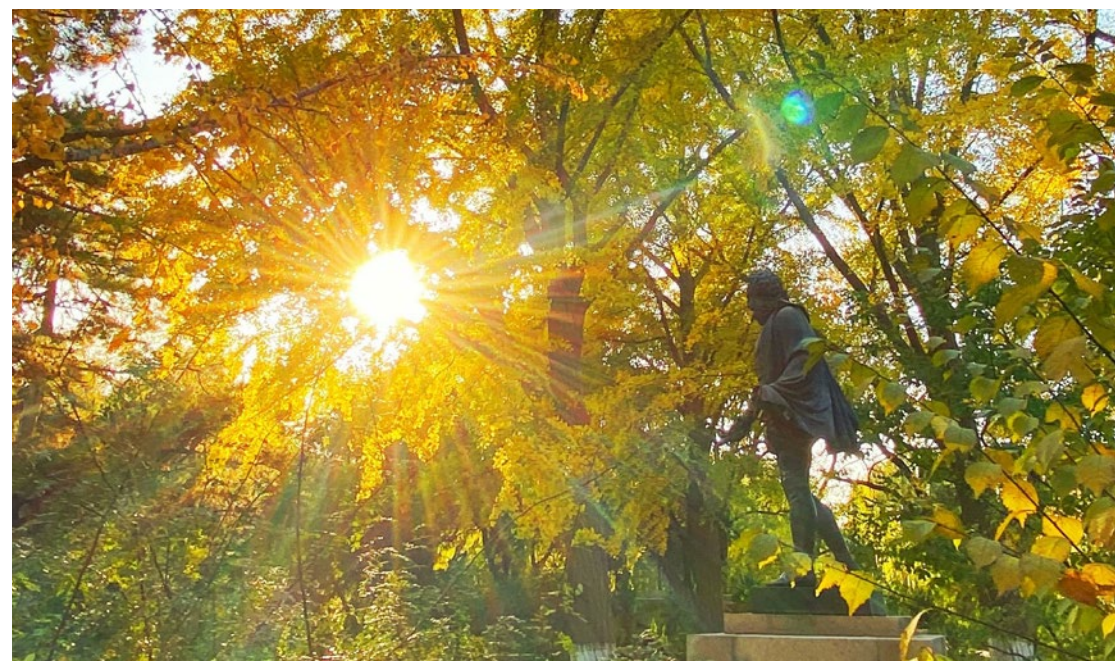
November 3, 2023: Research proposal submission due date

December 12, 2023: Proposal presentation session

December 19, 2023: African meal and/or Afro dance session

Text Books and Reading Materials

The course does not require any textbooks. All reading materials will be made available in electronic copies.



CLASS SCHEDULE

教学大纲

(Subject to adjustment)

Week 1

Study China-Africa: Why and How?

September 12, 2023

Description of the Session

This session gives a snapshot of the current state of China-Africa relations and highlights the importance of studying China-Africa relations. By revisiting some of the major myths and debates over China's presence in Africa, this session attempts to present a more objective and complex story of China-Africa than is often reported in the media.

Questions

What are some of the current debates on China-Africa relations?

Why should we study China-Africa relations? And how?

Readings, Websites or Video Clips

Required reading:

Deborah Brautigam. 2009. *The Dragon's Gift: The Real Story of China in Africa*. New York: Oxford University Press, pp. 273-306.

Chris Alden and Lu Jiang. 2019. "Brave New World: Debt, Industrialization and Security in China-Africa Relations." *International Affairs* 95 (3), pp. 641-657.

Further reading:

Chris Alden. 2007. *China in Africa*. London: Zed Books, pp. 8-36.

Binyavanga Wainaina. "How to Write about Africa." <https://granta.com/how-to-write-about-africa/>

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

Keguro Macharia. "Visiting Africa: A Short Guide for Researchers." <https://thenewinquiry.com/blog/visiting-africa-a-short-guide-for-researchers/>

Week 2

Place China-Africa in Context: Does History Matter?

September 19, 2023

Description of the Session

This session places China-Africa encounter in historical contexts, from the earliest trade routes to Zheng He's famous voyages, from the Bandung moment to the popularity of Maoism on the continent. The goal is not to push the students to digest historical details but ask them to reflect how the past has been remembered, re-emphasized, and reinvented in the present. For instance, why do

Chinese leaders keep referring back to history when they talk about China-Africa relations? What are the political afterlives of the Bandung Moment? Do Africans and Chinese perceive their “shared” past differently?

Questions

How do we periodize the history of China-Africa relations?

Whether and how is China's current Africa policy shaped by history?

Readings, Websites or Video Clips

Required reading:

Philip Snow. 1988. *The Star Raft: China's Encounter with Africa*. London: Weidenfeld & Nicolson, pp. 69-104, 144-185.

Christopher Lee. 2010. *Making a World after Empire: The Bandung Moment and Its Political Afterlives*. Athens: Ohio University Press, pp. 1-32, 235-265.

Further reading:

Anshan Li. 2012. *A History of Overseas Chinese in Africa to 1911*. New York: Diasporic Africa Press, pp. 17-54. The original Chinese version is provided in PDF as well.

Jamie Monson. 2009. *Africa's Freedom Railway*. Bloomington, Indianapolis: Indiana University Press, read Chapters 3 and 4.

Julia C. Strauss. 2009. “The Past in the Present: Historical and Rhetorical Lineages in China's Relations with Africa.” *China Quarterly* 199, pp. 777–795.

Priyal Lal. 2014. “Maoism in Tanzania: Material Connections and Shared Imaginaries.” In Alexander Cook ed., *Mao's Little Red Book: A Global History*. New York, NY: Cambridge University Press.

Week 3

Are Chinese People Racist?

Rethinking Race, Gender, and Culture

September 26, 2023

Description of the Session

This session invites the students to participate in the discussion of the question – “Are Chinese People Racist?” We ask the students to reflect on the history of race discourse in China and comment on recent examples/incidents of racial discrimination in contemporary China. Ultimately, we will encourage students to ask: what should be done to address the issue of racism in China?

Questions

What is the history of race discourse in China?

What should be done to address the issue of racism in China?

Readings, Websites or Video Clips

Required reading:

Joseph Goldstein. 2018. “Kenyans Say Chinese Investment Brings Racism and Discrimination.” *New York Times*, October 15. Link: <https://www.nytimes.com/2018/10/15/world/africa/kenya-china-racism.html>.

Frank Dikötter. 1994. “Racial Identities in China: Context and Meaning.” *China Quarterly* 138, pp. 404-412

Further reading:

Michael J. Sullivan. 1994. “The 1988-89 Nanjing Anti-African Protests: Racial Nationalism or National Racism?” *China Quarterly* 138, pp. 438-457.

Xiaoyang Tang and Janet Eom. 2019. “Time Perception and Industrialization: Divergence and Convergence of Work Ethics in Chinese Enterprises in Africa.” *China Quarterly* 238, pp. 461–481.

Frank Dikötter. 1992. *The Discourse of Race in Modern China*. Oxford, UK: Oxford University Press, read Chapters 4, 5 & 7.

Pal Nyiri. 2006. “The Yellow Man's Burden: Chinese

Migration on A Civilizing Mission.” *The China Journal* 56, pp. 83-106.

Joshua Berlinger and James Griffiths. 2016. “Chinese Firm Apologizes After Racist Detergent Ad.” CNN, May 29. Link: <http://www.cnn.com/2016/05/29/asia/chinese-racist-detergent-ad-apology/index.html>.

Week 4

National Day Holiday. No class meeting on October 3, 2023.

Week 5

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

October 10, 2023

Description of the Session

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

Questions

What are the three major waves of Chinese migration to Africa?

How do local Africans perceive the presence of Chinese immigrants?

Readings, Websites or Video Clips

Required reading:

Yoon Jung Park. 2009. “Chinese Migration in Africa.” Occasional Paper No. 24, South African Institute for International Affairs. Johannesburg: SAIIA.

Yoon Jung Park. 2013. “Perceptions of Chinese in Southern Africa. Constructions of the ‘Other’ and the Role of Memory.” *African Studies Review* 56 (1), pp. 131-153.

Further reading:

Melanie Yap and Dianne Leong Man. 1996. *Colour, Confusion and Concessions: The History of the Chinese in South Africa*. Hong Kong: Hong Kong University Press, read Chapter 5.

Rachel Bright. 2013. *Chinese Labor in South Africa, 1902-10: Race, Violence, and Global Spectacle*. Hampshire, UK: Palgrave Macmillan, pp. 95-140.

L. M. van der Watt and W. P. Visser. 2008. “Made in South Africa: A Social History of the Chinese in Bloemfontein, Free State Province, South Africa, ca. 1980-2005.” *Journal for Contemporary History* 33, pp. 121-142.

Philip Harrison, Khangelani Moyo, and Yan Yang. 2013. “Strategy and Tactics: Chinese Immigrants and Diasporic Spaces in Johannesburg, South Africa.” *Journal of Southern African Studies* 38 (4), pp. 899-925.

Week 6

(Discussion) Documentary Screening and Discussion: Guangzhou Dream Factory

October 17, 2023



Description of the Session

In this session, we will watch *Guangzhou Dream Factory*, a documentary about Africans in Guangzhou. After screening, we will have a follow-up discussion on the current state of African migrants in China as well as their challenges. Students are also encouraged to watch another documentary titled *Eat Bitter* (《吃苦》) for discussion purposes.

Week 7

China, African Security, and Developmental Peace

October 24, 2023

Description of the Session

The rise of China as a global power and its deepening engagement in African economies has thrust security to the forefront of its Africa policy. The session focuses on the changing divers and challenges of China's security engagement and examines the roles of different actors (the military

and non-state actors) in China's security engagement in Africa. We will interrogate the concept of the "development-security nexus" and analyze whether China has brought new norms into international peace and security practices.

Questions

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

Readings, Websites or Video Clips

Required reading:

Xue Lei. 2017. "China's Development-Oriented Peacekeeping Strategy in Africa." In Chris Alden et al. eds., *China and Africa: Building Peace and Security Cooperation on the Continent*. Palgrave Macmillan US, pp. 83-99.

Lina Benabdallah and Daniel Large. 2023. "The Key to solving all problems'? Unpacking China's development-as-security approach in Mali." *Third World Quarterly* 44(1), pp. 211-229.

Further reading:

Lina Benabdallah and Daniel Large. 2019. "China and African Security." In Chris Alden and Daniel

Large eds., *New Directions in Africa-China Studies*. Routledge, pp. 312-326.

Chris Alden and Daniel Large. 2015. "On Becoming a Norms Maker: Chinese Foreign Policy, Norms Evolution and the Challenges of Security in Africa." *China Quarterly* 221, pp. 123-142.

Illaria Carrozza, "Chinese Diplomacy in Africa: Constructing the Security-Development Nexus," link: <https://www.e-ir.info/2019/04/07/chinese-diplomacy-in-africa-constructing-the-security-development-nexus/>

Duchatel's Ecfreport, "Into Africa: China's global security shift," link https://www.ecfr.eu/publications/summary/into_africa_chinas_global_security_shift

Week 8

China-Africa Industrial Cooperation: Bulldozer or Locomotive?

October 31, 2023

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Required reading:

Irene Yuan Sun. 2017. "The World's Next Great Manufacturing Center." *Harvard Business Review*, May-June Issue.

Carlos Oya and Florian Schaefer. 2023. "Do Chinese firms in Africa pay lower wages? A comparative analysis of manufacturing and construction firms in Angola and Ethiopia." *World Development* 168.



Further reading:

林毅夫：《中国的崛起和非洲的机遇》，《中国非洲研究评论 2013》，第 19-33 页。

Liang Xu. 2022. "Engendering China-Africa Encounters: Chinese Family Firms, Black Women Workers and the Gendered Politics of Production in South Africa." *The China Quarterly* 250, pp. 356-375.

Peter Hessler. 2015. "Learning to Speak Lingerie: Chinese Merchants and the Inroads of Globalization." *New Yorker*, August 10-17.

Raphael Kaplinsky. 2008. "What Does the Rise of China Do for Industrialization in Sub-Saharan Africa?" *Review of African Political Economy* 35, pp. 7-22.

Week 9

"How Much Soft Power Does China Have in Africa?" Media, Confucius Institutes, and Training/Scholarship Programs

November 7, 2023

Description of the Session

As China expands its economic cooperation with Africa, China also begins to promote its "soft power" on the continent through media engagement, forums, and the state-sponsored programs such as Confucius Institutes and trainings. During this session, we will examine the multiple mechanisms that China uses to promote its image and influence in Africa. We will zoom in with a case study of Chinese Confucius Institute in Ethiopia and examine China's fusion of practical or tangible benefits with language and cultural promotion invokes support from key participants, including university administrators, students, and Chinese teachers.

Questions

What is Confucius Institute? How should we evaluate its success and challenges?
How shall we evaluate and compare China's "soft power" with other powers' "soft power" in Africa?

Readings, Websites or Video Clips

Required reading:

Maria Repnikova. 2022. "Rethinking China's Soft Power: 'Pragmatic Enticement' of Confucius Institutes in Ethiopia." *The China Quarterly* 250, pp. 440-463.

Herman Wasserman and Dani Madrid-Morales. 2018. "How Influential Are Chinese Media in Africa? An Audience Analysis in Kenya and South Africa." *International Journal of Communication* 12, pp. 2212-2231.

Further reading:

Jennifer Hubbert. 2019. *China in the World: An Anthropology of Confucius Institutes, Soft Power, and Globalization*. Honolulu: University of Hawai'i Press, Chapter 3 "Coolness and Magic Bullets," pp. 45-73.

King, Kenneth. *China's Aid and Soft Power in Africa: The Case of Education and Training*. Boydell & Brewer, 2013, read Chapters 1 and 2, pp. 1-67.

Anita Wheeler. 2014. "Cultural Diplomacy, Language Planning, and the Case of the University of Nairobi Confucius Institute." *Journal of Asian and African Studies* 49 (1), pp. 49-63.

Don Starr. 2009. "Chinese Language Education in Europe: The Confucius Institutes." *European Journal of Education* 44 (1), pp. 65-82.

Week 10

China-Africa Cooperation in Public Health in the Context of Covid-19

November 14, 2023

Description of the Session

In this session, we will invite Dr. Yunping Wang, a senior expert on global health from China National Health Development Research Center to come and give a lecture on China-Africa cooperation in public health. Dr. Wang will give an overview of the history of China-Africa cooperation in public health and then focus on how China and Africa have collaborated during their fight against the Covid-19 pandemic.

Questions

What can we learn from the history of China-Africa cooperation in health?
What are the achievements and challenges of China-Africa cooperation against Covid-19?

Readings, Websites or Video Clips

Required reading:

Anshan Li. 2011. "Chinese Medical Cooperation in Africa." Discussion Paper No. 52, Nordiska Afrika Institutet, Uppsala.

Yidong Gong. 2022. "Non-suffering Work: China's Medical Interventions in South Sudan." *The China Quarterly* 250, pp. 464-485.

Further reading:

Peilong Liu et al. 2014. "China's Distinctive Engagement in Global Health." *Lancet* 384, pp. 793-802.

Deborah Brautigam. 2011. "U. S. and Chinese Efforts in Africa in Global Health and Foreign Aid: Objectives, Impact, and Potential Conflicts of Interest." In Charles W. Freeman and Xiaoqing Lu Boynton eds., *China's Emerging Global Health and Foreign Aid Engagement in Africa*. Washington, D. C.: Center for Strategic and International Studies, pp. 1-12.

