

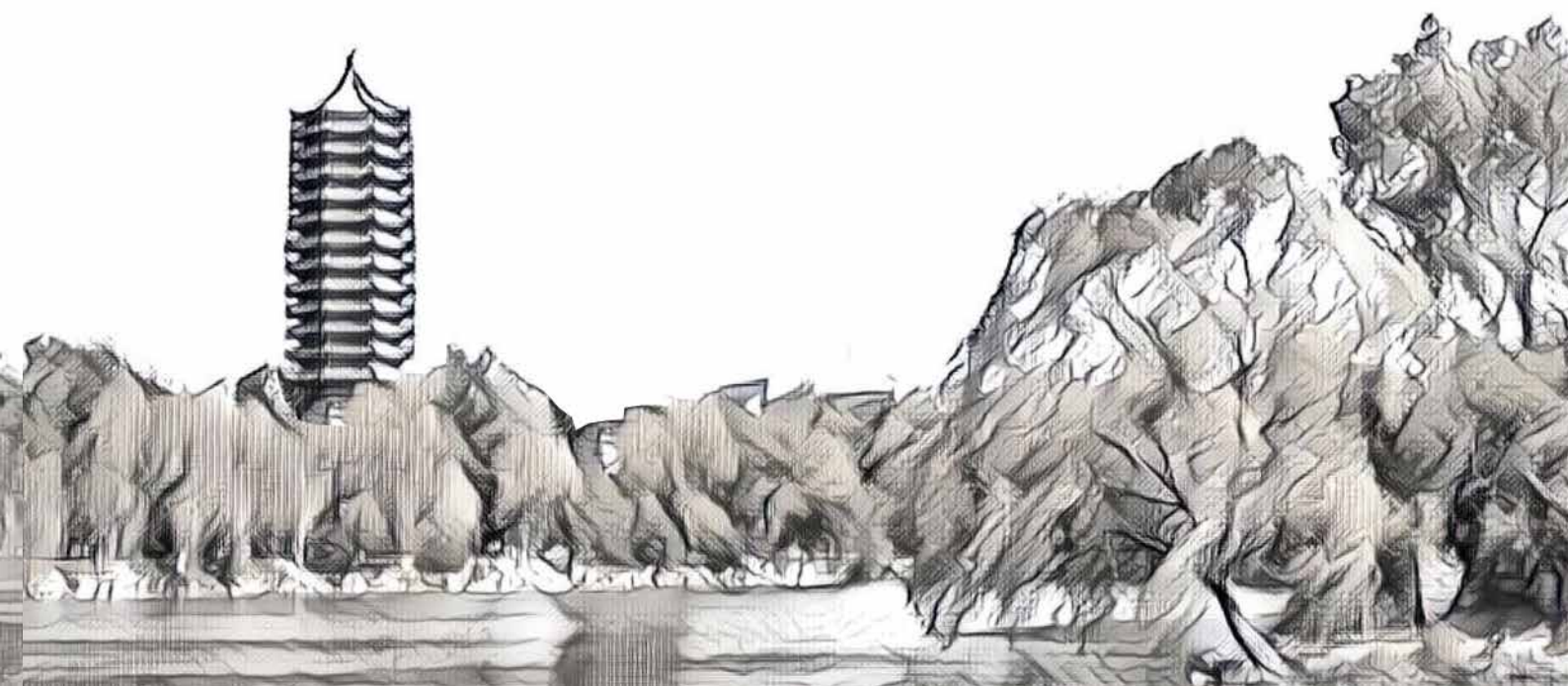


# ON CHINA SERIES

SPRING  
2021

COURSES INSTRUCTED IN ENGLISH

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



# 序 言

## PREFACE

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

截至 2020 年 12 月，全校在用的非语言类本科英文授课课程累计 340 余门，每个春秋学期平均开设约 80 门外文授课课程。北京大学“国际暑期学校”项目自 2009 年启动，鼓励院系利用暑期邀请国内外知名学者来校开设英文课程，越来越多国际学生来校与北大学生共同学习。

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

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

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

As of December 2020, there are now more than 340 English-taught courses offered at the undergraduate level. During each of the spring and fall semesters, around 80 English-taught courses are offered, and additional English-taught courses are held in the summer. The Peking University Summer School International Program (PKUSSI), started in 2009, is well known for the domestic and international scholars that instruct the courses. Over the years, more and more international students choose to study at PKUSSI.

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

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

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

本手册课程信息仅供参考，请以教师实际授课时公布内容为准。

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



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English Instructed Undergraduate Courses for Spring 2021

2021 年春季学期本科生英文授课课程

Course Title 课程名称

# History of Sino-European Relations 中欧关系史 (1949–2020)

Credits  
学分  
3

Instructor 授课教师

Enrico Fardella  
法恩瑞

Course Code 课程编号

02132590

Course Date 课程日期

2021.03.12  
~  
2021.06.18

## COURSE DESCRIPTION 课程简介

### Introduction

A bird's-eye view of the Cold War system allows for the identification of three macro-phenomena: the supremacy of the superpowers, the division and weakening of Europe and a progressive multi-polarization of the international system based on a growing relevance of Asia and especially China.

While the historical narrative has dwelt mainly on the first macro-phenomenon or, at most, on the relations between it and the second phenomenon, this project aims to analyse relations between the latter two, namely between the 'weak' Europe and the 'new' China to understand how they interacted and how this interaction affected the supremacy of the

superpowers, their *policy-making* processes, their strategic choices and, more in general, the very Cold War system.

Europe and China were undoubtedly the most important *third actors* in the Cold War system. Being territorial entities and political and economic spaces located at the crossroads of the mutual spheres of action of the two superpowers, they played a key role in the evolution and reshaping of the bipolar system.

The Cold War defined the outlines of these two spaces: on the one hand, it accelerated the decline of Europe as a central player - a process already started during World War II and intensified by the

dismantling of the colonial system - and favoured, on the other, the shift of the centre of gravity of the international system towards Asia and hence to an *Asianization* of the international system, which is still in progress today.

The enforcement of the bipolar logic in the 1950s inspired a set of hedging strategies from the most sensitive peripheries of the two blocks - Europe and China in particular - as an attempt to gain space of actions in foreign policy and accumulate political capital to invest in the relationship with the superpowers.

The 1960s was a crucial decade in this respect. The emergence of Sino-Soviet discord and the extreme distress caused by the Great Leap Forward made Beijing particularly active in setting up an independent cooperation with the 'intermediate zones'. While Moscow's tight control restricted the limit of actions of Eastern European countries - with the sole exception of Romania and Albania - on the other side of the iron curtain they seemed more keen to gain advantage from China's resilience towards bipolar conformism, first and foremost De Gaulle's France.

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

Sino-French normalization had a profound symbolic result: it signaled the beginning of a new socialization between China and the West, a socialization driven this time by Beijing's proud search for independence in international relations. In 1960s Mao's fierce struggle against revisionism - and the Cultural Revolution as its corollary - revised the logic of the 'leaning of one side' dictated by Yalta's bipolar logic and created the conditions for a further diversification in the international system, as shown in its reconfiguration of the intermediate zone theory presented at that very same time.

In 1970s Western Europe helped to facilitate and consolidate this historical shift by progressively recognizing the PRC and setting up trading strategies aimed at integrating its market, and its economic policies, into the capitalist system.

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

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

This course aims to fill this gap by providing PKU undergraduate students with a unique analytical tool to decipher the evolution of Sino-European relations from the Cold War until today. A special attention will be given to the current evolution of Sino-European relations within the framework of the Belt and Road Initiative launched by President Xi Jinping at the end of 2013.

# Methodology

The course lasts **48 hours** (3 credits) and it will be divided in **12 subtopics**.

Each subtopic will require **a preliminary preparation** before class on a set of specific required readings - as indicated in the course calendar below.

Each subtopic will be approached in class through:

- » an analytical lecture delivered by the instructor
- » primary sources analysis directed by the instructor
- » collective discussion on a specific source assigned by the instructor
- » student individual presentations: special focus on key elements of the course
- » debates

The final vote will be based on the following grid:

Evaluations for debates & presentations:

**A/90-100** Work of this quality directly addresses the question or problem raised and provides a coherent argument displaying an extensive knowledge of relevant information or content. This type of work demonstrates the ability to critically evaluate concepts and theory and has an element of novelty and originality. There is clear evidence of a significant amount of reading beyond that required for the course.