邱泽奇：《朋友在先：中国对乌干达卫生发展援助案例研究》，北京：社会科学出版社，2017 年。Read Chapter 6.

Week 11

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

November 21, 2023

Description of the Session

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

Questions

What can we learn from the history of China-Africa Agricultural Cooperation?

What should be the solution to African agricultural development?

Readings, Websites or Video Clips

Required reading:

Deborah Brautigam. 2015. *Will Africa Feed China?* New York: Oxford University Press, pp. 151-164.

Lu Jiang. 2019. *Beyond Official Development Assistance: Chinese Development Cooperation and African Agriculture*. Palgrave Macmillan, read Chapter 2, pp. 65-103.

Further reading:

蒋华杰:《农技援非(1971-1983):中国援非模式与成效的个案研究》,《外交评论》2013年第1期。

Yan Hairong and Barry Sautman. 2010. "Chinese Farms in Zambia: From Socialist to 'Agro-imperialist' Engagement?" *Journal of African and Asian Studies* 9 (3), pp. 307-333.

Paul Collier and Stefan Dercon. 2014. "African Agriculture in 50 Years: Smallholders in a Rapidly Changing World." *World Development* 63, pp. 92-101.

Catherine Boone. 2014. *Property and Political Order in Africa: Land Rights and the Structure of Politics*. Cambridge University Press, read Chapters 1, 2, and 10.

Week 12

Imagining the Other: Tracing Africa-China in Literary Movements and Moving Images

November 28, 2023

Description of the Session

In this session, we will trace the historical (and contemporary) interactions between Africa and China from the movements of literary texts and cultural products. We try to understand how people in Africa/China represent or understand each other's histories and societies during and after the Bandung Conference and Cold War. We will examine how these literary texts and popular moving images might provide a more nuanced understanding of China-Africa beyond the top-down approach often privileged in most international relation studies, and point toward the earlier histories of interactions, as well as the contested nature of engagements and perceptions.

Questions

What are the neglected histories of literary and artistic interactions between Africa and China during the Cold War?

How are people imagining the world and "the other" in these literary representations and moving images?



Readings, Websites or Video Clips

Required reading:

Yvonne Adhiambo Owuor. 2019. *The Dragonfly Sea*, (excerpt).

Peter J. Kalliney. 2022. *The Aesthetic Cold War: Decolonization and Global Literature*. Princeton: Princeton University Press, read the Introduction.

Cobus van Staden. 2017. "Watching Hong Kong Martial Arts Film under Apartheid." *Journal of African Cultural Studies* 29 (11), pp. 46-62.

Further reading:

Cheng, Ying. 2019. "History, Imperial Eyes and the 'Mutual Gaze': Narratives of African-Chinese Encounters in Recent Literary Works." In *Routledge Handbook of African Literature* edited by Moradewun Adejunmobi and Carli Coetzee, London: Routledge, pp. 92-109.

Political Department of the Navy of the Chinese People's Liberation Army. 1966. *War Drums on the Equator: A Play of Seven Scenes*, (excerpt).

袁明清、张丽方,《冷战时期的亚非文学运动,与

非洲文学的中译史》,澎湃思想市场,2020年8月。
https://www.thepaper.cn/newsDetail_forward_8788202

Sun, Jodie Yuzhou. 2020. "Viriato da Cruz and His Chinese Exile: A Biographical Approach." *Journal of Southern African Studies* 46(5): 845-861.

Karen Thornber. 2016. "Breaking Discipline, Integrating Literature: Africa-China Relationships Reconsidered." *Comparative Literature Studies* 53 (4), pp. 694-721

Week 13

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

December 5, 2023

Description of the Session

Unlike many other existing dialogues that focus on

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

Questions

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

How can we understand *the agency of arts* in Africa-China relations?

Readings, Websites or Video Clips

Required reading:

Ruth Simbao. 2018. "When 'African Art' Meets 'China-Africa': Space-Time Imaginaries and a Pursuit for New Scripts." Keynote Speech at International Workshop on "Rethinking Third World", Hangzhou, China.

Olu Oguibe. 2015. "Samuel Fosso: Emperor of Africa" <https://aperture.org/blog/samuel-fosso-emperor-africa/>

Cheng Ying. 2018. "'The Bag is My Home': Recycling China Bags in Contemporary *African Arts*," *African Arts* 51(2), pp. 18-31.

Further reading:

Exhibition Catalogue. 2012. "Making Way: Contemporary Art from South Africa & China" Artist Catalogue. Pu Yingwei. 蒲英玮 William Kentridge. 2015. "Peripheral Thinking." In William Kentridge: Notes towards a Model Opera, edited by Karen Marta, 81-152. Beijing: Ullens Center for Contemporary Art; London: Koenig Books.

Abdi Latif Dahir. 2018. "A Kenyan painter's art questions China's deepening reach in Africa"

<https://qz.com/africa/1343155/michael-soi-china-loves-africa-paintings-question-chinas-influence-in-africa/>

Week 14 Student Presentations

December 12, 2023

Description of the Session

During this session, we will arrange student presentations. Students are expected to prepare a short PowerPoint presentation to introduce their research proposals. The presentation should include the following elements: the topic and why it's worth exploring, a brief literature review, methodology and sources, and if possible, a tentative conclusion.

Questions

Student presentations (research proposals)

Readings, Websites or Video Clips

N/A

Week 15 An Open Conclusion

December 19, 2023

Description of the Session

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

We may arrange an African meal and/or Afro dance session for our students today

Questions

Does the course help you change the ways in which you perceive Africa and our world? How?

Readings, Websites or Video Clips

Required reading:

Ching Kwan Lee. 2017. *The Specter of Global China: Politics, Labor, and Foreign Investment in Africa*. Chicago, IL: University of Chicago Press, pp. 152-166.

Ruth Simbao. 2019. "Pushing against China-Africa slowly, and with small stories." *Something We Africans Got* 7, pp. 228-233.

Further reading:

Curtis Stone. 2018. "The Fundamental Difference Between China's and the West's Policy Toward Africa." *People's Daily* September 4, 2018.

Giles Mohan. 2013. "Beyond the Enclave: Towards a Critical Political Economy of China and Africa," *Development and Change* 44 (6): 1255-72.

Julia C. Strauss. 2013. "China and Africa Rebooted: Globalization(s), Simplification(s), and Cross-cutting Dynamics in 'South-South' Relations." *African Studies Review* 56 (1), pp. 155-170.

Week 16 Final Exam (Written Exam)

December 26, 2023



XU Liang

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

Course Title

The Silk Road: A Global history 全球史视野下的丝绸之路

Instructor

LU Yang / 陆扬

First day of classes: 2023 / 9 / 13

Last day of classes: 2023 / 12 / 27

Course Code: 02132600

Course Credit: 2

Language: English

COURSE DESCRIPTION

课程简介

Objective

Course Description:

This course introduces the history of the Silk Road — a complex network of trade routes that connected China with the rest of the Eurasian continent over land and sea — and its role in fostering cultural and material exchanges between the peoples it connected. The course covers the period between 500 BCE and 1500 CE, during which the Silk Road contributed to the forming and transforming the cultural, ethnic, and religious identities of different peoples, such as Chinese, Greeks, Persians, Romans, Arabs, Turks, and Mongolians, and their perceptions of one another. The course moreover explores topics, including conspicuous consumption, cultural diversity, religious pluralism, and nomadic migration, as well as the financial, judicial, religious, and social institutions that were the fruits of these exchanges. The course begins and ends with an analysis of conceptualizations of the “Silk Road” against the backdrop of the “Great Game” that played out in the late 19th and early 20th centuries among various colonial powers and its legacy to this day. It also examines the recent push by the Chinese government to establish the so-called “Silk Road Economic Belt” by tapping into its rich legacy.

Course Goals:

Students will be trained in the basic skills of

conducting research by analyzing primary sources and will acquire familiarity with scholarly research on Silk Road related topics. Students are expected to develop and practice their skills by tackling historical questions in their reading, class discussions, various written assignments, and exams.

Pre-requisites / Target audience

None

Proceeding of the Course

CLASS PARTICIPATION

Students are required to attend all classes. Anyone who misses more than THREE classes will receive no grade for class participation. Should you miss a class, please use the Absence Self-Reporting system to indicate the date and reason for your absence. Class participation does not just mean attendance. It encompasses 1. Attending the lectures; 2. observing classroom decorum (no chatting, texting, eating, gaming, or surfing the internet); 3. timely completion of reading assignments; 4. active participation in group discussions.

During the fall semester of 2023, this course will team with two other courses offered by Prof. Andrea Nanetti of National University of Singapore

and Prof. Eugenio Burgio of University of Venice. The student of all three courses will have three joint lectures and one online research tour of the Venice Archive and one site visit in Beijing. These activities aim at enriching the student's understanding of the historical context of the Silk Road. Therefore the student of this class are required to attend these joint events.

MAP QUIZZES:

The student is expected to have a firm comprehension of general geography; hence there will be four map quizzes throughout the course. The best way to prepare for them is to pay attention to the maps included in the textbooks and lecture PPT.

CLASS PRESENTATION:

The Student will form a study group of 3-4 people. Collectively they choose a topic related to the history and culture of the Silk Road and makes a 15 minute PPT presentation in class. The topic can be based either on the reading assignments or materials (textual or/and visual) gathered by the students.

WRITING ASSIGNMENTS

All written assignments will be evaluated based on the presentation of the material, the level of critical interpretation/reflection, and clear and logical development of the argument and thesis, AND grammatically correct writing.

TERM PAPER

Every student is to complete a term paper for this course. The paper will be an analytical essay centering on a question drawn from course materials. Students must engage the primary sources directly and use them to support arguments. The paper should be between 1000-1250 words in length. The paper must incorporate readings of the course and present a clear argument. The essay must be titled with standard

margins, a 12-point typeface, double-spacing, and page numbers on the bottom center of each page. Late submission will be penalized at 10 points per day unless you have advance approval (at least 24 hours before the deadline) for an extension.

Grading Basis / Course Requirements:

Class Participation 15%
Map Quiz 10%
Mid Term Exam 25%
Class Presentation 20%
Final Essay 30%

Course Reference Materials

All course reading materials are available in digital form.

Barry W. Cunliffe. *By Steppe, Desert, and Ocean: The Birth of Eurasia*. 2015. (Steppe)

Richard C. Foltz. *Religions of the Silk Road: Premodern Patterns of Globalization*. Palgrave Macmillan, 2010. (Religions)

Hansen, Valerie. *The Silk Road: A New History with Documents*. 2017. (New History)

Xinru Liu. *The Silk Roads: A Brief History with Documents*. Bedford/St. Martin's, 2012.

(Documents)

Academic Integrity

Students are expected to uphold the highest standards of academic integrity at all times. Violations include cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. If you ever have questions about academic integrity in the course, please talk to me or send me an email immediately with your concerns.

CLASS SCHEDULE

教学大纲

(Subject to adjustment)

Week 1

Introduction: People and Geography

Date: September 13

Readings, Websites or Video Clips

*Liu, *Connections Across Eurasia*, Introduction, pp. 1-15

**Religions*, Ch. 1: The Silk Road and Its Travelers, pp. 1-21

*David Christian, "Silk Roads or Steppe Roads? The Silk Roads in World History," *Journal of World History* 11: 1 (2000), pp. 1-26.

Week 2

The Great Game and the Modern Discovery of the Silk Road Civilization

Date: September 20

**Steppe*, Ch. 1.

**Islamic Central Asia: Historical Sources*, Part 6.C:

"The Great Game to Russian Rule"

*Hopkirk. *Foreign Devils on the Silk Road*, Prologue plus Chs. 4-5, 13.

*Stein, "By the Desert Edge of Khotan" and "The Shrine of Khadalik"

*Hedin, "I approach the Desert," "Sand Sea," and "I discovered 2000-Year Old Cities in the Desert"

Week 3

Alexander the Great and the Hellenistic East (Map quiz 1)

Date: September 27

**Steppe*, Ch. 6, 203-220

**Documents*, 4. Strabo and 5. Arrian

*Arrian: Speech of Alexander the Great

*Afghanistan: Hidden Treasure from the National Museum, Kabul (Website) *

*Hedin, "I approach the Desert," "Sand Sea," and "I discovered 2000-Year Old Cities in the Desert"



Week 4

Early Chinese Empire and the Beginning of the Silk Road

Date: October 11

Readings, Websites or Video Clips

**Steppe*, Ch. 6, 203-220

*Hopkirk. *Foreign Devils on the Silk Road*, Prologue plus Chs. 4-6

*Boulnois, *Silk Road*, Ch. 1: "Serica" and Ch. 2: "The Land of Silk," pp. 33-58

*Documents, pp. 1-7; pieces #1-3

**New History*, Ch. 1: China Looks West, pp. 1-19

*History, "Introduction" and Ch. 1: "The Kingdom of Kroraina," pp. 2-55

Week 5

The Indian Factor

Date: October 18

Readings, Websites or Video Clips

**New History*, Ch.2

*Arrian, *The Indica*, translated by Martin Hammond.

**Religions*, Ch. 3: "Buddhism and the Silk Road" pp. 37-

*Ashoka, King of Behar: The Rock Edicts, c. 257 BCE

*The Questions of King Milinda (r. 165-130BCE)

Week 6

The Persian Factor

Date: October 25

Readings, Websites or Video Clips

**Religions*, Chs. 1-2: "The Silk Road and Its Travelers" and "Religion and Trade in Ancient Eurasia" 1-30 (to the end of the Zoroaster section)

Week 7

Trade and Culture of the Oasis

Date: Nov. 1

Readings, Websites or Video Clips

**Religions*, Ch. 2: "Religion and Trade in Ancient Eurasia" pp. 23-36

**New History*, Ch.2: "Kucha and the Caves of Kizil," 56-82.

Week 8

World Religions and the Age of Empires

Date: Nov. 8

Readings, Websites or Video Clips

**Religions*, Ch. 3: "Buddhism and the Silk Road"; Ch. 4: "Nestorians and Manichaeans on the Silk Road," 61-87

**New History*, Ch.2: "Kucha and the Caves of Kizil," 56-82.

*Klimkeit, *Gnosis on the Silk Road*, "Prose Texts on Cosmogony and Cosmology" and "Texts on the Soul and Salvation"

Week 9

The Golden Peach of Samarkand: The Sogdians

Date: Nov. 15

Readings, Websites or Video Clips

**New History*, Ch. 4: "Samarkand and Sogdiana"

Week 10

Cosmopolitan China and the Golden Age of the Silk Road

Date: Nov. 22

Readings, Websites or Video Clips

**New History*, Ch. 5: "Historic Chang'an" & Ch. 6: "The Dunhuang Caves"

Week 11

The Arab Conquest of the Silk Road (Map quiz 2)

Date: Nov. 29

Readings, Websites or Video Clips

*Boulnois, *Silk Road*, Ch. 14: "The World Marketplace of Sinbad the Sailor," 279-310

**Religions*, Ch. 5: "The Islamization of the Silk Road," 89-109

**Documents*, pp. 26-28; Pieces #25, 26, 28, 30 and 31

Week 12

The Coming of the Mongols (Map quiz 3)

Date: Dec. 6

Readings, Websites or Video Clips

*Biran, *Chinggis Khan*, Ch. 1: "Asia, The Steppe and the Islamic World on the Eve of the Mongols,"

pp. 6-26

**Steppe*, Ch. 11, 417-435

**Religions*, Ch. 6: "Ecumenical Mischief," 111-134

Week 13

Oceanic Silk Road

Date: Dec. 13

Readings, Websites or Video Clips

**Steppe*, Ch. 9, 360-369; Ch. 10: 388-393

Boulnois, *Silk Road*, Ch. 14: "The World Marketplace of Sinbad the Sailor," 279-310

**Documents*, 26-28; Pieces #25, 26, 28, 30 and 31

*Anthropological Theory- Ibn Battuta

Week 14

The Age of Marco Polo

Date: Dec. 20

Readings, Websites or Video Clips

**The Travels of Marco Polo*, in *Foundations of Anthropological Theory*, 73-84

Week 15

From Istanbul to Beijing: Early Globalization

Date: Dec. 27

Readings, Websites or Video Clips

**Islamic Central Asia: Historical Sources*, Part 3.A: Temujin and the Rise of Mongol Empire



LU Yang

Professor of the department of history and the Center of the Study of Ancient Chinese History at Peking University. He studied Indology at both Peking University and the University of Vienna before receiving his Ph.D. degree in East Asian Studies from Princeton University. He taught at Princeton, Harvard, and the University of Kansas before joining Peking University as a member of the history faculty. He also serves as the director of graduate studies of the Yenching Academy at Peking University. Prof. Lu specializes in medieval Chinese history, the history of Chinese religions, and comparative historiography. He is the author of several influential publications in the history of medieval China, especially *Literocracy and Empire: A Study of Political Culture of the Tang Dynasties* (清流文化与唐帝国). He co-edited *Early Medieval China: A Sourcebook* (Columbia University Press, 2014) and published more than a dozen seminal articles on the history of Tang and Five Dynasties as well as medieval Chinese Buddhism. He has been a featured guest in several BBC and National Geographic documentary films on Chinese history.

Course Title

Traditional Taijiquan: Philosophy and Practice

传统太极拳：哲学与实践

Instructor

ZHU Xiaomin / 朱效民

First day of classes: 2023 / 9 / 14**Last day of classes:** 2023 / 12 / 28**Course Code:** 02319642**Course Credit:** 2**Language:** English

COURSE DESCRIPTION

课程简介

Taijiquan (also called spelled tai-chi-chuan) is also known as shadowboxing. In Dec. 2020, Taijiquan was selected for inclusion on the Representative List of the Intangible Cultural Heritage of Humanity, UNESCO, which certainly will attract more and more people all over the world to recognize and enjoy Taijiquan. It is said that more than 100 million people are practicing Taijiquan frequently, and, as a result, Taijiquan has become one of the most popular sports in the world. The Chinese government has already set up more than 500 Confucius Institutes and more than 1000 Confucius Classrooms in different countries, in which Taijiquan has been taught as an outstanding representative symbol of Chinese culture. Taijiquan is even being considered for inclusion as a part of the Olympic Games.

In China, Taijiquan has also been known as 'gentleman boxing' or 'philosopher boxing', as the thinking and wisdom of Taijiquan are unique for the sports, health, and cultivation of people. However, there have been a lot of problems and distortions in the practice, teaching, international communication and research of Taijiquan because of two reasons. One reason is that traditional Taijiquan is quite conservative (historically, Taijiquan has only been passed on down through lineages), and it's too hard to master. (Yang Luchan once said, "There are only a few real masters in every generation," and

according to Li Yaxuan, a famous master of Yang style Taijiquan, in fact "99% of practitioners are practicing Taijiquan in the wrong way" as ordinary people don't know it and don't have the right feeling for traditional Taijiquan.)

The other reason is that when practicing Taijiquan, even a single movement requires integration of not only every part of your body, inside and outside the body, but also your mind, spirit and your body. Although more and more people are learning Taijiquan today, usually people are unable to recognize Taijiquan's special thinking due to their understanding of modern science paradigms such as reductionism and atomism. It's not strange nowadays to find that many both foreign and Chinese people often misunderstand Taijiquan as only a kind of gymnastics or dancing, according to their Western ways of thinking. And, indeed, many ideas of traditional Taijiquan cannot be understood in terms of modern philosophy, Western science or even by literal translation.

This class will focus on "how to understand traditional Taijiquan," and both philosophical and practical perspectives will be discussed and, hopefully, experienced through your own body.

On the philosophical side, Taijiquan's special concepts (inner *qi*, or 'inner energy'), methods ('if



you feel comfortable then you are right'), way of thinking ('forget yourself and follow your opponent'), theoretical system (achieve your will by your mind, get *qi* by your will, move by your *qi*) will be discussed to give an overview of traditional Taijiquan, and comparing Chinese 'gongfu (kung fu) philosophy' and Western philosophy.

On the practical side, Taijiquan is something that must be felt by the body; therefore, in the course of the class, students will learn some typical basic *gongfu* single moments, routines and push hands to help students feel their own inner *qi* and get a real sense of Taijiquan.

Main topics of the course will be: What is traditional Taijiquan? History of Taijiquan; main kinds of Taijiquan; whether Taijiquan can be used for fighting or not?; the expression of traditional Taijiquan: poem and metaphor; the communication and translation of Taijiquan; philosophy of Taijiquan: *gongfu* and rationality; the gymnastics of Taijiquan; Taijiquan for health; how to practice Taijiquan; Taijiquan and Bruce Lee's Jeet Kune Do; miracle

feats of Taijiquan; Taijiquan and the Olympics; Taijiquan and the traditional Chinese medicine; the future of Taijiquan.

The thinking of Taijiquan is the soul of Chinese culture, and it still has deep influence on today's Chinese people. By recognizing and learning Taijiquan, one can get a better understanding of traditional Chinese ideas about health preservation, medicine, philosophy, literature, art and daily life.

Pre-requisites / Target audience

There are no specific prerequisites for this class; however, if a student has had previous experience learning and practicing Taijiquan, he/she may get more out of it.

Proceeding of the Course

This class will focus on the topic of "how to understand traditional Taijiquan," and both philosophical and practical perspectives will be

discussed. Every class will be divided into two parts: one is class lecture, which will be about 60% of the class time; one is discussion and practice, which will be about 40% of class time.

The lectures will discuss the history, thinking, development, hot topics, future and internationalization of Taijiquan to give an overview of traditional Taijiquan, and will also include historic pictures, related videos concerned with different topics, and questions and reviews from students.

Regarding the practice part, Taijiquan is a practice that must be felt by the body; therefore, the class will teach students some typical basic *gongfu* single moments, routines and push hands to help students feel their own inner *qi* and get a real sense of Taijiquan.

Assignments (essay or other forms)

Term paper and Taijiquan practice. At the end of

the course, a 3000-word research paper must be submitted on any topic about Taijiquan, and will be presented to other students in the last week of the course.

Evaluation Details

Test Term paper (60%) + Discussion (20%) + Taijiquan practice (20%)

Reading Materials

Yang Chengfu, *The Essence and Applications of Taijiquan*, North Atlantic Books, 2005.

Ni Peimin, *Confucius—the Man and the Way of Gongfu*, Rowman & Littlefield, 2016.

Peter M. Wayne, Mark L. Fuerst, *The Harvard Medical School Guide to Tai Chi*, Harvard Health Publication, 2013.

Cheng Man-ching, *Tai Chi Chuan: A Simplified Method of Calisthenics for Health and Self Defense*, Shr-Jung School for Culture and the Arts, Taipei: 2003.

CLASS SCHEDULE

教学大纲

(Subject to adjustment)

Session 1

Introduction

Description of the Session

1. An overview of the purpose and scope of the course.
2. Course requirements.
3. The special philosophy and practice of traditional Taijiquan.
4. Read *On Taijiquan* by Wang Zongyue

Taiji exercise:

1. squat before a wall
2. rotate the shoulders
3. stretch your body, such as touching your toes

with your same side elbow

4. one minute breathe in

Questions

What do you expect from this class?

What are your thoughts on: “The masters are those who practice basic *gongfu* everyday”?

Readings, Websites or Video Clips

王宗岳，太极拳论，Wang Zongyue, *On Taijiquan*
http://blog.sina.com.cn/s/blog_d040375c0102xgdr.html 20211207

Assignments for this session

Record your body feeling when you practice Taijiquan for comparison with others and yourself during the whole term.



Session 2

Traditional Taijiquan in China Today

Description of the Session

1. The status quo of traditional Taijiquan in China today.
2. New challenges and chances for Taijiquan.

Taiji exercise:

Different movements of “cloud hands” in Chen, Yang, Wu, and Wu/Hao style

Questions

How could tradition exist and develop in the modern society?

What do you think that “the tradition is kept well by those who are uneducated”?

Readings, Websites or Video Clips

李仲轩口述，徐皓峰整理，逝去的武林（1934 年的求武纪事），当代中国出版社，2006

Li Zhongxuan, *The Disappearance of the Chinese Martial Arts Community*

Assignments for this session

We suggest you to read Chinese materials about Taijiquan directly if you can read in the Chinese language.

Session 3

The Main Schools of Taijiquan

Description of the Session

Introduction of 5 main schools of traditional Taijiquan style: Chen, Yang, Wu/Hao, Wu, and Sun style

Taiji exercise:

Different fighting scenario of “repulse monkey” in Yang and Wu/Hao styles.

Questions

What are the main differences among the 5 main

schools of Taijiquan, and why do those differences exist?

Readings, Websites or Video Clips

1. *Chen Style Taijiquan*, Hai Feng Publishing Co. and compiled by Zhao Hua Publishing house, 1984.

2. Yang Chengfu, *The Essence and Applications of Taijiquan*, North Atlantic Books, 2005

杨澄甫，太极拳体用全书，中华书局，1948

— We suggest you to read Chinese materials about Taijiquan directly if you can read in the Chinese language.

3. 崔志远，范修学，李建民编著，武氏太极拳全集，河北科学技术出版社，2018

4. 王培生，吴式太极拳诠真，人民体育出版社，2003

5. 孙玉奎等编著，孙禄堂武学论语，人民体育出版社，2010

Assignments for this session

Choose one or two movements of any style that you like most and practice it everyday.

Session 4

The History of Taijiquan

Description of the Session

Introduction of the long past and the short history of Taijiquan.

Taiji exercise:

“Grasp the bird’s tail” with four movements: ward off, roll back, press and push — the mother movement of Yang style Taiji.

Questions

What are the characteristics of the communication history of traditional Taijiquan?

Why is the history of Taijiquan like a “confusion”?

Readings, Websites or Video Clips

1. 温博，中国武术双语教程，北京师范大学出版社，2014 — a book in both Chinese and English. 2.



Stanley E. Henning, *Chinese Martial Arts: History and Practice*, 民族出版社, 2017 — a small book in English language.

3. 马长勋口述, 王子鹏整理, 吴式太极拳 - 南湖传习录: 吴式太极拳第五代人的口述史, 华文出版社, 2016

Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

Session 5

Taijiquan and Traditional Chinese Medicine

Description of the Session

Discussion of the deep and “logical” connections between Taijiquan and traditional Chinese medicine.

Taiji exercise:

“Separate the mane of wild horse” and “white crane spreads its wings” — also can be exercised as a standing posture, say for about 20 minutes, as Wu Tunan (1884-1989) did during his Taiji learning time.

Questions

Why does Taijiquan have similar basic principles as traditional Chinese medicine (such as holism and treatment based on syndrome differentiation)?

What is the relation between fighting and health care in Taijiquan?

Readings, Websites or Video Clips

1. Peter M. Wayne, Mark L. Fuerst, *The Harvard Medical School Guide to Tai Chi*, Harvard Health Publication, 2013.

2. 陈小蓉, 李重申编著, 韩丑萍译, *Illustrated Book of Traditional Chinese Life-nurturing Exercise*, 中国大百科全书出版社, 2014.

3. Yang Jwing-Ming, *The Root of Chinese Qigong: Secrets for Health, Longevity & Enlightenment*,

YMAA Publication Center, 1997.

Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

Session 6

The Communication and Translation of Taijiquan

Description of the Session

Discussion on communication and translation of Taijiquan between Chinese and English with many examples

Taiji exercise:

“kick with right and left heel” — practice Taiji movements “like flower blooming”

Questions

How to communicate and translate Taijiquan to a different culture (paradigm)?

Can we really understand traditional Taijiquan today?

Readings, Websites or Video Clips

1, 白淑萍编著, 罗斌翻译, 学打太极拳, 北京大学出版社, 2009. This book is in both Chinese and English language.

2, 刘金印整理, 王永泉授杨式太极拳语录及拳照, 北京体育大学出版社, 2014.

Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

Session 7

The Philosophy of Taijiquan: Oriental Gongfu and Occidental Rationality

Description of the Session

Introduction of oriental *gongfu* with comparison

with occidental rationality.

Taiji exercise:

“Brush the knee & twist step”, and “needle at sea bottom”

Questions

Do we have other ways to understand traditional Taijiquan besides occidental rationality in this so called modern/scientific society?

Readings, Websites or Video Clips

1. Ni Peimin, *Confucius—the Man and the Way of Gongfu*, Rowman & Littlefield. 2016.

2. 赵泽仁, 张云, 说手: 太极拳静思录, 北京科学技术出版社, 2020.

Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

Session 8

The Gymnastics of Taijiquan

Description of the Session

Discussion the popular Taijiquan of “gymnastics” and “dancing” performed by most ordinary people.

Questions

What is the difference between traditional Taijiquan and Taijiquan of gymnastics or dancing?

Why did a Taiji master say “99% people perform Taijiquan wrongly”?

Taiji exercise:

Old and new movements of “brush the knee & twist step” in the Yang style.

Readings, Websites or Video Clips

Cheng Man-ching, *Tai Chi Chuan: A Simplified Method of Calisthenics for Health and Self Defense*, Shr-Jung School for Culture and the Arts, Taipei: 2003.

Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

Session 9

The Expression of Traditional Taijiquan: Poem and Metaphor

Description of the Session

Introduction of the special and various communication ways of traditional Taijiquan.

Taiji exercise:

Crane dancing in the Chen style.

Questions

Why Taijiquan uses poems and metaphors to teach and communicate?

Readings, Websites or Video Clips

王宗岳等著, 太极拳谱, 人民体育出版社, 1991

Assignments for this session

Choose one or two poems of Taijiquan which you like most and feel them when you exercise Taijiquan.

Session 10

How to Practice Taijiquan: Experience from Traditional Masters of Taijiquan

Description of the Session

Discussion of different Taiji masters on how they practice and teach Taijiquan in their time and their ways.

Taiji exercise:

“the golden pheasant stands on one leg” is also a very good standing posture

Questions

Can we have the real Taiji *gongfu* using modern ways although they are so different from those used by old masters in their time?

Readings, Websites or Video Clips

1. Bob Klein, *Movements of Magic: The Spirit of*

Tai-chi-Chuan, Newcastle Publishing House Co., 1984.

2. 郑曼青, 郑子太极拳自修新法, 时中学社, 2007.

Assignments for this session

Practice “the golden pheasant stands on one leg” as a standing posture for at least 1 minute.

Session 11

Taijiquan and Bruce Lee's Jeet Kune Do

Description of the Session

Talk about the martial art thinking of Bruce Lee especially concerned with Taijiquan.

Taiji exercise:

“Divide right & left feet” — no higher than your waist; the story behind this movement.

Questions

Does Bruce Lee have Taiji thinking in his Jeet Kune Do?

Readings, Websites or Video Clips

Bruce Lee, John Little, *The Art of Expressing the Human Body*, Tuttle Publishing, 1998.

Assignments for this session

Exercise Taiji movements in Bruce Lee's thinking of Jeet Kune Do.

Session 12

Miracle Feats of Taijiquan: Truth or Myth?

Description of the Session

Analysis of the many miracle feats of Taijiquan masters in history and legend.