**B / 77-89** This is highly competent level of performance and directly addresses the question or problem raised. There is a demonstration of some ability to critically evaluate theory and concepts and relate them to practice. Discussions reflect the student's own arguments and are not simply a repetition of standard lecture and reference material. The work does not suffer from any major errors or omissions and provides evidence of reading beyond the required assignments.

**C / 67-76** This is an acceptable level of performance and provides answers that are clear but limited, reflecting the information offered in the lectures and reference readings.

**D / 60-66** This level of performances demonstrates that the student lacks a coherent grasp of the material. Important information is omitted and irrelevant points included. In effect, the student has barely done enough to persuade the instructor that s/he should not fail.

**F / 0-59** This work fails to show any knowledge or understanding of the issues raised in the question. Most of the material in the answer is irrelevant.

## Please Read Carefully

### Cell phone policy

No cell phones will be allowed in this class. Please turn your cell phone off before you come to class.

- » To Remember a Lecture Better, Take Notes by Hand

<http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

### Plagiarism

The University takes plagiarism very seriously and is committed to ensure that as far as possible it is detected and dealt with accordingly.

Copying from unauthorized references during the exams will amount to the failure of the class.

## Text Books

Primary and secondary sources for each subtopic



# CLASS SCHEDULE 授课大纲

## Session 1

### Intro

March 12<sup>th</sup>, 2021

This is the introduction of the course. It will be divided into five parts: 1) introduction of the Professor's profile and main research; 2) introduction of the course content & methodology ; 3) Q&A; 4) a conceptual introduction to the course: we will try to trace first back the concept of Europe to its 'Asian' origins and, following its path towards the West, will try to identify its progressive transformation by underlying the dynamic of conflict with the 'others' as its main defining feature; 5) class discussion.

## Session 2

### Europe & Asia: from polarity to fusion

March 19<sup>th</sup>, 2021

This lecture addresses the 'return' of Europe to Asia after the 'Great Divergence' through the powerful legitimization of the notion of 'progress' and its corollaries: 'revolution' and 'reform'. It is based on two historical 'movements' the *Asianization* of Europe and the *Europeanization* of Asia, as the pillars of a new futurist transition towards an Hegelian synthesis of Eurasian identity, symbolized by the 'One Belt, One Road' project.

#### Required readings:

- » David Landes, *Why Europe and the West? Why not China?*, The Journal of Economic Perspectives, Vol. 20, No. 2 (Spring, 2006), pp. 3-22
- » Zheng Wang, *Never Forget National Humiliation* (New York: Columbia University Press, 2012) Chap. 2
- » Mark Chi-Kwan, *China and the World since 1945: an International History* (London: Routledge, 2013) Intro & Chap. 1

## Session 3

### China, Europe and the superpowers in the Cold War

March 26<sup>th</sup>, 2021

This section will provide an introduction to China's role in the Cold War from its foundation in 1949 to the end of the Cold War in Asia. The analysis will focus on China's mutant relations with the superpowers: the rise and demise of Sino-Soviet alliance in 1950s and 1960s and the Sino-American détente and semi-alliance of 1970s and 1980s. A special emphasis will be given to the new process of 'socialization' between China and the West activated in the 1970s through the combination of Deng Xiaoping's reform and opening and Brzezinski's China policy.

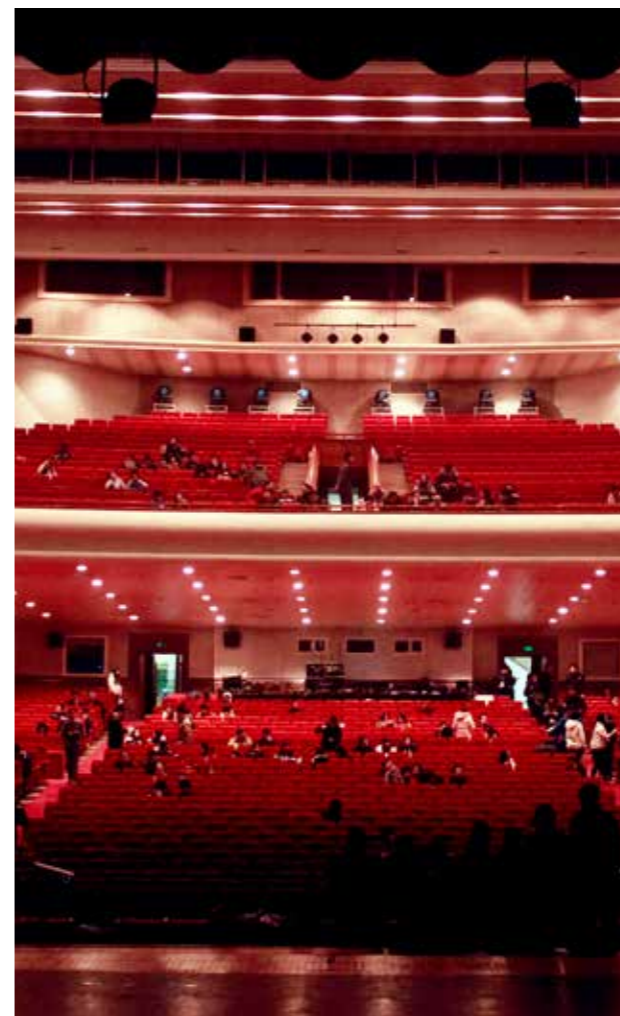
#### Required readings:

- » Mark Chi-Kwan, *China and the World since 1945: an International History*, (London: Routledge, 2013) Chap. 2-3-4-5-6-7-8

#### Suggested readings:

- » O.A. Westad, *Restless Empire*, (New York: Basic Books, 2013) Chapter 9 & 10
- » Peter Vamos, ' "Only a Handshake but No Embrace": Sino-Soviet Normalization in the 1980s' in 'T. Bernstein *China Learns from the Soviet Union* (1949-present) (2010) ch. 3
- » Guan Guihai, 'The Influence of the Collapse of the Soviet Union on China's Political Choices', in 'T. Bernstein *China Learns from the Soviet Union* (1949-present) (2010)ch. 19
- » G. Rozman, Concluding Assessment:The Soviet Impact on Chinese Society in 'T. Bernstein *China Learns from the Soviet Union* (1949-present) (2010) Conclusion
- » John Garver, *China's Quest*, 12-13-15 - 16 -17- 18-19-20

- » Sino-American Confrontation, 1949-1971 E-docs <https://digitalarchive.wilsoncenter.org/collection/190/sino-american-confrontation-1949-1971>
- » Charles Kraus, The Sino-Soviet Alliance 70 years later, Edossier <https://www.wilsoncenter.org/blog-post/sino-soviet-alliance-70-years-later>
- » Kazushi Minami (2016): Re-examining the end of Mao's revolution:China's changing statecraft and Sino-American relations, 1973–1978, *Cold War History*.



## Session 4

### At the roots of China's Foreign Policy: Sino-European relations in Mao's Intermediate Zone Theory

April 2<sup>nd</sup>, 2021

This section will deepen the analysis on China's role in the Cold War by looking at Mao's intermediate zone theory and Europe's position within it. Mao's vision will be analysed in its evolution from 1950s to 1970s and it will be taken as main interpretative key to assess the long term continuity of China's foreign policy and its approach to Europe as a geopolitical actor.

#### Required readings:

- » Chen Jian, *Mao's China and the Cold War*. (Chapel Hill and London: University of North Carolina Press, 2001) Ch. 3-9
- » Li Danhui & Yafeng Xia, *Mao and the Sino-Soviet Split, 1959-1973: a new history*, (Lanham: Lexington Book, 2018) Epilogue
- » Enrico Fardella, "The Sino-American Normalization: A Reassessment", in *Diplomatic History*, Vol. 33, No. 4 (September 2009), 545-578

#### Suggested readings:

- » Fardella, Enrico and Ostermann, Christian F. and Kraus, Charles (eds.) *Sino-European relations in the Cold War and the Rise of a Multipolar World*, Washington D.C.: Woodrow Wilson International Center for Scholars, 2015. <https://www.wilsoncenter.org/publication/sino-european-relations-during-the-cold-war-and-the-rise-multipolar-world>
- » Wilson Center Digital Archive: <https://digitalarchive.wilsoncenter.org/search-results/1/%7B%22search-in%22%3A%22all%22%2C%22term%22%3A%22%5C%22intermediate+zone%5C%22%22%7D?recordType=Record>

## Session 5

### Socialist & ‘Intermediate’: Sino-Eastern European relations (1950s-1980s)

April 9<sup>th</sup>, 2021

This section will restrict the focus on the relations between the main ‘third actors’ of the Cold War, namely Europe and China. It will begin with a conceptual overview on Sino-Eastern European relations from 1950s to the end of 1980s and then will analyse China’s relations with Hungary & Poland.