Taiji exercise:

“Parrying & punching” — the movement that Yang

Luchan favors; as a result, Yang also had the nickname “Invincible Yang.”

Questions

Do you think those miracle feats of Taijiquan in history are true or fake? Why?

Readings, Websites or Video Clips

1. Video of Taiji pushing hands
2. 刘正源, 季培刚编著, 三爷刘晚苍: 刘晚苍武功传习录, 北京科学技术出版社, 2016.

Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

Session 13

Can Taijiquan be Used to Fight?

Description of the Session

Discussion of the challenges from Western boxing both in history and nowadays.

Taiji exercise:

Pushing hands of Wudang 13-movement Taiji

Questions

Do you think Yang Luchan was truly “invincible”? Why or why not?

Why do traditional masters of Taiji usually refuse to accept challenges from boxing today?

Readings, Websites or Video Clips

Cheng Man-ching, *Tai Chi Chuan: A Simplified Method of Calisthenics for Health and Self Defense*, Shr-Jung School for Culture and the Arts, Taipei: 2003.

Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

Session 14

Taijiquan and the Olympics: The



Experiences of Judo, Taekwondo and Yoga

Description of the Session

Discussion about whether Taijiquan should be accepted as an Olympic Games event or not, and introducing the experiences of judo, taekwondo and yoga.

Taiji exercise:

Some basic exercise of pushing hands.

Questions

What is the main difference in principles between Taijiquan and Western boxing?

Wang Peisheng (1919-2004) once said: "Fight, but don't use your strength." What do you think about his words?

"Your Taijiquan is wrong if your inner strength conflicts directly with your opponent's strength."

What do you think about this?

Readings, Websites or Video Clips

Cheng Man-ching, *Tai Chi Chuan: A Simplified Method of Calisthenics for Health and Self Defense*, Shr-Jung School for Culture and the Arts, Taipei: 2003

Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

Session 15

Taijiquan and the World: International Communication

Description of the Session

Discussion on the strategy of international communication of Taijiquan.

Taiji exercise:

"Fan through the back" and flank attack

Questions

How could foreigners who have different cultural

backgrounds understand Taijiquan?

Readings, Websites or Video Clips

吕韶钧, 太极八法五步, 北京体育大学出版社, 2018. — a book in both Chinese and English languages.

Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

Session 16

The Future of Taijiquan

Description of the Session

Discussion of the future development of traditional Taijiquan in China and the world.

Read *On Taijiquan* by Wang Zongyue again.

Taiji exercise:

Choose any movement of Taiji you like most to practice.

Questions

Could we have a scenario of traditional Taijiquan in the future?

Do you have different feeling of reading the *On Taijiquan* by Wang Zongyue again?

Readings, Websites or Video Clips

王宗岳, 太极拳论, Wang Zongyue, *On Taijiquan* http://blog.sina.com.cn/s/blog_d040375c0102xgdr.html 20211207

Assignments for this session

Keep practicing Taijiquan and record your own feeling of both your body and mind.

Session 17

Students Reports



ZHU Xiaomin

Xiaomin Zhu, Bachelor degree in Chemistry, PhD in the Philosophy of Science and Technology, now associate professor in the Philosophy Dept, and Director of the Research Center for Science Communication, Peking University. Member of SHARE (Science, Health, Agriculture, Environment and Risk) Communication in Asia.

Traditional Taijiquan experience:

Since 2008, Xiaomin Zhu has trained in 4 schools of Taijiquan from different traditional masters: Sept. 2008–July 2010, Chen style.

Sept. 2010–Sept. 2014, Wu style, during his one year visiting Cornell University from 2012 to 2013, he taught and organized 39 Taijiquan activities on campus.

Sept. 2014–now, Yang style,

since Aug. 2021 he has taught and organized Yang style Taijiquan activities on campus of PKU 12 times. May, 2020–now, Wu/Hao style.

His main research areas are science communication, STS (science, technology and society), among his more than 100 published papers, the following are mainly concerned with Taijiquan:

1, Xiaomin Zhu, *The Tradition and Modernization of Taijiquan*, *Wudang*, 2021:11, pp. 36-39.

2, Xiaomin Zhu, *Taijiquan in Taiwan, Shaolin and Taichi*, 2021:08, pp. 40-43.

3, Xiaomin Zhu, *From Science Communication to Subjective Practice: The Observation and Reflection of a Participating Expert*, *Journal of Communication Research and Practice*, 2020: 2, pp. 59-83.

4, Xiaomin Zhu, *Different philosophies: Could Taijiquan be understood today?* Proceedings of the 11th BESETO Conference of Philosophy, The University of Tokyo, June 2019, pp. 22-35.

5, Xiaomin Zhu, *True or "fake": Can we believe & understand Taijiquan today?* Proceedings of Science Breakthroughs: Paid News, Fake News and Ethics, Workshop on SHARE Communication, India, Feb. 2019, pp. 9-13.

6, Xiaomin Zhu: *The communication of Taijiquan from the perspective of cultural difference between China and Western countries*, *Chinese Martial Arts*, 2015:3, pp. 52-54.

His two main English-speaking graduate classes are International Communication of Taijiquan" and "Public and science in perspective of comparison between China and the West."

Course Title

World Economic History

世界经济史

Instructor

Mark Hup

First day of classes: 2023 / 9 / 13

Last day of classes: 2023 / 12 / 20

Course Code: 02533490

Course Credit: 2

Language: English

COURSE DESCRIPTION

课程简介

Objective

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.

Pre-requisites / Target audience

No pre-requisites, but one or two introductory courses in economics and econometrics will be helpful.

Proceeding of the Course

Weekly meetings will consist of a lecture, student presentations, and class discussion. To stimulate personal interactions, online students are required to put their cameras on during class.



Assignments (essay or other forms)

Students are required to participate in class, write two brief response papers (500-1000 words), present two articles (10-16 minutes), and write a take-home final exam.

Response paper 1 is due before 17:00h, Friday 27 October. Response paper 2 is due before 17:00h, Friday 8 December. See the 'Instructions Response Paper' for details.

Presentations start in Week 5. See the 'List of Presentation Papers' to choose a paper to present. You need to send in your presentation slides at least one hour before class.

Class participation consists of three components: (1) submit, at least two hours before class, one or two questions/comments about (one of) the readings; (2) attend class and contribute to class discussions; (3) provide feedback to student presenters.

Evaluation Details

The overall course grade consists of the following components: class participation (22%), two response papers (12% each), two presentations (14% each), and a take-home final exam (26%).

Text Books and Reading Materials

The weekly class schedule below shows required readings. For optional background readings, see the 'List of Background Readings'.

Academic Integrity

Students are responsible for doing their own work and academic dishonesty of any kind will not be tolerated.

CLASS SCHEDULE

教学大纲

(Subject to adjustment)

Session 1

Introduction: Part I

Date: 13-9-2023

Description of the Session

Lecture + discussion.

Questions

What explains the wealth and poverty of nations? What are the main theories of long-run economic growth?

Readings, Websites or Video Clips

Chapter 1 of Koyama and Rubin (2022). How the World Became Rich: The Historical Origins of Economic Growth.

Nunn (2020). "The Historical Roots of Economic Development."

Assignments for this session

Session 2

Introduction: Part II

Date: 20-9-2023

Description of the Session

Lecture + discussion.

Questions

What explains the wealth and poverty of nations? What are the main theories of long-run economic growth? What are the roles of geography and institutions?

Readings, Websites or Video Clips

Chapters 2-3 of Koyama and Rubin (2022). How the World Became Rich: The Historical Origins of Economic Growth.

Assignments for this session

Send one or two questions/comments about the readings, at least two hours before class.

Session 3

Introduction: Part III

Date: 27-9-2023

Description of the Session

Lecture + discussion.

Questions

What explains the wealth and poverty of nations? What are the main theories of long-run economic growth? What is the role of culture?



Readings, Websites or Video Clips

Chapters 4 and 6 of Koyama and Rubin (2022).
How the World Became Rich: The Historical Origins of Economic Growth.

Assignments for this session

Send one or two questions/comments about the readings, at least two hours before class.

Session 4

No class, National Day holiday

Date: 4-10-2023

No class, National Day holiday

Session 5

Malthusian Economics

Date: 11-10-2023

Description of the Session

Lecture + student presentations + discussion.

Questions

What were the pre-industrial economic and population dynamics? What role do fertility decisions play in economic growth?

Readings, Websites or Video Clips

Chapter 5 of Koyama and Rubin (2022). How the World Became Rich: The Historical Origins of Economic Growth.
Chapter 2 of Clark (2007). A Farewell to Alms.
Chapters 2-3 of Galor (2022). The Journey of Humanity: The Origins of Wealth and Inequality.

Assignments for this session

Send one or two questions/comments about the readings, at least two hours before class.

Session 6

Guilds, Trade, and Exchange

Date: 18-10-2023

Description of the Session

Lecture + student presentations + discussion.

Questions

Why did guilds develop? What are the economics of guilds? How was pre-industrial trade and exchange organized? How did impersonal exchange develop?

Readings, Websites or Video Clips

De la Croix, Doepke, and Mokyr (2018). "Clans, Guilds, and Markets: Apprenticeship Institutions and Growth in the Pre-Industrial Economy."
Greif (1989). "Reputation and Coalitions in Medieval Trade: Evidence on the Maghribi Traders."

Assignments for this session

Send one or two questions/comments about the readings, at least two hours before class.

Session 7

Institutions

Date: 25-10-2023

Description of the Session

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

Acemoglu, Cantoni, Johnson, and Robinson (2011). "The Consequences of Radical Reform: The French Revolution."
North and Weingast (1989). "Constitutions and

Commitment: The Evolution of Institutions
Governing Public Choice in Seventeenth-Century England."

Assignments for this session

Response paper 1 is due before 17:00h on the Friday of this week. Send one or two questions/comments about the readings, at least two hours before class.

Session 8

The Rise of Cities

Date: 1-11-2023

Description of the Session

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

Blaydes and Chaney (2013). "The Feudal Revolution and Europe's Rise: Political Divergence of the Christian West and the Muslim World before 1500 CE."
Brunt and Garcia-Penalosa (2022). "Urbanisation and the Onset of Modern Economic Growth."

Assignments for this session

Send one or two questions/comments about the readings, at least two hours before class.

Session 9

The Rise of the State

Date: 8-11-2023

Description of the Session

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

Dincecco (2009). "Fiscal Centralization, Limited Government, and Public Revenues in Europe."
Johnson and Koyama (2014). "Tax Farming and the Origins of State Capacity in England and France."

Assignments for this session

Send one or two questions/comments about the readings, at least two hours before class.

Session 10

The Commercial Revolution and Human Capital Formation

Date: 15-11-2023

Description of the Session

Lecture + student presentations + discussion.

Questions

How did human capital develop? How does it

relate to commerce and economic growth?

Readings, Websites or Video Clips

Cantoni and Yuchtman (2014). "Medieval Universities, Legal Institutions and the Commercial Revolution."
Dittmar (2011). "Information Technology and Economic Change: The Impact of the Printing Press."

Assignments for this session

Send one or two questions/comments about the readings, at least two hours before class.

Session 11

Technology: Supply and Demand Side Arguments

Date: 22-11-2023

Description of the Session

Lecture + student presentations + discussion.

Questions

What explains technological progress? Why did the

Industrial Revolution start in Great Britain?

Readings, Websites or Video Clips

Allen. (2011). "Why the Industrial Revolution was British: Commerce, Induced Invention, and the Scientific Revolution."
Mokyr (2005). "The Intellectual Origins of Modern Economic Growth."

Assignments for this session

Send one or two questions/comments about the readings, at least two hours before class.

Session 12

Technology and the Industrial Revolution

Date: 29-11-2023

Description of the Session

Lecture + student presentations + discussion.

Questions

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

Readings, Websites or Video Clips

Allen (2009). "The Industrial Revolution in Miniature: The Spinning Jenny in Britain, France, and India."
Mokyr (2005). "Long-Term Economic Growth and the History of Technology."

Assignments for this session

Send one or two questions/comments about the readings, at least two hours before class.

Session 13

International Trade

Date: 6-12-2023

Description of the Session

Lecture + student presentations + discussion.

Questions

What is the role of trade in economic growth?

Readings, Websites or Video Clips

O'Rourke and Taylor (2019). "Trade, Technology, and the Great Divergence."
Pascali (2017). "The Wind of Change: Maritime

Technology, Trade and Economic Development.”

Assignments for this session

Response paper 2 is due before 17:00h on the Friday of this week. Send one or two questions/comments about the readings, at least two hours before class.

Session 14

Colonization

Date: 13-12-2023

Description of the Session

Lecture + student presentations + discussion.

Questions

What is the role of colonization in economic growth? Why did some colonies prosper while others languished?

Readings, Websites or Video Clips

Acemoglu, Johnson, and Robinson (2001). “The Colonial Origins of Comparative Development: An Empirical Investigation.”

Nunn (2008). “The Long-Term Effects of Africa’s Slave Trades.”

Assignments for this session

Send one or two questions/comments about the readings, at least two hours before class.

Session 15

Warfare

Date: 20-12-2023

Description of the Session

Lecture + student presentations + discussion.

Questions

What role did warfare play in economic growth?

How did a few peripheral nations in Western Europe colonize most of the planet?

Readings, Websites or Video Clips

Hoffman (2012). “Why Was It Europeans Who Conquered the World?”

Karaman and Pamuk (2013). “Different Paths to the Modern State in Europe: Warfare, Economic Structure, and Political Regime.”

Assignments for this session

Send one or two questions/comments about the readings, at least two hours before class.

Session 16

The Corporate Form & Finance

Date: before Dec.25, TBD

Description of the Session

Lecture + student presentations + discussion.

Questions

How did the corporation arise? What problems does the corporate form solve? What is the role of finance in economic growth?

Readings, Websites or Video Clips

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.”

Gelderblom, Jonker, Dari-Mattiacci, and Perotti (2017). “The Emergence of the Corporate Form.”

Assignments for this session

Send one or two questions/comments about the readings, at least two hours before class.

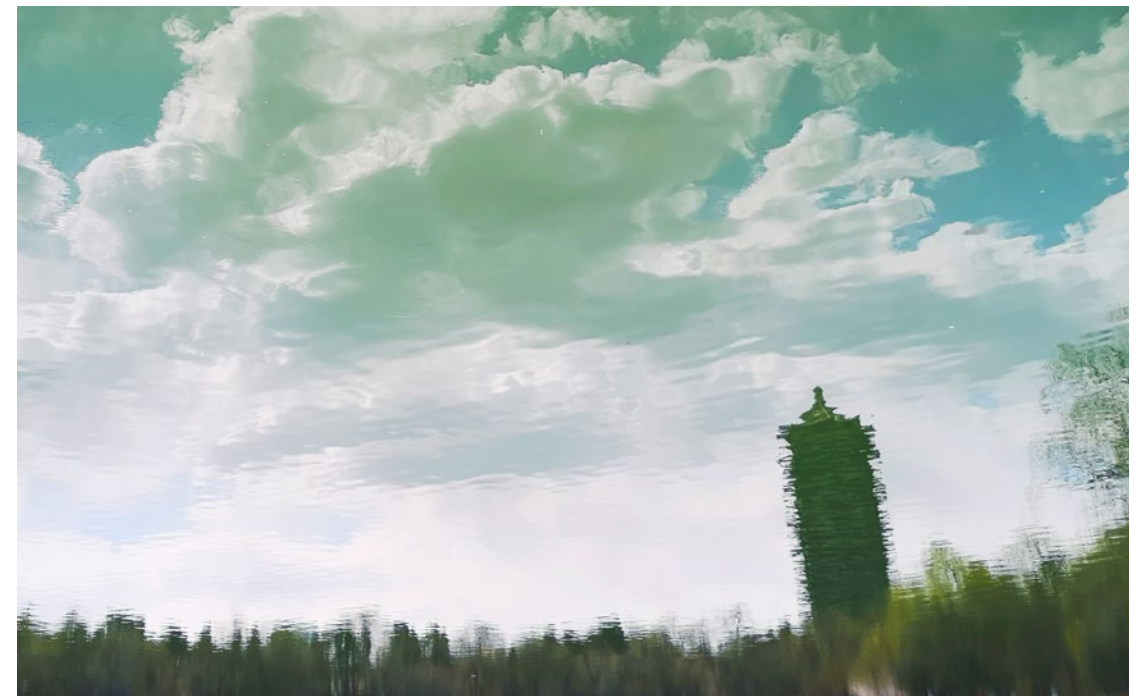


Mark Hup

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 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 datasets are the first to combine data on corvée labor usage, taxation, state expansion, and exports and therefore help shed light on previously understudied topics.

His dissertation was nominated for the Ronald Coase Dissertation Award of the Society for Institutional & Organizational Economics and the Alexander Gerschenkron Dissertation Prize of the Economic History Association. Individual dissertation chapters won the Vincent and Elinor Ostrom Prize of the Public Choice Society and the Jan Lucassen Award of the European Social Science History Association.



Course Title

Doing Business in China

中国商务

Instructor

WU Changqi / 武常岐

First day of classes: 2023 / 9 / 12

Last day of classes: 2023 / 12 / 26

Course Code: 02837140

Course Credit: 2

Language: English

COURSE DESCRIPTION

课程简介

Objective

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

Pre-requisites / Target audience

Introductory level of economics/senior years of undergraduate students

Proceeding of the Course

Tuesday 19:30 – 21:20 PM Beijing Time (8 hour +GMT))

The first class starts on September 12

The last class falls on December 19.

*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.

Text Books and Reading Materials

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

Some general reference books include :

1. Abrami, Regina M., William C. Kirby and F. Warren McFarlan, *Can China Lead? Reaching the Limits of Power and Growth*, 2014, Harvard Business Review Press.
2. Chang, Sea-Jin, 2013, *Multinational Firms in China: Entry Strategies, Competition, and Firm Performance*, Oxford University Press.
3. Chow, Gregory C., 2007, *China's Economic Transformation*, 2nd edition, Blackwell Publishing Limited.
4. Chow, Gregory C., 2011, *China as a Leader of*

the World Economy, World Scientific.

5. Haley, Usha C.V. and George T. Haley, 2013, *Subsidies to Chinese Industry: State Capitalism, Business Strategy, and Trade Policy*, Oxford University Press.
6. 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*, 2nd edition, OECD Development Centre Studies.
11. Naughton, Barry, 2007, *The Chinese Economy: Transitions and Growth*, Cambridge: The MIT Press.
12. Nee, Victor and Sonjo Oppen, 2012, *Capitalism from Below, Markets and Institutional Change in China*, Harvard University Press.
13. Subramanian, Arvind, 2011, *Eclipse: Living in the Shadow of China's Economic Dominance*, Washington, DC: Peterson Institute for International Economics.
14. Wu, Jinglian, 2005, *Understanding and Interpreting Chinese Economic Reform*, Texere.
15. Yip, George S. and Bruce McKern, 2016, *China's Next Strategic Advantage: From Imitation to Innovation*, Cambridge: MIT Press.

Academic Integrity

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

CLASS SCHEDULE

教学大纲

(Subject to adjustment)

Session 1

China at a Glance

2023.9.12

Description of the Session

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

Questions

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

On-Line Resources:

China Business Review: <http://www.chinabusinessreview.com/>
The Ministry of Commerce of PRC: <http://english.mofcom.gov.cn/>

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

Assignments for this session

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

Session 2

Market and Firms in China

2023.09.19

Description of the Session

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.

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

2023.09.26

Description of the Session

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

Questions

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

part in international trade?

Readings, Websites or Video Clips**Readings (required)**

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.

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 in China

2023.10.10

Description of the Session

This session intends to help students understand basic facts regarding foreign direct investment in China.

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

Readings, Websites or Video Clips**Reading (required)**

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

Reading (optional)

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

Online Resources:

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

Assignments for this session

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

Session 5

Multinational Enterprises and Market Entry in China

2023.10.17

Description of the Session

This session describes how MNEs enter Chinese market and how to position one's business/product in China market.

Session 6

Managing Joint Ventures and Alliances

2023.10.24





Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Reading (required)

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

Assignments for this session

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

Sessions 6-7

Company visit and case reports

2023.10.31-11.07

Session 8

China's Financial Systems

2023.11.14

Description of the Session

This session intends to help students gain an understanding of Chinese financial system, of its structure, of how it is working, how it has evolved over these years, and what problems and

challenges are facing Chinese financial system. We will also get to know the innovation and progress in the Chinese financial system and their impact on China's economy and firms.

Questions

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

Readings, Websites or Video Clips

Readings (required)

1. Elliott, Douglas and Kai Yan, *The Chinese Financial System: An Introduction and Overview*, Brookings Institution.
2. Allen, Franklin, Jun "QJ" Qian, Chenying Zhang, Mengxin Zhao, 2012, *China's financial system: Opportunities and challenges*, NBER Working Paper 17828.
3. Lin, Justin Y, Xifang Sun, Harry X. Wu 2015, "Banking Structure and Industrial Growth: Evidence

from China", *Journal of Banking and Finance* 58 (3).
4. Lu, Yunlin, Haifeng Guo, Erin H. K, Hung-Gay Fung, 2015, "Shadow banking and firm financing in China", *International Review of Economics and Finance*, 36, 40–53.

Assignments for this session

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

Session 9

China's Innovation System and IPR Issues

2023.11.21

Description of the Session

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

economic development.

Questions

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

Readings, Websites or Video Clips

Readings (required)

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.

Online Resources

State Intellectual Property Office of the P.R.C:

<http://www.sipo.gov.cn/>

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

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

Assignments for this session

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

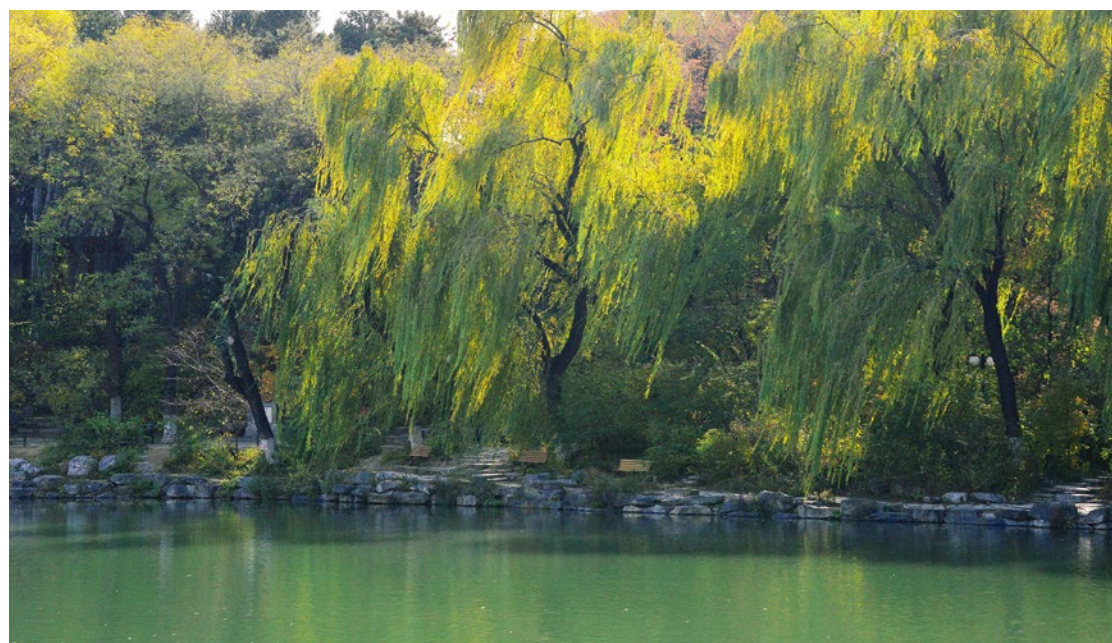
Session 10

China's Legal and Regulatory Systems

2023.11.28

Description of the Session

This session intends to give students a deeper



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

Questions

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

Readings, Websites or Video Clips

Readings (required)

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 11

China Going Global and One Belt and One Road Initiative

2303.12.05

Description of the Session

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

even the world's economy. We will also get to know some theories about foreign direct investment and figure out whether they can still apply to the situation in China and other developing countries.

Questions

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

Readings, Websites or Video Clips

Readings (required)

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.

Assignments for this session

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

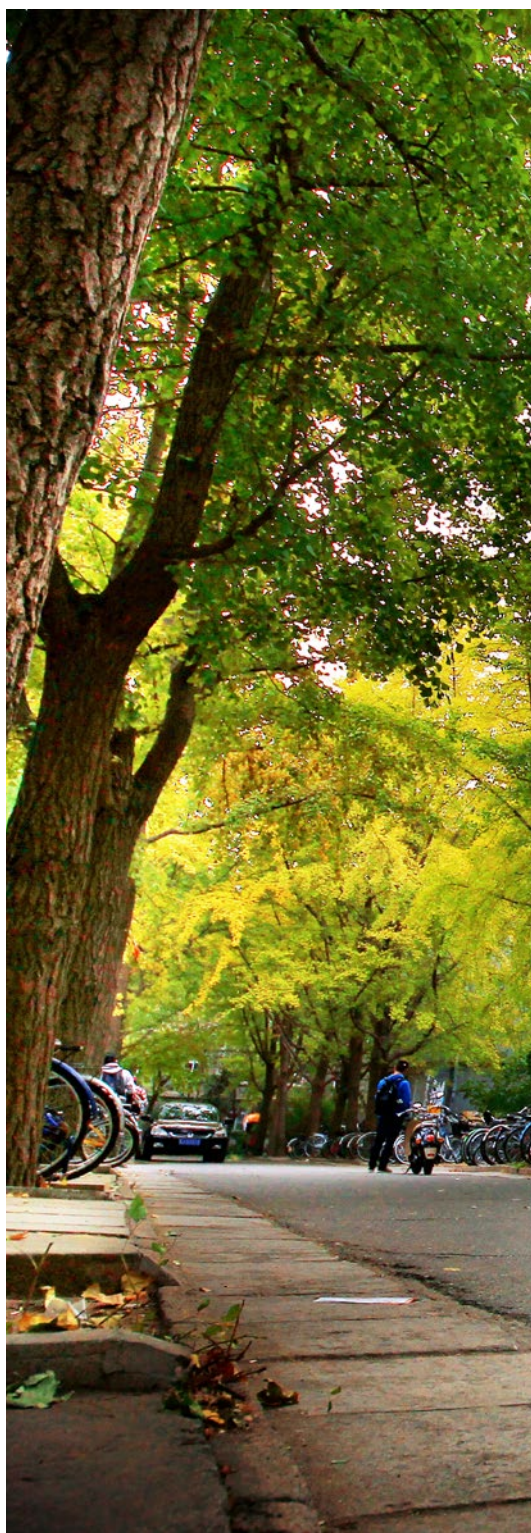
Session 12

China's Future

2023.12.12

Description of the Session

This session intends to help students to gain a broad picture of China's present economic, social and cultural situations, and based on current forecasts, form their own view on China's future.



We will talk about the general challenges facing China and other emerging economies and the efforts they are making to become a more prosperous and harmonious society. We will talk about China's role and liabilities in this globalized world and how it might evolve over time.

Questions

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

Readings, Websites or Video Clips

Readings (required)

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>

Sessions 13-14

Special topics and project reports

2023.12.19-12.26

Description of the Session

Students are required to prepare and present the projects based on knowledge learnt in this course.

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.



WU Changqi

Professor Changqi Wu is the Executive Director of Institute of the National High-Tech Industrial Zone Development Strategy and Institute of International Business and Management, Peking University. Before joining Peking University, he was on the faculty of School of Business and Management, the Hong Kong University of Science and Technology for over ten years. Professor Wu was a visiting scholar at the J.L. Kellogg Graduate School of Management, Northwestern University of The US (1997) and a visiting professor at the Catholic University of Leuven, Belgium (1998) and the University of Hong Kong (2012–2018).

Professor Wu received his degree of Bachelor of Economics from Shandong University, China (1982). He earned his degree of Master of Business Administration with distinction (1986) and his Doctorate in Applied Economic Sciences

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

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

Course Title

China's Education and Its Cultural Foundations

中国教育及其文化基础

Instructor

SHI Xiaoguang / 施晓光

First day of classes: 2023 / 9 / 14

Last day of classes: 2023 / 12 / 28

Course Code: 06731030

Course Credit: 3

Language: English

COURSE DESCRIPTION

课程简介

Objective

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 China's education 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.

Pre-requisites / Target audience

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

Proceeding of the Course

This class has four sections:

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 in and between both East and West: divergent and convergent.

b) We will familiarize you with key concepts, the historic events, historic figures and relevant themes in the history of Chinese education; The students will learn about the saga of Chinese education system from ancient time to contemporary era
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 & vocational training etc;

d) group presentations are required to deliver, which are 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 oral works, discussion engagement et al)

c) A final presentation (20 points, whose topic option is welcome but not limited to focus on the education and culture associated with the contributors' respective countries.

d) Final paper work (40% points) is required, which will be 3000 words length at least academic paper.

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 books
3. Zhou J.(2010) Chinese higher education, Higher education press
4. Wang L(2009) Basic education in China,,Zhejiang University Press, Homa & Sekey book
- Yang J.2011,Good or Bad? : Learning Globalization, Postmodernity and a Changing

- China Education System
5. Weston, Timothy B. 2004. The Power of Position: Beijing University, Intellectuals, and Chinese Political Culture, 1898-1929. Berkeley, CA: University of California Press.
 6. Chow, Tse-tsung (also Zhou Cezong). 1960. The May Fourth Movement: Intellectual Revolution in Modern China. Cambridge, MA: Harvard University Press
 7. Wen-Hsin Yeh, 1990, The Alienated Academy: Culture and Politics in Republican China, 1919-1937, Council on East Asian Studies, Harvard University Press, 1.
 8. Min Weifang, Chinese Higher Education: the Legacy of the Past and the Context of the Future, edit. In Phillip G. Atbach & Toru Umakoshi, 2004, Asian Universities : Historical Perspectives and Contemporary Challenges, the Johns Hopkins University Press, 59.
 - World Bank (1997) China: higher education reform
 9. Chen. Y(2004). China's Mass Higher Education: Problem, Analysis, and Solutions, Asia Pacific Education Review,, Vol. 5, No. 1, 23-33.
 10. Hayhoe R., "Peking University and the Spirit of Chinese Scholarship," Comparative Education Review, Vol. 49, No. 4, 2005, pp. 575-583.

CLASS SCHEDULE

教学大纲

(Subject to adjustment)

Session 1

Introduction and discussion on relevant issues

Description of the Session

This session will deliver an introduction dealing with methods and theories that are related to the Course on China's Education and its cultural foundation. It will include something as followings:

- a). Introduction of peers (background & academic interests)
- b). Syllabus of the course introduction & requirements and expectations
- c). The class suggestions & discussing possible revision of the syllabus
- d) learn about what are meant by historical, philosophical and comparative approaches that will be used in the course.