#### Required readings:

- » Chen Jian, *Mao's China and the Cold War*. (Chapell Hill and London: University of North Carolina Press, 2001) Chapter 6.
- » Chen Jian, *After Czechoslovakia: China's Changing Policies toward East Europe in the Long 1970s*, PDF
- » Niu Jun, From “Fox” to friend – China’s policy relations with the five Eastern European ‘fraternal states’ during the 1980s. (pdf)
- » Lorenz M. Lüthi (2007): The People's Republic of China and the Warsaw Pact Organization, 1955-63, *Cold War History*, 7:4, 479-494
- » Niu Jun, *China and Eastern Europe 1960-1964*, EDossier <https://www.wilsoncenter.org/publication/china-and-eastern-europe-the-1960-moscow-conference-to-khrushchevs-removal>
- » Peter Vamos, Chinese FM Docs on Hungary 1956, Dossier <https://www.wilsoncenter.org/publication/chinese-foreign-ministry-documents-hungary-1956>
- » Peter Vamos, Sino-Hungarian Relations and the 1956 Revolution, in <https://www.wilsoncenter.org/publication/sino-hungarian-relations-and-the-1956-revolution>

[publication/sino-hungarian-relations-and-the-1956-revolution](https://www.wilsoncenter.org/publication/sino-hungarian-relations-and-the-1956-revolution)

- » Peter Vamos (2015), “China and Eastern Europe in the 1980s: an Hungarian perspective”, (Edossier) in <https://www.wilsoncenter.org/publication/china-and-eastern-europe-the-1980s-hungarian-perspective>
- » Margaret K. Gnoinska, Chipolbrok – Continuity in Times of Change: Sino-Polish Relations during the Cold War, 1949–1969 in Janick Marina Schaufelbuehl, Marco Wyss, Valeria Zanier, *Europe and China in the Cold War, Exchanges Beyond the Bloc Logic and the Sino-Soviet Split*; 192-237
- » Douglas Selvage, Poland and China, EDOSSIER <https://www.wilsoncenter.org/publication/poland-and-the-sino-soviet-rift-1963-1965>

#### Suggested readings:

- » Ylber Marku (2020): Stories from the international communist movement: the Chinese front in Europe and the limits of the anti-revisionist struggle, *Cold War History*, DOI:10.1080/14682745.2020.1803840
- » Sören Urbansky & Max Trecker (2018) Kremlinology revisited: the nuances of reporting on China in the Eastern bloc press, *Cold War History*, 18:3, 307-324
- » Li, Danhui 李丹慧 (2011). “Guanyu 1960 niandai Zhongguo yu Dong Ou wu guo guanxi de ruogan wenti” 关于 1960 年代中国与东欧五国关系的若干问题 (On China’s Relations with Bulgaria, Czech, East Germany, Hungary, Poland in the ‘60s). *Eluosi yanjiu*, 4, 105-28.

## Session 6

### Sino-Balkans relations: Albania, Yugoslavia & Romania from the Cold War to the 17+1

April 16<sup>th</sup>, 2021

An analysis of China’s relations with the Balkans from the Cold War until today. A specific attention will be given to China’s relations with the three socialist countries that proved to be more independent from the Soviet Union, namely Albania, Yugoslavia and Romania.

#### Required readings:

- » Elidor Melilli, Mao & the Albanians (Chap. 10 forthcoming book)
- » Ylber Marku (2017): China and Albania: the Cultural Revolution and Cold War Relations, *Cold War History*, DOI: 10.1080/14682745.2017.1307179
- » Jovan Cavoski, “Sino-Jugosvla relations and Cold War dynamics” in Enrico Fardella and Charles Kraus (eds.) *Same Dreams, Different Beds: Sino-European Relations and the Transformation of the Cold War*, Washington D.C./Stanford, CA: Wilson Center Press/Stanford University Press. (Forthcoming).
- » Munteanu, Mircea: Communication Breakdown? Romania and the Sino-American Rapprochement, *Diplomatic History*, 2009, Vol. 33, No. 4, 615-631.

#### Suggested readings:

- » Fardella, Enrico and Ostermann, Christian F. and Kraus, Charles (eds.) *Sino-European relations in the Cold War and the Rise of a Multipolar World*, Washington D.C.: Woodrow Wilson

International Center for Scholars, 2015. <https://www.wilsoncenter.org/publication/sino-european-relations-during-the-cold-war-and-the-rise-multipolar-world>

- » Jovan Cavoski, Between Revolution and Non-Alignment: Sino-Yugoslav Competition in Algeria and the Global Cold War, (Forthcoming) *Cold War History*
- » Munteanu, Mircea: Over the Hills and Far Away: Romania’s Attempts to Mediate the Start of U.S.-North Vietnamese Negotiations, 1967–1968. *Journal of Cold War Studies*, Summer, 2012, Vol. 14, No. 3, 64–96.
- » Munteanu, Mircea: When the Levee Breaks: The Impact of the Sino-Soviet Split and the Invasion of Czechoslovakia on Romanian-Soviet Relations, 1967–1970. *Journal of Cold War Studies*, Winter, 2010, Vol. 12, No. 1, 43–61.
- » Munteanu, Mircea (ed.): Romania and the Sino-American Rapprochement, 1969-1971: New Evidence from the Bucharest Archives (Introduced by Mircea Munteanu). *CWIHP Bulletin*, 2007-2008, No. 16, 403-446.
- » Croitor, Mihai: România și conflictul sovieto-chinez: (1956-1971) [Romania and the Soviet-Chinese Conflict (1956-1971)]. Cluj-Napoca, Mega: Eikon, 2014.

## Session 7

### Sino-Western Europe relations: the Sino-British case

April 23<sup>rd</sup>, 2021

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

#### Required readings:

- » Martin Albers, *Britain, France, West Germany and the People's Republic of China, 1969-1982. The European Dimension of China's Great Transition*, (Palgrave: London, 2016) ch. 1- 2 - 3-7-8
- » Chi-Kwan Mark, 'To 'Educate' Deng Xiaoping in Capitalism: Thatcher's Visit to China and the Future of Hong Kong in 1982

#### Suggested readings:

- » Fardella, Enrico and Ostermann, Christian F. and Kraus, Charles (eds.) *Sino-European relations in the Cold War and the Rise of a Multipolar World*, Washington D.C.: Woodrow Wilson International Center for Scholars, 2015. <https://www.wilsoncenter.org/publication/sino-european-relations-during-the-cold-war-and-the-rise-multipolar-world>
- » David C. Wolf, "To Secure A Convenience: Britain Recognizes China – 1950." *Journal of Contemporary History* 18, no. 2 (April 1983): 299-326.
- » Niu Jun, "The Second Intermediate Zone": China's Western Europe Policy from 1955 to 1965" in Enrico Fardella and Charles Kraus (eds.) *Same Dreams, Different Beds: Sino-European Relations and the Transformation of the Cold War*, Washington D.C./Stanford, CA: Wilson Center Press/Stanford University Press. (forthcoming 2020)
- » Ritchie Ovendal, "Britain, the United States, and the Recognition of Communist China." *Historical Journal* 26, no. 1 (March 1983): 139-158.

- » K.A. Hamilton, A 'Week that Changed the World': Britain and Nixon's China Visit of 21–28 February 1972' *Diplomacy and Statecraft* 15: 117–135, 2004
- » Chi-Kwan Mark, "Waiting for the Dust to Settle: Anglo-Chinese Normalization and Nixon's Historic Trip to China, 1971-1972." *Diplomatic History* 39:5 (November 2015): 876-903
- » Martin Albers, Two Sides of the Same Coin? Britain's Decline and China's Rise in the 1960s and 70s pdf.
- » R. Peruzzi, *Leading the Way: The United Kingdom's financial and trade relations with Socialist China, 1949–1966*, *Modern Asian Studies* 51, 1 (2017) pp. 17–43
- » R. Peruzzi, The Hong Kong Riots and the Sterling Empire Last Stand in *Roads to Reconciliation People's Republic of China, Western Europe and Italy During the Cold War Period (1949-1971)* edited by Guido Samarani, Carla Meneguzzi Rostagni and Sofia Graziani
- » P. Roberts & Arne Westad, *China, Hong Kong and the Long 1970s* ch. 10-11

## Holiday

## Holiday

April 30<sup>th</sup>, 2021

Make up class TBC

## Mid-Term exams

## Mid-Term exams

May 7<sup>th</sup>, 2021

## Session 8

### Sino-French relations: revolutionary diplomacy

May 14<sup>th</sup>, 2021

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

Sino-French normalization had a profound symbolic result: it signalled the beginning of a new socialization between China and the West, a socialization driven this time by Beijing's proud search for independence in international relations.

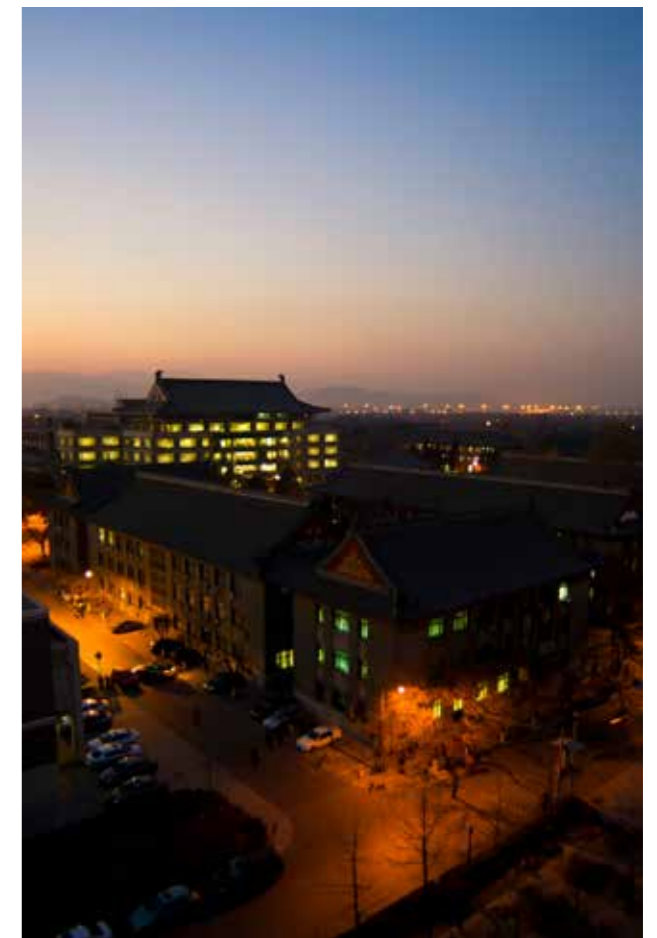
#### Required readings:

- » Martin Albers, Successfully managing Europe's decline – The China policies of Britain, France and Germany, 1969-1982 (in pdf)
- » Garret Martin "Playing the China Card?: Revisiting France's Recognition of Communist China, 1963-1964." *Journal of Cold War Studies* 10, no. 1 (Winter 2008): 52-80.
- » Garret Martin, A 'diplomatic nuclear explosion'? Sino-French relations in the 1960s, (Edossier) [www.wilsoncenter.org/publication/diplomatic-nuclear-explosion-sino-french-relations-the-1960s](http://www.wilsoncenter.org/publication/diplomatic-nuclear-explosion-sino-french-relations-the-1960s)
- » Martin Albers, Seeking Truth from Facts: Deng Xiaoping's Visit to France in 1975, EDossier <https://www.wilsoncenter.org/publication/seeking-truth-facts-deng-xiaopings-visit-to-france-1975>

#### Suggested readings:

- » Angela Romano, Waiting for De Gaulle: France ten years warm-up to recognising the People's Republic of China, *Modern Asian Studies* 51, 1 (2017) pp. 44–77

- » Thierry Robin, 'France Facing the People's Republic of China (1949-1964) A Policy of Economic Relations Under Control', in *Roads to Reconciliation People's Republic of China, Western Europe and Italy During the Cold War Period (1949-1971)* edited by Guido Samarani, Carla Meneguzzi Rostagni and Sofia Graziani
- » Lorenz Luthi, Rearranging International Relations ? How Mao's China and De Gaulle's France recognised each other in 1963-1964, *Journal of Cold War Studies*, Vol. 16, No. 1, Winter 2014, pp. 111–145
- » Martin Albers, Providing Inspiration, Technology, and Stability: French and West German Support for China's Reformers, 1975-1982 (PDF)



## Session 9

### Sino-Italian relations (1945-1992): the importance of marginality

May 21<sup>st</sup>, 2021

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

#### Required readings:

- » Enrico Fardella, "The normalization of relations between Italy and the People's Republic of China" in Giovanni Andornino and Maurizio Marinelli (eds.) *Italy's encounters with modern China. Civilizational exchanges, imperial dreams, strategic ambitions* Basingstoke, UK: Palgrave Macmillan, 2013 117-146
- » Enrico Fardella (2016): "A significant periphery of the Cold War: Italy-China bilateral relations, 1949–1989", *Cold War History*, <http://dx.doi.org/10.1080/14682745.2015.1093847>
- » Enrico Fardella (2015), "Negotiating Sino-Italian Normalization, 1968-1970" (E-dossier), <https://www.wilsoncenter.org/publication/negotiating-sino-italian-normalization-1968-1970>

#### Suggested readings:

- » C.M. Rostagni, 'The China Question in Italian Foreign Policy', *Modern Asian Studies* 51, 1 (2017) pp. 107–132.

- » C.M. Rostagni, 'Italy's Attention Turns to China Between the '50s and the '60s', in *Roads to Reconciliation People's Republic of China, Western Europe and Italy During the Cold War Period (1949-1971)*, 141-159
- » Sofia Graziani, 'Italy's Communist Party and People's China ('50s-early '60s' in *Roads to Reconciliation People's Republic of China, Western Europe and Italy During the Cold War Period (1949-1971)*, 159-177



## Session 10

### Sino-German (GDR-FRG) relations: a triangular conundrum

May 28<sup>th</sup>, 2021

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

#### Required readings:

- » Bernd Schaefer, In the Shadow of Detente: West Germany's Cautious China Strategy during the 1960s and 1970s, (PDF).
- » Bernd Schaefer, GDR, FRG and China between 1968 and the early 1980s (PDF)
- » Bernd Schaefer (2015), "Sino-West German relations during the Mao Era" (E-dossier) in <https://www.wilsoncenter.org/publication/sino-west-german-relations-during-the-mao-era>
- » Martin Albers (2014) Business with Beijing, détente with Moscow: West Germany's China policy in a global context, 1969–1982, *Cold War History*, 14:2, 237-257
- » Martin Albers, *Britain, France, West Germany and the People's Republic of China, 1969-1982. The European Dimension of China's Great Transition*, (Palgrave: London, 2016) ch. 6 & 7 & 8
- » Zhong Chen Chen, China and GDR, EDOSSIER <https://www.wilsoncenter.org/publication/beyond-moscow-east-german-chinese-relations-during-the-cold-war>
- » Li Wei, The Fall of Berlin Wall in the Eyes of China: From the "Dramatic Changes in East Europe" to the "Unification of the Two Germany" (pdf)

#### Suggested readings:

- » Bernd Schaefer, "Europe Must Not Become Greater Finland": Opponents of the CSCE: The German CDU/CSU and China (PDF)
- » Bernd Schaefer, GDR, FRG and China between 1968 and the early 1980s (PDF)
- » Chen, Tao 陈弢 (2013). "Zhongguo tong lianbang Deguo guanxi zhengchanghua guocheng zhong de minzhu Deguo yinsu" 中国同联邦德国关系正常化过程中的民主德国因素 (The Factors of German Democratic Republic in the Normalisation Process between China and the Federal Republic of Germany). *Dangdai Zhongguo shi yanjiu*, 6, 70-8
- » Chen, Tao 陈弢 (2012). "ZhongSu polie beijing xia de Zhongguo he minzhu Deguo guanxi (1964-1966)" 中苏破裂背景下的中国和民主德国关系 (1964-1966年) (The Relations Between China and German Democratic Republic on the Backdrop of Sino-Soviet Split, 1964-1966). *Dangdai Zhongguoshi yanjiu*, 3, 57-6
- » Giovanni Bernardini, Principled Pragmatism: The Eastern Committee of German Economy and West German–Chinese relations during the early Cold War, 1949–1958 in *Modern Asian Studies* 51, 1 (2017) pp. 78–106.
- » Giovanni Bernardini, Between Economic Interests and Political Constraints The Federal Republic of Germany and the People's Republic of China. During the Early Cold War, in *Roads to Reconciliation People's Republic of China, Western Europe and Italy During the Cold War Period (1949-1971)*, 79-99
- » Berkofsky, Axel, From Foes to Fair-Weather Friends and Comrades in Arms: The Ups and Downs of Relations between the GDR and China in the 1980s; in: *The Journal of Northeast Asian History* Volume 14 Number 1 Summer 2017

## Session 11

### China and the European Union: from the Cold War until Today

June 4<sup>th</sup>, 2021

In this lecture we will look at China's relations with the European Community from its foundation with the Rome. Treaties in 1957 unity today. An analysis of Sino-EEC relations during the Cold War will be followed by a overview of China-Eu relations in the most recent period.