Questions

Why have you decided to register in the course?
What do you wish to obtain from the course?
How can you think all of us contribute to the course as many as we could? In other word, in what way can you be engaged into the class instruction?
Do you have any good advises to make teaching and learning of the course productive, interesting, efficient and effective.

Readings, Websites or Video Clips

Cultural foundations of Chinese Education (Chapter one)

Assignments for this session

Reading material ahead and classroom discussion

Session 2

Defining what are meant by Education and Culture

Description of the Session

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

- a) The notion of education as a metaphor, role and functioning of the education
- b) Examining the notion of education in both oriental and western contexts
- c) Examining the notion of culture and its diversity (differences between the East and the West)
- d) Looking into 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 in cultural roots 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 Arno, 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 ahead and discussion in the classroom

Session 3

Legacy of China ancient education before 1840s

Description of the Session

This session aims to help students to mastery and understand the history of China 's education in ancient time. It will include something as followings:

- a) Introducing ancient schooling of China: Private and Public sectors
- b) The birth of Chinese higher education institutions and their evolution.
- c) Introducing Imperial Exam System (Keju) and Curriculum and teaching contents;
- d) Magnates and Great Clans: educational thoughts from Confucian to Zhu Xi;

Questions

What features are Ancient China's higher education

institutions?

What are the dynamics in disseminating of the western learning toward the east?

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

Readings, Websites or Video Clips

1. Chinese University 1885-1995: a century cultural conflict

Assignments for this session

Reading materials ahead and discussion in the classroom.

Session 4

Shaping China's Modern Education System

Description of the Session

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

- a) The Western learning dissemination to the East and changes of modern schools;
- b) Cai Yuanpei's Reform in Peking University(1917-1923)
- c) The features of modern higher education system in 1920s
- d) Higher education in revolutionary location in 1930s-40s
- e) Education at Manchuria State period in 1930s-1040s

Questions

What were the major achievements of Westernization movement?

What are the dynamics in disseminating of the western learning toward the east?

What are the features of Chinese modern

university?

Readings, Websites or Video Clips

1. Cai Yuanpei: The Development of Chinese Education

Assignments for this session

Reading materials ahead and discussion in the classroom.

Session 5

Reshaping of China modern education after 1949

Description of the Session

This session aims to help students to learn about reconstruction and development of education in period of new China. It will include something as followings:

- a) Examining reconstruction of new system in 1950s
- b) Discussing the destruction of traditional education system in the Cultural Revolution
- c) Reshaping Chinese education since 1980s onwards

Questions

How could you understand China's system education modeled by former Soviet Union's system?

How could you comment on negative impact of the Cultural Revolution on China's education destruction?

Readings, Websites or Video Clips

1. Education in traditional China (chapter four to chapter seven)

Assignments for this session

Reading materials ahead and discussion in the classroom

Team discussion and presentations based on the discussion





Session 6

configuration of China' education system for today

Description of the Session

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

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 books
2. World Bank (1997) China: higher education reform

Assignments for this session

Reading material ahead and classroom discussion

Session 7

Crucial issues and a brief introduction on serial lectures on China's education

Description of the Session

This session gives an introduction about crucial issues that will deal with several aspects. It will include something as followings:

- a) Suzu Education Movement and New curriculum reform;
- b) Reorganization and emerging HEI movement
- c) Higher education expansion movement: from elite to mass stage education
- d) The Rising of online education and Chinese MOOCs

e) Quality evaluation and assessment

f) So on and so forth

Questions

How could you make comments on China's policies of education?

Could you make a comparison of China's education system with that in your own countries?

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 book

Assignments for this session

Reading material ahead and classroom discussion

Session 8

Suzu Education Movement and New curriculum reform

Description of the Session

This session aims to help student learn about China' basic education system and its attainment and realities. Most parts will place emphasis on policies and initiatives on Suzu Education and new curriculum reform launched by MOE since 1990s onwards.

Questions

How much do you know China's Suzu education and new curriculum movement since 1999? What are major problems facing to 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 ahead and discussion in the classroom

Team discussion and presentations based on the discussion



Session 9

Massification of Chinese higher education: achievement and challenges

Description of the Session

This session aims to help student learn about China's higher education development from elite stage to massification stage. It will include something as followings::

- Theories of the Massification of Higher education
- The Policy Background and Historical Development of the Massification of Higher Education in China
- Massification and the Organizational Differentiation of China's Higher Education
- Equal opportunity in the process of massification
- 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

- Martin Trow(1962). "The Democratization of Higher Education in the United States," European Journal of Sociology, no.3.pp 231-262
- Zha Q. Diversification or homogenization: How governments and markets have combined to (re) shape Chinese higher education in its recent massification process[J]. Higher education, 2009, 58(1): 41-58.
- 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?[J]. The China Quarterly, 1-23.
- 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 ahead and discussion in the classroom

Team discussion and presentations based on the discussion

Session 10

University-Industry Linkage for Skill Formation in China

Description of the Session

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

- An introduction to the vocational education and training system in China
- Current policy framework for University-Industry linkage for Skill Formation
- Regional innovations in UIL
- Skill partnership innovation in China

Questions

Why is it important to involve industry in vocational education?

How to promote University-Industry linkage for Skill Formation?

Readings, Websites or Video Clips

- Green, A. (1999). East Asian Skill Formation Systems and the Challenge of Globalisation. Journal of Education & Work, 12(3), 253-279.
- Lauder, H., et al. (2008). Globalisation, Skill Formation and the Varieties of Capitalism Approach. New Political Economy, 13(1), 19-35.
- 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 ahead and discussion in the

classroom

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

This session makes a general introduction about of Chinese education financing system: 30 years of reform and development; tries to help students understand measurement of education adequacy, equity and efficiency. It will include something as followings:

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

Questions

How to measure the adequacy, equality and efficiency of an education system?

What's the relationship between adequacy, equality and efficiency in education?

What's the role of central government and local government in education finance?

Readings, Websites or Video Clips

- McMahon W. (1980.). Efficiency and equity criteria for educational budgeting and finance/ BEBR No. 733[J]. Faculty working paper/University of Illinois at Urbana-Champaign, College of Commerce and Business Administration; no. 733,
- Zhang R, Feng X(2018.). Equity and Adequacy of

K12 Education Finance in China: Central Government's Policy and Impact[J].

3.Ding Y, et al (2020). Intergovernmental transfer under heterogeneous accountabilities: The effects of the 2006 Chinese Education Finance Reform[J]. Economics of Education Review, 77: 101985.

4.Du Y, Sun Z.(2016) Research on compulsory education financing in China[M]. Springer,. BenDavid-Hadar, Iris, ed. (2018) Education Finance, Equality, and Equity. Vol. 5. Springer.

Assignments for this session

Reading materials ahead and discussion in the classroom

Team discussion and presentations based on the discussion

Session 12

Teacher professionalism and teacher education reform in Contemporary China

Description of the Session

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

- Institutional arrangements for teacher education in China,
- Introduce issues concerning pre-service teacher education in China;
- Challenges in in-service teacher education in China;
- 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, How would you account for them?

Readings, Websites or Video Clips

- X. Chen. Chinese teachers' curriculum leadership through practical knowledge. In K. Kiat et al. (eds.) Curriculum Leadership by Middle Leaders: Theory, design and practice. London & New York: Routledge, 2017.
- X. Chen & F. Yan. Chinese Teachers' Reconstruction of the Curriculum Reform through Lesson Study. International Journal of Lesson and Learning Studies, 2013, Volume 2, Number 3, pp. 218-236.
- X. Chen, 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.
- L. Pain & 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 ahead and discussion in the classroom

Team discussion and presentations based on the discussion

Session 13

Internationalization of higher education in China

Description of the Session

This session makes a general introduction about of Chinese teacher education system. It will include something as followings:

- Theories on internationalization of higher education;
- 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

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

Assignments for this session

Reading materials ahead and discussion in the classroom

Team discussion and presentations based on the discussion

Session 14-15

Students' presentation arrangement

Session 16

final paper preparation(exam) and submission



SHI Xiaoguang

Dr. Xiaoguang SHI is a professor at Graduate School of Education, Peking University and also serves as a vice president of Chinese Society of Comparative Education. He completed his doctorate 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 History of Higher Education in India and so on.

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课程名称

中美关系史

The History of Sino-U.S. Relations

授课教师：张静

课程开始日期 2023 年 9 月 13 日

课程结束日期 2023 年 12 月 27 日

课程编号 02131580

课程学分 2

授课语言 中文

先修课程 中国近现代史，世界近现代史

COURSE DESCRIPTION

课程简介

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。

This course focuses on the history of China-US relations from the 18th century to 2010. Forteen 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 emphasizd.

基本目的

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。

课程进度

2023 年秋季学期 1-16 周

每周周三 10-11 节（18:40-20:30）

教学方式

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。

成绩构成

论文一篇，字数不超过 5000 字（70 分），讨论与发言（20 分），到课率（10 分）。

教材与阅读资料

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
• DDCRS (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
• Archives Unbound (珍稀原始典藏档案，GALE 平台)
• AMD 历史与文化珍稀史料数据库集成（全部 62 个数据库）
• 旧报刊数据库
3. 美国国务院、国防部、白宫、国会等网站资料

CLASS SCHEDULE
教学大纲

第一讲

“中美关系史”课程导论 日期: 2023.9.13

简介

课程大纲

- （一）课程介绍
- （二）考核方式及要求
- （三）教材及拓展阅读书目介绍
- （四）研究方法与基本文献资料介绍

讨论问题

- 1. 你对中美关系史上的什么问题感兴趣，为什么？
- 2. 看短视频谈感想。

阅读资料

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。
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。
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。
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。
5. 王立新：《有思想的历史》，北京：商务印书馆，2020 年。
6. 张静：《“现代化”概念、话语和分析范式的历史学追溯》，《国家现代化建设研究》2023 年第 3 期。

第二讲

中美关系史研究的学术史 日期: 2023.9.20

简介

课程大纲

- （一）美国的中美关系史研究
- （二）中国的中美关系史研究
- （三）中美关系史研究的影响因素

讨论问题

- 1. 你认为中美关系史应写什么、如何写？

阅读资料

1. 李剑鸣：《“克罗齐命题”的当代回响》，北京大学出版社，2016 年。
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。
3. 徐国琦：《边缘人偶记》，成都：四川人民出版社，2017 年。

第三讲

政治与经济专题（一）：
晚清时期的中美关系史 日期: 2023.9.27

简介

- 课程大纲——晚清时期的中美关系史(1840-1912)
- （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”政策的形成及对其评价。
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. 崔志海:《美国与晚清中国(1894-1911)》,北京:社会科学文献出版社,2022年。
2. 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。
3. 费正清:《美国与中国》(第4版),北京:世界知识出版社,1999年。
4. 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: 2023.10.11

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: 2023.10.18

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. 邹说:《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(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: 2023.10.25

简介

课程大纲——中华人民共和国时期中美关系史(1942-1953)

- (一) 战时美国与中共的交往
- (二) 美国与中国的内战
- (三) 冷战的爆发
- (四) 抗美援朝与中美关系从对立走向对抗
- (五) 两次台海危机
- (六) 抗美援朝战争

讨论问题

1. 分析二战时期美、苏、国、共——四方六边关系。
2. 美国的调停为何失败？



3. 分析中共与美国从对立走向对抗的国际背景。
4. 评析抗美援朝战争对中国的影响。

阅读资料

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。
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。
3. 章百家、牛军主编：《冷战与中国》，北京：世界知识出版社，2002年。

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 日期：2023.11.1

简介

课程大纲——中华人民共和国时期中美关系史（1953-1972）

- （一）两次台海危机
- （二）抗美援朝战争
- （三）尼克松访华

讨论问题

1. 分析冷战时期（1949-1976年）美国对台政策的演变。
2. 分析中美关系由对峙走向缓和的原因。

阅读资料

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。
2. 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。

第八讲 政治与经济专题（六）： 中华人民共和国时期中美关系史 日期：2023.11.8

简介

课程大纲——中华人民共和国时期中美关系史（1972-2010）

- （一）中美关系从缓和到建交
- （二）中美苏大国关系博弈与中国的改革开放
- （三）冷战结束后的中美关系
- （四）中国崛起与美国的应对

讨论问题

1. 中美关系正常化对中国改革开放的影响？
2. 冷战结束后，美国对华政策的演变及中美关系的基本特征。

阅读资料

1. 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。

第九讲 论文展示与选题探讨 日期：2023.11.15

- （一）往年优秀论文展示
- （二）教师对学生论文选题及研究计划（中期作业）反馈

第十讲 文化与教育专题（一） 日期：2023.11.22

简介

- （一）“将中国现代化、将中国世界化”的研究视角
- （二）“洋务运动”与留美幼童
- （三）庚款留学与庚款留美
- （四）共和国初期留美学生的选择
- （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

阅读资料

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。

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。

第十一讲 文化与教育专题（二） 日期：2023.11.28

简介

案例研究：美国专家在中国的故事、档案与历史

- （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

阅读资料

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。
2. Zhang Jing, "Foreign experts in the People's Republic of China: an historical review from the perspectives of modernization and globalization (1949-1966)", *Journal of Modern Chinese History*, 2021, VOL. 15, NO. 2, pp.195-213.

第十二讲 科学与技术专题（一） 日期：2023.12.6

简介

- （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



阅读资料

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。
2. Zuoyue Wang, "Transnational Science during the Cold War: The Case of Chinese/American Scientists", *ISIS*, 101: 2 (2010).
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。

第十三讲

科学与技术专题 (二) 日期: 2023.12.13

简介

- (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

阅读资料

1. Kathlin Smith, "The Role of Scientists in Normalizing U.S.-China Relations: 1965-1979", *Annals New York Academy of Sciences*, 1998, Dec 30.
2. 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).
3. 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。

第十四讲

观念与宣传专题 日期: 2023.12.20

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

1. 杨玉圣:《中国人的美国观》, 上海: 复旦大学出版社, 1996 年。
2. 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。
3. 唐洲雁:《毛泽东的美国观》, 陕西人民出版社, 2009 年。
4. (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。
5. (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。
6. (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。

第十五讲

论文讲演与点评 日期: 2023.12.27

简介

- (一) 学生讲演论文
- (二) 教师对学生论文进行反馈



张静

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。目前她同时兼任北京大学中华人民共和国史研究中心副主任。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》等国内外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

授课教师：张波

课程开始日期 2023 年 9 月 15 日

课程结束日期 2023 年 12 月 29 日

课程编号 03231250

课程学分 3

授课语言 中文

先修课程 经济学原理

COURSE DESCRIPTION

课程简介

课程从三个部分展开：一是城市管理的基础平台：介绍城市和管理的发展脉络，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；梳理城市管理的制度框架。二是城市管理中的核心领域。包括城市发展战略管理、城市突发和非常态事件管理、经济管理、环境管理、空间管理和社会管理等领域。三是当代中国城市管理中最迫切需要解决的动态问题。这部分包括城市住民引导、城市品牌塑造、数字孪生城市打造、城市高质量发展等内容。

This course of Urban Management consists of three 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 modern cities and cities' development. This part also includes the introduction of the 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, emergency management and abnormal event management, economic management, environmental management, spatial management and social affairs management. The third part of this course gives some discussion on the topics which are either urgent problems in urban management to be addressed or related themes worthy to be thought of in depth, for example the urban habitant, shaping urban brand, building digital twin cities and high quality development.

基本目的

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。

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.