#### Required readings:

- » Fardella, Enrico, "The European Community and China during the Cold War: a partnership of convenience", in Ulrich Krotz, Kiran Klaus Patel, and Federico Romero (eds.) *The History of EC External Relations, 1950s–1990s*, London: Bloomsbury Academics, 2019
- » Chenard, Marie Julie., *Seeking Détente and Driving Integration: The European Community's opening towards the People's Republic of China, 1975-1978*, in *JEIH Journal of European Integration History* Volume 18 (2012) Issue 1 , 25-38

#### Suggested readings:

- » Stephan Mergenthaler *Managing Global Challenges The European Union, China and EU Network Diplomacy* ( Springer: 2015)

## Session 12

### TEAM WORK

June 11<sup>th</sup>, 2021

*How is the BRI being implemented/perceived in Europe and what Europe can do to better cope with it?*

## Session 13

### MAKE UP CLASS: preparing for finals (TBC)

## Session 14

### FINAL EXAM

JUNE 18<sup>th</sup>, 2021



Enrico Fardella

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



Course Title 课程名称

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

Credits  
学分 2

Instructor 授课教师

Roger T. Ames  
安乐哲

Course Code 课程编号

02333180

Course Date 课程日期

2021.03.09  
~  
2021.06.15

COURSE DESCRIPTION  
课程简介



Objective

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

Pre-requisites /Target audience

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

Proceeding of the Course

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

Assessment Components

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

Evaluation Details

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

Text Books and Reading Materials

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

Academic Integrity

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

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

# CLASS SCHEDULE 授课大纲

## Session 1

### Introduction

#### Description of the Session

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

#### Questions

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

#### Readings, Websites or Video Clips

Confucian Role Ethics: A Vocabulary Chapter 1 (pdf)

#### Assignments for this session

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

## Session 2

### Making Responsible Cultural Comparisons

#### Description of the Session

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

#### Questions

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

#### Readings, Websites or Video Clips

Euthyphro

#### Assignments for this session

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

## Session 3

### Metaphysical Realism

#### Description of the Session

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

#### Questions

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

#### Readings, Websites or Video Clips

*Phaedo*

#### Assignments for this session

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

## Session 4

### Plato’s Immortal Soul

#### Description of the Session

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

#### Questions

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

#### Readings, Websites or Video Clips

Introduction to the *Analects of Confucius*

#### Assignments for this session

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

Session 5

The Analects of Confucius

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

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

Assignments for this session

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

Session 6

The Analects of Confucius II

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

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

Assignments for this session

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

Session 7

The Analects of Confucius III

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

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

Assignments for this session

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

Session 8

The Chinese Classic of Family Reverence

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Reading: *Focusing the Familiar*

Assignments for this session

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



Session 9

Focusing the Familiar (Zhongyong)

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

Reading: *Daodejing*

Assignments for this session

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



Session 10

Daodejing

Description of the Session

- » An introduction to Daoist philosophy

Questions

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

Readings, Websites or Video Clips

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

Assignments for this session

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

Session 11

Daodejing II

Description of the Session

- » Reading the *Daodejing*

Questions

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

Readings, Websites or Video Clips

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

Assignments for this session

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

Session 12

John Dewey’s Pragmatism

Description of the Session

- » An Introduction to the philosophy of John Dewey

Questions

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

Assignments for this session

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

Session 13

John Dewey’s Postulate of Immediate Empiricism

Description of the Session

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

Questions

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

Session 14

Course review and summary



Roger T. Ames

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

Course Title 课程名称

# Chinese Politics and Public Policy

## 中国政治与公共政策

Credits  
学分

3

Instructor 授课教师

LEI Shaohua  
雷少华

Course Code 课程编号

02432140

Course Date 课程日期

2021.03.08  
~  
2021.06.14

## COURSE DESCRIPTION 课程简介



### Course Description

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

#### » Class attendance and participation (10%)

Attendance is mandatory. Regular class participation is strongly encouraged for this course. Students will be expected to have completed the week's reading assignments prior to section. Most readings are available in the course public email box. All electronic materials are for this course use only. Out-of-class circulation is not allowed.

#### » Presentation (20%)

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

*NOTICE:* A presentation **MUST** be finished within 30 minutes. Overtime will lose 5 points/minute.

#### » Term Paper (20%)

**To Domestic and International Regular student:** Students will be required to submit a 10 pages term research paper by the end of the course. Term paper should be relevant for the central theme of this course, and that should focus on one or more specific issues or topics.

**To international exchange students:** student will be required to submit a 10 pages reflection paper (China Through My Eyes) by the end of the course. This paper should be relevant for the central theme of this course, but no need to be too academic. Students are expected to write a paper which are basis on personal experience, interview or observation in Beijing or other places in China. Any story or personal experience which may be interested you can be applied for your observation paper, for example, ordinary citizens quarrel with police officers.

The due date of the complete paper will be announced toward the end of the semester. Students are strongly encouraged to write the paper as earlier as you can. Early bird is welcomed.

#### » Final Exam (50%)

The format will be in-class close-book exam. The exam will be based on materials included in readings and lecture.

### Formatting

All review/research/observation paper should be double-spaced, with 12-point Times New Roman font. Bibliography to review piece is not required but including it will not hurt. Proper citations are required.

### Disability Statement

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

### Recommend Movies and Videos

- » PBS: *China From the Inside*
- » KBS: *Super China*
- » Discover Channel: *The People's Republic of Capitalism*

### Academic Integrity

Cheating will **NOT** be tolerated. Anyone caught cheating will be reported to the University Administration directly and immediately.

# CLASS SCHEDULE 授课大纲

## Session 1

### Introduction and Methodology for Researching Chinese Politics

Course description; Syllabus discussion; Presentation assignments

## PART I OVERVIEW

## Session 2

### Legacies and Diversity

Sebastian Heilmann: *China's Political System*, Rowman & Littlefield, 2017, pp.23-37

Recommend: Elizabeth Perry, "Chinese Concepts of 'Rights', From Mencius to Mao—and Now", *Perspectives on Politics*, March 2008, Vol. 6/No. 1

## Session 3

### From Revolution to Development

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

## Session 4

### Political Drivers of Economic Change

Sebastian Heilmann: *China's Political System*, Chapter 4

Recommend: Barry Naughton, *The Chinese Economy*, Chapter 4, pp. 85-11

## PART II POLITICAL SYSTEM AND STATE-SOCIETY RELATIONS

## Session 5

### The Chinese Communist Party

Sebastian Heilmann: *China's Political System*, Chapter 2 (pp. 46-92)

Recommend: Susan Lawrence and Michael Martin, *Understanding China's System*, Congressional Research Service, March, 2013

## Session 6

### Local Autonomy under Central Authority

Sebastian Heilmann: *China's Political System*, Chapter 2 (pp.85-104)

Recommend: Tony Saich, *Governance and Politics of China*, pp. chapter 7

## Session 7

### States and Society I

Tony Saich, *Governance and Politics of China*, chapter 9

Recommend: Zhao Dingxin, *The Power of Tiananmen*, University of Chicago Press, pp. 39-52

## Session 8

### States and Society II

Sebastian Heilmann: *China's Political System*, Chapter 5 (pp.288-297)

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

## PART III CHINESE POLITICS AND PUBLIC POLICY

## Session 9

### Decision Making in an Authoritarian Regime

Sebastian Heilmann: *China's Political System*, Chapter 3 (pp.153-176)

Recommend: Sebastian Heilmann: *China's Political System*, Chapter 6

## Session 10

### Contemporary Critical Social Issues in China

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

## Session 11

### Nationalism

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

## Session 12

### Ethnicity and Identity

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

Recommend: Sebastian Heilmann: *China's Political System*, Chapter 5 (pp.281-285)

## Session 13

### Cyberspace and Censorship

Greg Austin, *Cyber Policy in China*, UK, Polity Press, 2014, 1-78

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

## Session 14

### China Faces the Future

Tang Wenfang, "The Surprise of Authoritarian Resilience in China," *American Affairs*, Feb 20, 2018

Recommend: Barry Naughton, "China's Economy: Complacency, Crisis& the Challenge of Reform", pp.14-25

## Session 15

### Final Exam—in class



LEI Shaohua

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

Course Title 课程名称

China and IOs  
中国与国际组织

Credits  
学分  
3

Instructor 授课教师

LIU Lianlian  
刘莲莲

Course Code 课程编号

02432230

Course Date 课程日期

2021.03.11  
~  
2021.06.17

COURSE  
DESCRIPTION  
课程简介

Objective

This course will help students to construct a systematic theoretical framework of the origin, mission, structure, performance and function of major international organizations (IOs), and the role of China in these IOs.

After successfully completing this course, students are expected to grasp:

- » the dynamics of the origin and development of IOs by studying cases of major IOs;
- » the correlation between the mission, structure and performance of IO;
- » the role, contribution and limitation of IOs in global governance;
- » the evolution of China's role in IOs in the past decades.

Pre-requisites /Target audience

- » This course is intended for students who are interested in the fundamentals of IOs and have already studied basic theories of *international politics, laws, or social organizations*.
- » This course is intended for students who are interested in *thinking theoretically, critically and creatively*, and probing the *general nature and dynamics of IOs by studying cases*.

Evaluation Details

Students will:

- » make a presentation to the class (15'-20'), moderate the topical discussion in that session (40'); and participate in class discussion,
- » midterm exam: 3 discussion questions (open-book, soft copy);
- » final exam: choice questions, fill-in-blank questions, and short-answer questions (close-book, hard copy) (open-book, soft copy in case of online teaching)

Proceeding of the Course

Presentation, Lecture and Topical Discussion.

- » **PRESENTATION** expects students to outline the origin and development, goal, institutional structure (institutions and decision-making procedure) and work of major IOs, and respond to questions raised by classmates. Please *list relevant references* at the end of your ppt.
- » **LECTURE** is *general theory oriented but not practical skills oriented*. Students are expected to grasp general characteristics and behavior patterns of IOs by attending classes, answering questions, critically and creatively asking questions.
- » **TOPICAL DISCUSSION** lasts 40 minutes. Students in charge should prepare questions for discussion and take full responsibility for the atmosphere, interactions and output of this session. Each student should take discussion seriously and get involved.

The Final Grade

Class participation (30%)  
Midterm exam (20%)  
Final Exam (50%)



# CLASS SCHEDULE 授课大纲

## Week 1

### Introduction

#### Description of the Session

This meeting will give a brief introduction to the content of the course. Students are expected to gain a general understanding of the nature and history of IOs in the modern world by answering a series of questions.

#### Questions

- » How many IOs do you know?
- » Why do you define them as IOs? (positive characteristics)
- » Why do you take some of them as non-IOs? (negative characteristics)
- » Who established international organizations and why? (motivation)
- » What are the preconditions for the emergence of IOs? (social conditions)
- » Why did not the emperors in the ancient China consider establishing IOs?

#### Readings, Websites or Video Clips

- » James Lorimer, Robert Flint, Gustave Rolin-Jaequemyns, *Studies National and International*, Edingburgh William Green and Sons, 1890.
- » Paul S. Reinsch, *Public International Unions*, Boston: Ginn and Company, 1911.
- » Pitman B. Potter, "Origin of the Term International Organizations", *The American Journal of International Law*, Vol.39, No.4, 1945.
- » Pitman B. Potter, "The Classification of International Organizations I", *The American Political Science Review*, Vol.29, No.2, 1935, pp.212-224;
- » Pitman B. Potter, "The Classification of International Organizations II", *The American Political Science Review*, Vol.29, No.3, 1935, pp.403-417;

- » David Mitrany, "The Functional Approach to World Organization", *International Affairs*, Vol.24, No.3, 1948;
- » David Mitrany, "The Prospect of European Integration: Federal or Functional?", *Journal of Common Market Studies*, Vol.4, 1965;
- » Ernst B. Hass, "International Integration: the European and the Universal Process", *International Organizations*, 1961, 15 (3): 366-392;
- » Inis Claude, "Sword into Plowshares: The Problems and Progress of International Organization", *American Journal of International Law*, 1957, 51 (4).
- » Pitman B. Potter, "Contemporary Problems of International Organization", *The American Journal of International Law*, Vol.59, 1965, pp.291-304;
- » Michael Wallace & J. David Singer, "Intergovernmental Organization in the Global System 1815-1964: A Quantitative Description", *International Organization*, Vol.24, No.2, 1970, pp.239-287.
- » Robert Cox and Harold Jacobson, *The Autonomy of Influence: Decision Making in International Organizations*, New Haven: Yale University Press, 1973.
- » Gayl D. Ness & Steven R. Brechin, "Bridging the Gap: International Organizations as Organizations", *International Organizations*, 1988, 42 (2): 245-273.
- » Kenneth W. Abbott and Duncan Snidal, "Why States Act through Formal International Organizations", *Journal of Conflict Resolution*, Vol.42, No.1, 1998, pp.3-32.
- » Michael N. Barnett & Matha Finnemore, *Rules for the World: International Organizations in Global Politics*, Cornell University Press, 2004.

## Week 2

### The History of the United Nations-China

#### Description of the Session

In this meeting, we will analyze the origin and development of the United Nations by comparing the League of Nations with the UN to draw experience and learn lessons.

#### Questions

- » What factors lead to the "failure" of the League of Nations?
- » What factors lead to the successful establishment of the UN?
- » What are the differences in the historical context in 1945 and that in 2019 which probably affect the performance of the UN?
- » How would you evaluate the role of China in the creation and development of the UN?

#### Readings, Websites or Video Clips

- » *Charter of United Nations*
- » <http://www.un.org/en/index.html>
- » Leland Goorich, "From League of Nations to United Nations", *International Organizations*, 1947(1).



## Week 3

### The Structure of the United Nations

#### Description of the Session

In this meeting, we will analyze the constitutional structure of the UN. Special attention will be paid to the function of the six major organs.

#### Questions

- » How do you evaluate the rationality of the institutional structure of the GA?
- » How do you evaluate the performance of the Court?
- » What implications or lessons can we draw from the stories of different secretary-generals?

#### Readings, Websites or Video Clips

- » *Charter of United Nations*
- » <http://www.un.org/en/index.html>
- » Rumki Basu, *The United Nations: Structure and Functions of an International Organization*, Sterling Publishers, 1993.

## Week 4

### The UN Security Council-China

#### Description of the Session

In this meeting, we will discuss the mission and decision-making procedures of UN Security Council in the maintenance of world peace. We will also explore the different attitudes of P5 and other countries toward the reform of UN Security Council.

#### Questions

- » How do you evaluate the performance of UNSC in the past decades?
- » How do you evaluate the rationality of the institutional structure of UNSC?
- » What are the differences between the decision-making procedures in GA and SC?
- » Do you think it is necessary to reform UNSC? Why?

#### Readings, Websites or Video Clips

- » David J. Rothkopf, *Running the World: the Inside Story of the National Security Council and the Architects of American Power*, PublicAffairs, 2005.
- » Bardo Fassbender, *UN Security Council Reform and the Right of Veto: A Constitutional Perspective*, Kluwer Law International, 1998.
- » Joel Wuthnow, *Chinese Diplomacy and the UN Security Council: beyond the Veto*, Routledge, 2013.

## Week 5

### UN Peacekeeping-China

#### Description of the Session

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

#### Questions

- » What is the unique role of UN peacekeeping compared with other instruments to peace and security?
- » Do you think it is still necessary to stick to the three principles of UN peacekeeping?
- » What challenges does UN Peacekeeping face and how to deal with them?
- » What is the unique role of China in UN peacekeeping?