课程进度

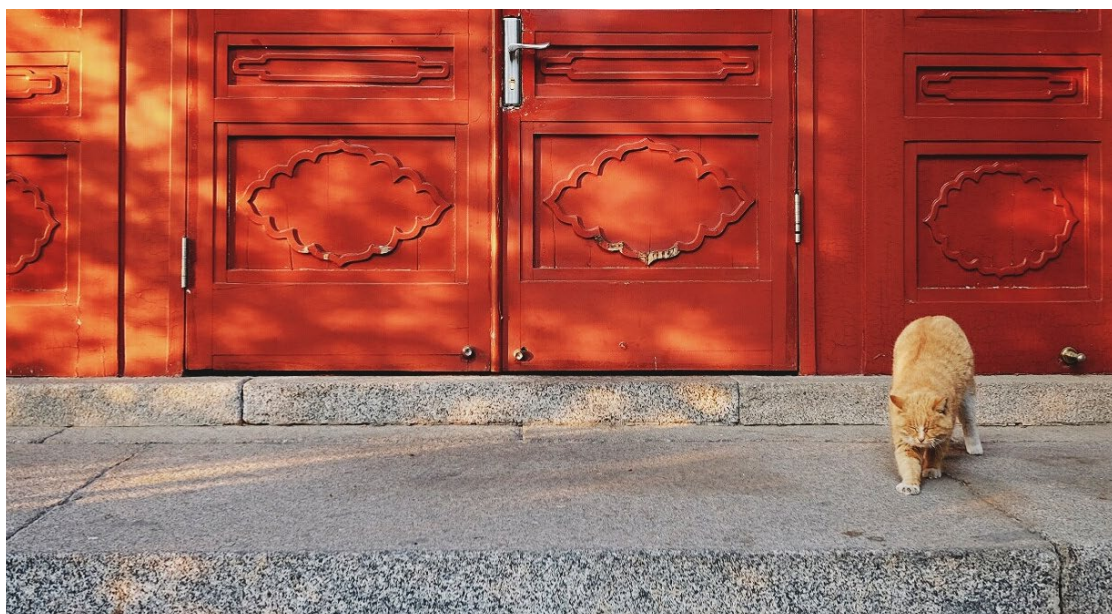
2023年秋季学期1-16周,每周一次3学时(Friday 8:00-11:00am 1-3 节)

教学方式

课堂讲授 70%；同学小组讨论 20%；个人文献阅读 10%

成绩构成

平时成绩 40%（其中出勤及个人表现 10%；期中作业 30%（根据选课人数即授课情况确定以小组报告或个人报告的方式完成，于期末前提交）；期末闭卷考试成绩 60%。



教材与阅读资料

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·卡斯特著, 夏铸九等译. 网络社会的兴起 [M], 社会科学文献出版社, 2003

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.

CLASS SCHEDULE

教学大纲

第一讲

引言及导论 part 1

日期: 2023.09.15

简介

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?

阅读资料、网页链接或视频资料

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 (1-3 章)

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: http://www.gov.cn/xinwen/2015-12/22/content_5026592.htm
亚洲开发银行. 中国城市化的战略选择: 主要研究成果 <https://www.adb.org/sites/default/files/publication/150861/options-urbanization-prc-findings-zh.pdf>

第二讲

导论 part 2

日期: 2023.09.22

简介

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?

阅读资料、网页链接或视频资料

《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.

第三讲

城市管理发展脉络

日期: 2023.10.13

简介

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?

阅读资料、网页链接或视频资料

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 (4-6 章)

第四讲

城市管理主体

日期: 2023.10.20

简介

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?

阅读资料、网页链接或视频资料

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.

第五讲 城市管理的制度基础

日期: 2023.10.27

简介

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是怎样的?

阅读资料、网页链接或视频资料

贺雪峰. 城市化的中国道路 [M]. 北京: 东方出版社, 2014

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.
适度补充城市管理基础理论。引导同学们根据各学科对城市管理的相关看法, 进行总结。

第六讲 城市发展战略 part 1

日期: 2023.11.03

简介

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) 中国式现代化的城市表现是什么?

阅读资料、网页链接或视频资料

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.

“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:

http://www.gov.cn/xinwen/2021-03/13/content_5592681.htm

中国共产党第二十次代表大会报告

【作业】布置期中作业

第七讲 城市发展战略 part 2

日期: 2023.11.10

简介

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。

阅读资料、网页链接或视频资料

《中华人民共和国民法典》

费孝通. 行行重行行 (续集) [M]. 北京: 群言出版社, 1997

费孝通. 乡土中国 [M]. 上海人民出版社, 2006
京津冀协同发展规划及相关跟踪报导。

第八讲 突发与非常态事件管理

日期: 2023.11.17

简介

主要讨论: (1) 应对突发和非常态事件的处置原则和功能框架是什么 (2) 讨论同学家乡城市的应

对经验。

阅读资料、网页链接或视频资料

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.

第九讲 城市创新与经济发展

日期: 2023.11.24

简介

主要讨论: (1) 为什么就业重要, 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) 怎样引导城市创新?

阅读资料、网页链接或视频资料

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?



https://www.sohu.com/a/198421427_472773
 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

第十讲 城市生态与环境优化 日期: 2023.12.01

简介

主要讨论：（1）为什么绿色发展是必须的，循环经济如此重要（2）生态文明在城市怎样实现？

阅读资料、网页链接或视频资料

都市圈研究：孤岛式聚集，还是连绵式展开？
<http://mp.ofweek.com/park/a245683320266>
 长江经济带相关新闻及政策追踪

第十一讲 城市社会与住民服务 日期: 2023.12.08

简介

主要讨论：（1）弱势群体的界定与保护（2）城市社会如何构建的更加合宜学习型社会？

阅读资料、网页链接或视频资料

理查德·佛罗里达·创意阶层的崛起 [M]. 中信出版社，2010
 中国新中产圈层白皮书（胡润报告）：
https://www.sohu.com/a/292225955_120056826（2018）及后续更新
 费孝通·江村经济——中国农民的生活 [M] 北京：商务印书馆，2001

第十二讲 空间规划与成长管理 日期: 2023.12.15

简介

主要讨论：（1）对城乡关系的认知：乡村振兴 vs

新型城镇化（2）重大技术变迁与城市发展的强相关 / 弱相关影响。（3）城市更新、城市社区稳定和社区自治的关系。

阅读资料、网页链接或视频资料

杰弗里·韦斯特·规模 [M]. 中信出版社，2018
 《长江三角洲城市群发展规划（2016）》
 《北京城市总体规划（2017-2035 年）》

第十三讲 同学课程作业宣讲 日期: 2023.12.22

第十四讲 城市管理反思与结语 （含讨论及串讲） 日期: 2023.12.29

简介

（1）总结城市管理的反思和螺旋递进规律；（2）总结梳理本课程。

阅读资料、网页链接或视频资料

中国区域经济发展 70 年的回顾和展望：https://www.sohu.com/a/331162249_673573
 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.
 授课中根据内容灵活运用部分为 3 学时：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。

期末闭卷考试时间 2024 年元月 5 日。



张波

张波，政府管理学院城市与区域管理系副教授，博士生导师，北京大学中国城市管理研究中心副主任

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

课程名称

教育与人工智能

Education and Artificial Intelligence

授课教师：贾积有

课程开始日期 2023 年 9 月 12 日
课程结束日期 2023 年 12 月 19 日
课程编号 06733030
课程学分 2
授课语言 中文

COURSE DESCRIPTION

课程简介

基本目的

最近十多年来人工智能的重大突破和广泛应用，特别是 GPT 等大语言模型的类人表现，对于教育而言具有三种含义。首先这是教育的胜利，其次将对教育教学产生正面的促进作用、提高教学的产出和投入比，第三将挑战现有的教育制度和教师工作。本课程将从教育学、教育技术、教育经济学、人工智能、技术哲学等多学科的视角、全方位介绍教育、教育技术与人工智能的复杂关系，分析人工智能在教育领域的应用案例，探讨前沿技术在教育领域应用的可能性。方法上，锻炼学生自我阅读和搜索文献、进行科学研究的能力；能力上，学生要熟练运用一种数据挖掘软件进行教育数据挖掘工作。

先修课程 / 授课对象

无 / 任何学科本科生

教学方式

教师授课为主，60%；采用反转课堂的理念，鼓励学生课前预习参考文献，课上报告，20%；学生要参与课堂讨论，20%。充分利用课程管理系统的交互性，实践混合式教学。

作业

数据挖掘小练习

成绩评定办法

考勤和讨论：10%；
课堂报告：20%（15 分钟并提交 PPT）；
期中作业：20%；
期末课程内容测验：20%（在线选择题）；
期末论文：30%（关于某一专题，按照模版填写内容，4 页以上）。

教材及参考书

每章都有几篇国内外权威期刊上的论文作为阅读文献，无教科书。

CLASS SCHEDULE

教学大纲

(根据授课实际调整)

第一讲

绪论 (一)

日期: 2023.9.12

简介
介绍教育、自然智能、人工智能概念，开始通过实例阐述人工智能各个领域的最新进展。

问题
什么是教育？
什么是自然智能？
什么是人工智能？

阅读资料、网页链接或视频资料
Wikipedia. (2019). Artificial intelligence. http://en.wikipedia.org/wiki/Artificial_intelligence,
贾积有 .(2018). 人工智能赋能教育与学习 . 远程教育杂志 . 36(1):39-47.
贾积有 .(2018). 人工智能与教育的辩证关系 . 上海师范大学学报 (哲学社会科学版). 47(3):25-33.

第二讲

绪论 (二)

日期: 2023.9.19

简介
本节继续通过实例阐述人工智能各个领域的最新进展，然后介绍教育技术的概念；最后分析教育、自然智能、人工智能和教育技术之间的关系。

问题
什么是教育技术？

教育，教育技术与人工智能之间的关系是什么？

阅读资料、网页链接或视频资料
贾积有 .(2018). 人工智能赋能教育与学习 . 远程教育杂志 . 36(1):39-47.
贾积有 .(2018). 人工智能与教育的辩证关系 . 上海师范大学学报 (哲学社会科学版). 47(3):25-33.

第三讲

一般教学系统

日期: 2023.9.26

简介
介绍一般教学系统的概念、组成要素及其关系，阐述一般教学系统的效果和效率的评估方法。

问题
什么是一般教学系统？
它包括哪些要素？
这些要素之间的关系是什么？
如何衡量一般教学系统的效果和效率？

阅读资料、网页链接或视频资料
Jia, J. (2014). *The Cost-Effect Analysis of Integration of CSIEC System into English Instruction*. In: Intelligent Web-Based English Instruction in Middle Schools, pp. 267-288. Hershey PA, USA: IGI Global.
Koehler, M. J., & Mishra, P. (2009). *What is technological pedagogical content knowledge?* Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.

第四讲

智能教学系统 (一)

日期: 2023.10.10

简介
介绍智能教学系统的概念、构成、实现技术和发展历程。

问题
什么是智能教学系统？
它和一般教学系统是什么关系？
它由什么构成？
如何实现这样的系统？
它的发展历史久远吗？

阅读资料、网页链接或视频资料
Jia, J. (2015). *Intelligent Tutoring Systems*. In: Mike Spector (Ed.): Encyclopedia of Educational Technology, pp. 411-413. Thousand Oaks, CA, USA: Sage.
B. F. Skinner. *Teaching Machines*. (1958) Science. 128(3330), 969-977.
Koedinger, K. R., Anderson, J. R., Hadley, W. H., & Mark, M. A. (1997). *Intelligent tutoring goes to school in the big city*. International Journal of Artificial Intelligence in Education, 8, 30-43.
Graesser, A. C., Chipman, P., Haynes, B. C., & Olney, A. (2005). *AutoTutor: An intelligent tutoring system with mixed-initiative dialogue*. IEEE Transactions on Education, 48(4), 612-618.

第五讲

智能教学系统 (二)

日期: 2023.10.17

简介
介绍智能教学系统的应用效果和未来发展趋势。

问题
智能教学系统应用到哪些学科和学段了？

它的应用效果如何？
它将来会有哪些发展趋势？

阅读资料、网页链接或视频资料
VanLehn, K. (2011). *The relative effectiveness of human tutoring, intelligent tutoring systems, and other tutoring systems*. Educational Psychologist, 46(4), 197-221.
Kulik, J. A., & Fletcher, J. D. (2016). *Effectiveness of Intelligent Tutoring Systems: A Meta-Analytic Review*. Review of Educational Research, 86(1), 42-78.

第六讲

知识表示方法

日期: 2023.10.24

简介
介绍常识性知识和专业性知识、常用的知识表示方法: 谓词表示法、产生式表示法、Prolog 编程系统、语义网络表示法、脚本表示法、框架表示法等，介绍这些方法在教育领域的应用。

问题
什么是常识性知识和专业性知识？
它们与教育的关系是什么？
如何在计算机里表达常识性知识和专业性知识？

阅读资料、网页链接或视频资料
Wittgenstein, L. (1921). *Tractatus Logico-Philosophicus (Logisch-Philosophische Abhandlung)*. <http://www.gutenberg.org/files/5740/5740-pdf.pdf>. Project Gutenberg.
Newell, A. & Simon, H. A. (1976). *Computer Science as Empirical Inquiry: Symbols and Search*. 1975 ACM Turing Prize. Communications of the ACM, 19(3): 113-126.
Lenat, D. B. (1995). *Cyc: A Large-Scale Investment in Knowledge Infrastructure*. Communications of the ACM. 38(11), 33-38.



第七讲

教育数据挖掘（一） 日期：2023.10.31

简介

介绍数据挖掘的基本概念和算法。

问题

什么是数据挖掘？

数据挖掘的常用算法有哪些？

阅读资料、网页链接或视频资料

胡祖辉，施佳．高校学生上网行为分析与数据挖掘研究[J]．中国远程教育，2017(02):26-32.

贾积有，于悦洋．（2017）学习活动指数 LAI 及在线学习活动指数 OLAI 的具体分析．中国远程教育．4: 15-21+56。

吴青，罗儒国．基于网络学习行为的学习风格挖掘[J]．现代远程教育，2014(01):54-62.

贾积有，缪静敏，汪琼．MOOC 学习行为及效果的大数据分析 -- 以北大 6 门 MOOC 为例．工业和信息化教育．2014(9): 23-29.

第八讲

教育数据挖掘（二） 日期：2023.11.7

简介

介绍数据挖掘的常用系统和软件，介绍教育领域数据挖掘的案例。

问题

数据挖掘的系统和软件有哪些？

如何进行教育领域的数据挖掘？

阅读资料、网页链接或视频资料

Wikipedia. *Machine learning*. http://en.wikipedia.org/wiki/Machine_learning

Pena-Ayala, A. (2014). *Educational data mining: A survey and a data mining-based analysis of recent works*. Expert Systems with Applications, 41(4), 1432-1462. Papamitsiou, Z., & Economides, A. A. (2014). *Learning Analytics and Educational Data Mining in Practice: A Systematic Literature Review of Empirical Evidence*. Educational Technology & Society, 17(4), 49-64.

作业

给每个同学分配一门慕课的数据，应用课堂讲授的软件对其进行挖掘分析，撰写分析报告。

第九讲

自然语言处理（一） 日期：2023.11.14

简介

介绍自然语言处理的概念和方法，介绍语音处理、词汇分析、语法分析和语义分析的技术和系统。

问题

什么是自然语言处理？

什么是自然语言理解和自然语言产生？

语音识别和合成的系统有哪些？

语法分析的系统有哪些？

语义分析的系统有哪些？

阅读资料、网页链接或视频资料

Turing, A. (1950), *Computing Machinery and Intelligence*. Mind. LIX (236): 433-460.

Weizenbaum, J. (1966). *ELIZA-a computer program for the study of natural language communication between men and machines*. Communications of the ACM, 9(1), 36-45.

Jia, J. (2004). *The Study of the Application of a Web-Based Chatbot System on the Teaching of Foreign Languages*. In C. Crawford et al. (Eds.), Proceedings of Society for Information Technology and Teacher Education International Conference 2004, P.1201-1207. Chesapeake, VA: AACE.

Johnson, W. L., Valente, A. (2009) *Tactical Language and Culture Training Systems: Using AI to Teach Foreign Languages and Cultures*. AI Magazine. 30(2): 72-83.

第十讲

自然语言处理（二） 日期：2023.11.21

简介

介绍自然语言处理技术在语言教学和智能答疑等教

育领域的应用案例。

问题

哪些自然语言处理技术可以应用到教育领域？
应用效果如何？
如何设计一个学科智能答疑系统？

阅读资料、网页链接或视频资料

Amaral, L. A., & Meurers, D. (2011). *On using intelligent computer-assisted language learning in real-life foreign language teaching and learning*. Recall, 23, 4-24.

McNamara, D. S., Crossley, S. A., & Roscoe, R. (2013). *Natural language processing in an intelligent writing strategy tutoring system*. Behavior Research Methods, 45(2), 499-515.

Ai, H. (2017). *Providing graduated corrective feedback in an intelligent computer-assisted language learning environment*. ReCALL, 29(3), 313-334.

第十一讲

情感计算

日期: 2023.11.28

简介

介绍情感计算（情感识别和情感表达）的概念和实现技术，介绍这些技术在教育领域的应用案例。

问题

喜怒哀乐情感可以由计算机识别并表达出来吗？
通过哪些方法可以识别人类情感？
通过哪些方法可以表达人类情感？

阅读资料、网页链接或视频资料

Picard, R. (2003). *Affective computing: challenges*. International Journal of Human-Computer Studies, 59, 55-64.

Wu, C. H., Huang, Y. M., & Hwang, J. P. (2016). *Review of affective computing in education/ learning: Trends and challenges*. British Journal of Educational Technology, 47(6), 1304-1323.

Lin, K. C., Huang, T. C., Hung, J. C., Yen, N. Y., & Chen, S. J. (2013). *Facial emotion recognition towards affective computing-based learning*. Library Hi Tech, 31(2), 294-307.

Hung, J. C. S., Chiang, K. H., Huang, Y. H., & Lin, K. C. (2017). *Augmenting teacher-student interaction in digital learning through affective computing*. Multimedia Tools and Applications, 76(18), 18361-18386.

Shen, L., Wang, M., & Shen, R. (2009). *Affective e-Learning: Using “Emotional” Data to Improve Learning in Pervasive Learning Environment*. Educational Technology & Society, 12 (2), 176-189.

贾积有，杨柏洁。文本情感计算系统“小菲”的设计及其在教育领域文本分析中的应用。中国教育信息化。2016(14)，74-78。

第十二讲

CSIEC 系统

和 MIATS 系统

日期: 2023.12.5

简介

介绍团队研发的英语智能教学系统 CSIEC 和数学智能教学系统 MIATS。

问题

CSIEC 系统的功能有哪些？
CSIEC 系统的教学应用效果如何？
MIATS 系统的功能有哪些？
MIATS 系统的教学效果如何？

阅读资料、网页链接或视频资料

Jia, J. (2009). *CSIEC: A Computer Assisted English Learning Chatbot Based on Textual Knowledge and Reasoning*. Knowledge-Based Systems. 22 (4): 249-255.

贾积有，张必兰，颜泽忠，任珺，程宝贵. 在线数学教学系统设计及其应用效果研究 [J]. 中国远程教育，2017(03):37-44+80.

第十三讲

机器人

日期: 2023.12.12

简介

介绍机器人涉及到的硬件和软件技术，重点讲述机器人技术的教育应用案例。

问题

机器人如何感知环境信息？
机器人如何产生动作？
机器人如何编程实现？
机器人在教育领域的应用领域和效果如何？

阅读资料、网页链接或视频资料

Wikipedia. Robotics. <https://en.wikipedia.org/wiki/Robotics>

Danahy, E., Wang, E., Brockman, J., Carberry, A., Shapiro, B., & Rogers, C. B. (2014). *LEGO-based Robotics in Higher Education: 15 Years of Student Creativity*. International Journal of Advanced Robotic Systems, 11, 15.

Kim, C. M., Kim, D., Yuan, J. M., Hill, R. B., Doshi, P., & Thai, C. N. (2015). *Robotics to promote elementary education pre-service teachers' STEM engagement, learning, and teaching*. Computers & Education, 91, 14-31.

Merkouris, A., Chorianopoulos, K., & Kameas, A. (2017). *Teaching Programming in Secondary Education Through Embodied Computing Platforms: Robotics and Wearables*. ACM Transactions on Computing Education, 17(2)

第十四讲

回顾和总结

日期: 2023.12.19

简介

回顾和总结本课内容，进行课程内容在线测验。

问题

通过本课程学习，你有哪些知识和技能方面的收获？



贾积有

贾积有，北京大学教育学院教育技术系主任、教授、博士生导师；北京大学教育信息化国际研究中心主任。德国慕尼黑工业大学教育学院（2015）、香港公开大学（2017）客座教授。教育部新世纪优秀人才支持计划（2009）。北大理学学士、教育学硕士，德国奥格斯堡大学哲学博士。

研究领域：教育技术学、人工智能教育应用、计算机辅助语言教学、教育决策支持系统等。受邀百余次在国际和国内学术研讨会报告科研成果、在国培等全国和省市级教师培训会议上作报告。主持和参与十多项国内外重要科研项目。撰写或者主编汉语、英语、德语专著五本，在国内外重要期刊和国际重要会议等场合发表教学和科研论文百余篇。荣获十多次国际和国内教育和人工智能研究等领域的科研和教学奖项。

ENGLISH INSTRUCTED UNDERGRADUATE COURSES FOR FALL 2023

2023年秋季学期本科生英文授课课程目录

序号 NO.	课程名称 Course Title	开课系所 Department/School	学分 Credit
1	随机矩阵及其相关课题 II Random matrices and related topics II	数学科学学院 School of Mathematical Sciences	3
2	丢番图逼近 Diophantine approximation	数学科学学院 School of Mathematical Sciences	3
3	代数专题课程 Topics in Algebra	数学科学学院 School of Mathematical Sciences	3
4	几何拓扑选讲 Topics in Geometric Topology	数学科学学院 School of Mathematical Sciences	3
5	近代数学物理方法 Methods of Modern Mathematical Physics	数学科学学院 School of Mathematical Sciences	3
6	代数拓扑选讲 Topics in algebraic topology	数学科学学院 School of Mathematical Sciences	3
7	偏微分方程数值解 Numerical Solution of Partial Differential Equations	数学科学学院 School of Mathematical Sciences	3
8	示性类与指标理论简介 Introduction to characteristic classes and index theory	数学科学学院 School of Mathematical Sciences	2
9	算术代数几何选讲 Topics on arithmetic geometry	数学科学学院 School of Mathematical Sciences	2
10	机器学习数学导引 Mathematical Introduction to Machine Learning	数学科学学院 School of Mathematical Sciences	3
11	曲线模空间 Moduli of curves	数学科学学院 School of Mathematical Sciences	3
12	传热传质学 Heat and Mass Transfer	工学院 College of Engineering	3

序号 NO.	课程名称 Course Title	开课系所 Department/School	学分 Credit
13	纳米医学 Nanomedicine	工学院 College of Engineering	3
14	量子多体理论 Quantum many-body theory	物理学院 School of Physics	4
15	计算物理学导论 An introduction to computational Physics	物理学院 School of Physics	3
16	高等物理化学 Advanced Physical Chemistry	化学与分子工程学院 College of Chemistry and Molecular Engineering	3
17	普通化学 General Chemistry	化学与分子工程学院 College of Chemistry and Molecular Engineering	4
18	有机化学 (二) Organic Chemistry (II)	化学与分子工程学院 College of Chemistry and Molecular Engineering	2
19	物理化学 (二) Physical Chemistry (II)	化学与分子工程学院 College of Chemistry and Molecular Engineering	3
20	神经发育与可塑性 Neural development and plasticity	生命科学学院 School of Life Sciences	2
21	高级神经生物学 Advanced Neurobiology	生命科学学院 School of Life Sciences	4
22	生物化学 Biochemistry	生命科学学院 School of Life Sciences	4
23	害虫的群体遗传工程 Population Genetic Engineering of Pests	生命科学学院 School of Life Sciences	3
24	地球内部的物理与化学 Physics and Chemistry of the Earth's Interior	地球与空间科学学院 School of Earth and Space Sciences	2
25	磁层物理学 magnetospheric physics	地球与空间科学学院 School of Earth and Space Sciences	3
26	英语新闻阅读 English News Reading	新闻与传播学院 School of Journalism and Communication	2
27	中世纪研究概论 Introduction to Medieval Studies	历史学系 School of History	2

序号 NO.	课程名称 Course Title	开课系所 Department/School	学分 Credit
28	拉丁语阅读 (3) Intermediate Latin 3	历史学系 School of History	2
29	古希腊语阅读 (1) Intermediate Greek 1	历史学系 School of History	2
30	近代英国史：1801-2016 Title in English: The United Kingdom from the Union with Ireland (1801) to Brexit (2016)	历史学系 School of History	2
31	16—17 世纪欧洲史专题 Themes in Sixteenth and Seventeenth Century European History	历史学系 School of History	2
32	全球史视野下的丝绸之路 The Silk Road: A Global history	历史学系 School of History	2
33	基础拉丁语 (1) Elementary Latin 1	历史学系 School of History	2
34	古罗马考古与艺术通论 An Introduction to Ancient Roman Archaeology and Art	考古文博学院 School of Archaeology and Museology	2
35	人工智能伦理 AI Ethics	哲学系 Department of Philosophy and Religious Studies	3
36	传统太极拳：哲学与实践 Traditional Taijiquan: Different Philosophy & Practice	哲学系 Department of Philosophy and Religious Studies	2
37	意识的理论 Theories of consciousness	哲学系 Department of Philosophy and Religious Studies	2
38	本土视野下的中国外交与国际事务 Chinese Perspective on International and Global Affairs	国际关系学院 School of International Studies	3
39	国际公共政策导论 International Public Policy	国际关系学院 School of International Studies	3
40	中国与非洲：全球性的相遇 China and Africa: Global Encounters in History and Present	国际关系学院 School of International Studies	3
41	国际发展政策 International Development Policy	国际关系学院 School of International Studies	3
42	非传统安全概论 Introduction to Non-traditional Security	国际关系学院 School of International Studies	3

序号 NO.	课程名称 Course Title	开课系所 Department/School	学分 Credit
43	高级微观经济学 (一) Advanced Microeconomic Theory(I)	经济学院 School of Economics	3
44	发展经济学 Development Economics	经济学院 School of Economics	3
45	劳动经济学 Labor Economics	经济学院 School of Economics	2
46	世界经济史 World Economic History	经济学院 School of Economics	2
47	公司金融 Corporate Finance	经济学院 School of Economics	3
48	专业英语 English for Economics Majors	经济学院 School of Economics	2
49	宏观经济运行分析 Analysis of Macroeconomic Performance: Crisis, Recovery, and Long Term Outcomes	经济学院 School of Economics	2
50	金融工程软件编程 Computer Programming in Financial Engineering	经济学院 School of Economics	2
51	中国社会 (上) Understanding Chinese Society, 1700-2000	光华管理学院 Guanghua School of Management	2
52	中国社会 (下) Contemporary Chinese Society	光华管理学院 Guanghua School of Management	2
53	中国经济 Chinese Economy	光华管理学院 Guanghua School of Management	2
54	成本与管理会计 Cost and Managerial Accounting	光华管理学院 Guanghua School of Management	3
55	公司财务管理讨论班 Corporate Finance Seminar	光华管理学院 Guanghua School of Management	0
56	战略管理 Strategic Management	光华管理学院 Guanghua School of Management	2
57	中国商务 Doing Business in China	光华管理学院 Guanghua School of Management	2
58	国际金融 International Finance	光华管理学院 Guanghua School of Management	2

序号 NO.	课程名称 Course Title	开课系所 Department/School	学分 Credit
59	风险资本与创新融资 Venture Capital and the Finance of Innovation	光华管理学院 Guanghua School of Management	2
60	定量推理法 Quantitative Reasoning	光华管理学院 Guanghua School of Management	2
61	风险管理 Risk Management	光华管理学院 Guanghua School of Management	2
62	发展经济学 Development Economics	光华管理学院 Guanghua School of Management	3
63	中国管理（一） Chinese Management 1	光华管理学院 Guanghua School of Management	2
64	管理科学与信息管理 Management Science and Information Management	光华管理学院 Guanghua School of Management	3
65	经济史 Economic History	光华管理学院 Guanghua School of Management	2
66	顶石课程 Capstone Project	光华管理学院 Guanghua School of Management	2
67	中国营销 Marketing in China	光华管理学院 Guanghua School of Management	2
68	经管学术研讨会 Research Seminar	光华管理学院 Guanghua School of Management	2
69	世界政治经济环境中的中国 China in the Global Political Economy	光华管理学院 Guanghua School of Management	2
70	中国法与经济改革 Chinese Law and Economic Reform	光华管理学院 Guanghua School of Management	2
71	沉浸式中国发展探索 China Immersion Project	光华管理学院 Guanghua School of Management	2
72	公司财务管理 Corporate Finance	光华管理学院 Guanghua School of Management	3
73	模拟法庭实训 Moot Court Practical Training and Experience	法学院 Law School	2
74	模拟法庭实训 Moot Court Practical Training and Experience	法学院 Law School	2
75	质性数据分析 Qualitative Data Analysis	信息管理系 Department of Information Management	2

序号 NO.	课程名称 Course Title	开课系所 Department/School	学分 Credit
76	马克思主义理论专业英语 English for Marxism	马克思主义学院 School of Marxism	2
77	马克思主义理论导论 Introduction to Marxist theory	马克思主义学院 School of Marxism	2
78	艺术理论导论 Introduction to Art Theory	艺术学院 School of Arts	2
79	文化创意产业数据分析 Data Analytics for Cultural and Creative Industries	艺术学院 School of Arts	2
80	当代中国 Introduction to Contemporary China	对外汉语教育学院 School of Chinese as a Second Language	2
81	全球创新产品设计和团队实践 Principles and Practices of Global Innovation	信息科学技术学院 School of Electronics Engineering and Computer Science	2
82	经济学原理 Principles of Economics	国家发展研究院 National School of Development	4
83	中级微观经济学 Intermediate Microeconomics	国家发展研究院 National School of Development	3
84	中级微观经济学学习题课 Tutorial Session in Intermediate Microeconomics	国家发展研究院 National School of Development	0
85	中国教育及其文化基础 China's Education and its Cultural Foundation	教育学院 Graduate School of Education	3
86	土壤生态学概论 Introduction to Soil Ecology	城市与环境学院 College of Urban and Environmental Sciences	2
87	大气化学 Atmospheric Chemistry	环境科学与工程学院 College of Environmental Sciences and Engineering	2

备注：以上目录中课程仅供参考，是否可选根据开课实际情况确定。
Note: The Courses in the above catalogue are for reference only. Whether they can be selected depends on the actual situation of the course.