#### Readings, Websites or Video Clips

- » <https://peacekeeping.un.org>
- » Rosalyn Higgins, *United Nations Peacekeeping: Documents and Commentary*, Oxford University Press
- » Yin He, *China's Changing Policy on UN Peacekeeping Operations*, Institute for Security and Development Policy, 2007
- » Max Blouin, "Peacekeeping: a Strategic Approach", *The Canadian Journal of Economics*, 2018, 51 (1)

## Week 6

### International Monetary Fund-China

#### Description of the Session

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

#### Questions

- » When and why did the US and other countries establish IMF?
- » Why does the proposed AMF fail?
- » What implications and lessons can we draw from the history of IMF?

#### Readings, Websites or Video Clips

- » <http://www.imf.org/external/index.htm>
- » Joseph Joyce, *The IMF and Global Financial Crises: Phoenix Rising*, Cambridge University Press, 2013.

## Week 7

### World Bank-China

#### Description of the Session

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

#### Questions

- » When and why did the US and other countries establish WB?
- » Is the reform of WB necessary and feasible?
- » What are the differences in institutional structures of IMF and WB?
- » How do you evaluate the rationality of these differences?

#### Readings, Websites or Video Clips

- » <http://www.worldbank.org>
- » C. L. Gilbert, *The World Bank: Structure and Policies*, Cambridge University Press, 2006.

## Week 8

### WTO-China

#### Description of the Session

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

#### Questions

- » Under what conditions did GATT come into being?
- » Why and how was GATT replaced by WTO?
- » What are the differences in the institutional structure and decision-making procedures of IMF, WB and WTO?
- » How would you prioritize the importance of IMF, WB and WTO to China 1945, China 1980 and China 2019?

#### Readings, Websites or Video Clips

- » <https://www.wto.org>
- » Bernard Hoekman, *The World Trade Organization: Law, Economic, and Politics*, Routledge, 2007.
- » Deborah Cass, *The Constitutionalization of the World Trade Organization: Legitimacy, Democracy, and Community in the International Trading System*, Oxford University Press, 2005.
- » N. David Palmeter, *Dispute Settlement in the World Trade Organization*, Cambridge University Press, 2004.

## Week 9

### Midterm Exam

- » Open-book
- » Three discussion questions on IOs studied in last weeks
- » Soft copy (finish questions on laptop and submit via email)



## Week 10

### BRICS-China

#### Description of the Session

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

#### Questions

- » Is BRICS an international organization?
- » Was the BRICS created for political interests or economic considerations? Why?
- » What are the merits and limitations of BRICS for the world and for the five countries?

#### Readings, Websites or Video Clips

- » Urvashi Sarkar, "Brics: an opportunity for a transformative south?", March 1, 2014.
- » Vidya Nadkarni, *Emerging powers in a comparative perspective: the political and economic rise of the BRIC countries*, Bloomsbury, 2013.

## Week 11

### Asian Infrastructure Investment Bank-China

#### Description of the Session

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

#### Questions

- » What factors contributed to the successful establishment of AIIB?
- » What are the similarities and differences between AIIB and WB? Should they be taken as merits or hidden troubles?
- » Why is the destiny of AIIB different from that of the proposed AMF?
- » How would you evaluate the prospect of AIIB?

#### Readings, Websites or Video Clips

- » <https://www.aiib.org/en/index.html>
- » Bin Gu, "Chinese Multilateralism in the AIIB", *Journal of International Economic Law*, 2017, 20 (1).
- » Xiao Ren, "China as an Institution-Builder: the Case of the AIIB", *Pacific Review*, 2016, 20 (3).

## Week 12

### Vacation, Classes suspended

## Week 13

### INGOs-China

#### Description of the Session

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

#### Questions

- » What are the similarities and differences between IGOs and INGOs?
- » How do you evaluate the correlation between IGOs and INGOs?
- » How do you evaluate the performance of China regarding IGOs and INGOs?

#### Readings, Websites or Video Clips

- » David Davis et al. "Makers and Shapers: Human Rights INGOs and Public Opinion", *Human Rights Quarterly*, 2012, 34 (1): 199-224.
- » Thea Hilhorst, *The Real World of NGOs: Discourses, Diversity and Development*, ADMU Press, 2003.
- » Kerstin Martens, *NGOs and the United Nations: Institutionalization, Professionalization and Adaptation*, Palgrave Macmillan, 2005.

## Week 14

### International Public Policies I: Theory

#### Description of the Session

In this meeting, we will discuss the nature of international public policies, and compare them with domestic public policies.

#### Questions

- » How many actors are there in international public problem-solving occasions?
- » What roles do they play throughout the whole process?

#### Readings, Websites or Video Clips

- » Nadra Hashim, "Free Riders, Side Payments, and International Environmental Agreements: Is Kyoto Failing Because Montreal Succeed?" *The Whitehead Journal of Diplomacy and International Relations*, Winter/Spring, 2009, 91-109
- » Mike Koehler, "The Story of the Foreign Corrupt Practices Act", *Ohio State Law Journal*, 2012, 73 (5), 929-1013.

## Week 15

### International Public Policies II: Case Study

#### Description of the Session

In this meeting, we will study 2-3 cases on international public policies, which are respectively global collaboration against ozone depletion, climate change, and cross-border corruption. We will also discuss China's role in the three collaborations.

#### Questions

- » Why was ozone depletion cure the most successful one?
- » Why was anti-corruption treaties easier to be implemented but harder to be enforced than the climate-change one?

#### Readings, Websites or Video Clips

- » LIU, Lianlian, "The Dynamic of the Institutionalization of the OECD Anti-Bribery Collaboration", *South Carolina Journal of International Law & Business*, 2014, 11 (1): 29-86.
- » LIU, Lianlian, "The Global Anti-Corruption Collaboration in Evolution: a Systemic Analysis of Historical Puzzles and Key Contemporary Questions", *Journal of Financial Crime*, 2015, 22 (3): 264-294.
- » LIU, Lianlian, "The Dynamic of General Compliance with the OECD Anti-Bribery Convention", *Crime, Law and Social Change*, Vol.96, No.5, 2018.

## Week 16

### Final Exam

- » Close-Book (Open-Book in case of online teaching)
- » Choice question + fill-in-blank question + short-answer question.



LIU Lianlian

LIU Lianlian, Assistant Professor at PKU School of International Studies, Research Fellow at PKU Research Center of International Organizations. Areas of Expertise: International organizations, cross-border citizens Protection and cross-border corruption regulation.

Selected Publications: (Book) *The Global Collaboration against Transnational Bribery: Motives, Hurdles and Solutions*, Palgrave Macmillan, 2018. (Book) *Fundamentals of the Sciences of International Organizations*, Social Sciences Academic Press of China, 2021 (forthcoming). (Article) "The History and Prospect of the Science of International Organizations" *The Journal of International Studies*, No.1, 2021; "International Public Policy Studies and Paradigm Innovations", *Academic Monthly*, 2017, 6: 83-98; "International Organizations Theory: Reflections and Prospects", *Journal of Xiamen University*, 2017, 5: 13-26; "Assessing the Normative Value of Major Powers' Veto Power in International Organizations" (with Wang Qing), *The Journal of International Studies*, No.2, 2018: 77-106.

Course Title 课程名称

# China and International Law 中国与国际法

Credits  
学分  
3

Instructor 授课教师

LAI Huaxia  
赖华夏

Course Code 课程编号

02432429

Course Date 课程日期

2021.03.08  
~  
2021.06.14

## COURSE DESCRIPTION 课程简介



### Objective

The past 30 years have seen an ever-expanding engagement between China and the international legal system. The engagement goes two ways. On the one hand, China has become highly adept in addressing its external relations in international legal terms and through international legal means. China has joined almost all major international organizations in some of which China has sought to play a leadership role. On the other hand, China has been profoundly transformed by international law through compliance with international obligations and socialization with international legal norms. At the same time, international law is now being increasingly used as a foreign policy tool targeting China, as exemplified by the call to sue China over the coronavirus pandemic. In view of these developments, it is essential to understand China's approaches to international law and the implications for international law in general. How does China engage with different international legal regimes? How to assess China's compliance with international legal obligations? Is China a "revisionist" country trying to challenge the prevailing international legal order? Do China and other major powers hold fundamentally different understandings about international law?

To address these questions, the course surveys the fundamentals of international law and uses case studies in various international legal regimes to analyze the interaction between China and the international legal system. As international organizations have served as the most prominent fora for developing international law in contemporary times, the course also examines China's participation in international organizations with regards to law making and dispute settlement.

The course sits at the intersection of international law and international relations and bears three goals in mind. The primary objective is to expose students to the core concepts of international law and to help them develop familiarity with the basic vocabulary of international law as applied to international relations. Second, it aims for building a fact-based account of China's historical and present engagement with international law. Third, it strives to help the students develop the analytical tools for understanding and analyzing China's engagement with the international legal system. The course leans on empirical and historical analysis, incorporates competing perspectives, and encourages the students to critically assess the popular myths and discourses about China and international law.

### Pre-requisites /Target audience

The course is meant for non-law students who are interested in China's engagement with international law and international organizations. No prior knowledge of international law is required.

### Proceeding of the Course

The class meets once a week either in the classroom or virtually on Zoom/ClassIn. Students are expected to have read all the assigned readings before coming to class and to participate actively in class discussions.

### Assignments

Students will develop a research proposal on any China-international law related topic and present it in class. Detailed instructions will be announced in class. At the end of the semester, students will develop their research proposals into research papers. There are no written exams for the course.

### Evaluation Details

- » Class Participation: 20%
- » Research proposal + presentation: 30% (20% for the proposal and 10% for the presentation)
- » Final term paper: 50%

### Text Books and Reading Materials

The course does not require any textbooks. All reading materials will be posted to the course website.



# CLASS SCHEDULE 授课大纲

## Session 1

### The fundamentals of international law

#### Description of the Session

This session surveys the core concepts of international law, such as the sources of international law, treaty making, treaty interpretation, dispute settlement, soft law, etc. The session also introduces the positivism and natural law approaches to the study of international law.

## Session 4

### International law and domestic politics

#### Description of the Session

This session examines two issues. First, how does international law shape domestic politics and impact state building? Second, how does state impact international law in terms of law making, interpretation, and compliance?

## Session 7

### The Rise of China and International Legal Order

#### Description of the Session

This session discusses the intricate relationship between the rise of China and international legal system through introducing competing perspectives and examining case studies.

## Session 10

### China and International Trade Law (I)

#### Description of the Session

After introducing the fundamental rules of the World Trade Organizations, this session examines China's accession to the WTO, its participation in the WTO negotiations and dispute settlement mechanism, and its positions on the WTO reform.

## Session 2

### The fundamentals of international organizations

#### Description of the Session

This session first explains how international organizations work and discusses the theoretical frameworks for understanding international organizations. It then examines the legal dimensions of international organizations, i.e., how international organizations develops hard and soft international law and the politics behind it.

## Session 5

### Midterm Review

#### Description of the Session

This session reviews the fundamentals of international law and international organization covered in the previous sessions through a number of in-class exercises that ask the students to apply the rules and theoretical frameworks to real international law problems.

## Session 8

### China's engagement with international organizations

#### Description of the Session

This session first surveys how China's participation in the United Nations and other major international organizations has evolved over time. After reviewing how international organizations become an essential "agora" for states to make international law, it then discusses the legal implications of China's engagement with international organizations.

## Session 11

### China and international trade law (II)

#### Description of the Session

This session first looks into how the WTO has shaped China's domestic economy and politics. It then turns to study the recent agreed Regional Comprehensive Economic Partnership (RCEP) to illustrate China's engagement with regional trade agreement.

## Session 3

### Understanding contemporary international legal order

#### Description of the Session

This session first examines the historical Eurocentric conceptualization of international law and its critiques. It then examines the United Nations-based international legal order and its constitutive elements before comparing it to the liberal international order.

## Session 6

### China's historical engagement with international law

#### Description of the Session

This session studies China's historical engagement with international law from the mid 19th century to the late 1970s in the global context of colonialism, the World Wars and decolonization.

## Session 9

### China Makes International Agreements

#### Description of the Session

This session examines how the domestic institutional structure in which China negotiates, concludes and ratifies international agreements.

## Session 12

### The Belt & Road Initiative and international investment law (I)

#### Description of the Session

This session introduces the essential rules of international investment law with emphasis on why the current dispute settlement mechanism between investors and host country governments are under great pressure to reform.

### Session 13

#### The Belt & Road Initiative and international investment law (II)

### Session 14

#### China and International Environmental Law

##### Description of the Session

This session examines China's engagement with international environmental law in terms of treaty negotiation and compliance with legal obligations. Special focus will be made on China's participation in the evolving global climate regime.

### Session 15

#### Student Presentation

##### Description of the Session

During this session, students present their research proposals with the support of PowerPoint slides. Peer students are encouraged to raise questions and comments.

### Session 16

#### Conclusion

##### Description of the Session

The last session features an open discussion where the students review and reflect on the various topics and themes covered throughout the semester.



LAI Huaxia

Dr. LAI Huaxia is Assistant Professor at Peking University School of International Studies. Trained in the dual disciplines of international law and political science, she is fluent in the methods and theories of both law and politics and specializes in international economic law and international organizations. A frequent speaker at both international law and international relations conferences home and abroad, she is currently working on projects that examine the embeddedness of politics and law at international organizations. She has published on various topics including investor-state dispute settlement, renewable energy subsidies under international trade law, and applying quantitative methods to the study of international law. She received her PhD in international law and MA in political science from University of Washington, MA in international relations from Peking University, and BA in international relations from University of International Relations (*summa cum laude*).



Course Title 课程名称

# International Security Studies: Perceptions and Practices of China and the World 国际安全研究



Instructor 授课教师

QI Haotian  
祁昊天

Course Code 课程编号

02432110

Course Date 课程日期

2021.03.09  
~  
2021.06.15

## COURSE DESCRIPTION 课程简介

Description of Course

This course introduces contemporary security studies with a specific focus on Chinese perspective and related actors' practices. It surveys major concepts, theories and accumulated knowledge in the area of international security. Each topic starts with an empirical and/or theoretical puzzle and/or question, explores the adequacy of the answers provided by the existing literature. The discussions extend debates and observations in both theory and practice. In addition to tackling the puzzles and questions about the nature of war, the dimensions of interstate conflicts, and military threats from non-state actors, this course explores the security environment

faced by China and related regional and global actors by looking at new and rising challenges from a cross-disciplinary perspective.

This course will be organized as a combination of lecturing and discussions. Attendance is mandatory, and the failure to attend and participate will substantially hurt your performance in the class. Active involvement in classroom is not only encouraged but required. Getting yourself used to professional and academic communications in different policy settings will be the corner stone of your academic exploration and professional pursuit.

Requirements

GRADING

- » Regular attendance, participation and group presentation 15%
- » Crisis Simulation and Policy Memo 15%
- » Mid-term exam 25%
- » Final exam 45%

REFERENCE BOOKS

No text book is assigned for this course. The following reference books will be sent at the beginning of the semester:

- » Sun Tzu, *The Art of War*. Trans. Samuel B. Griffith (Oxford, UK: Oxford University Press, 1980).
- » Mao Zedong, *Selected Works*, Vol. II, May 1938.
- » Xi Jinping, *Governance of China*, Volume III (Beijing: Foreign Language Press, 2014), Chapters 8, 14 and 18.
- » Peng Guangqian and Yao Youzhi, eds, *The Science of Military Strategy* (Beijing: Military Science Press, 2005).
- » Gong Yuzhen, *Analysis of China's Strategic Culture* (Beijing: Military Science Press, 2002).
- » Joseph S. Nye, Jr. and David A. Welch, *Understanding Global Conflict and Cooperation: And Introduction to Theory and History (Tenth Edition)*, Pearson Education, Inc., 2017.
- » Thomas G. Mahnken, *Technology and the American Way of War Since 1945* (New York: Columbia University Press, 2008).

You are encouraged but NOT required to purchase the textbooks for this course. Chapters will be scanned and shared before the related lectures.

ATTENDANCE

According to the regulations of PKU, class attendance is required and mandatory. For excused absence to be granted, qualified permit and/or proof *must* be submitted and documented prior to classes. *Twelve hours' absence (excused or unexcused) from classroom will disqualify you from earning credits for the course.* Showing up late for class or leaving before class is dismissed without excuses will also be penalized. One record of absence and Two records of being late or leaving early (without excuses) will take one point off from your final marks respectively.

GROUP PRESENTATION

Starting from Week 3, we will have 15-minute group presentations every week at the beginning of the class. The presentations will cover the materials of the day and the group should pick "real world" issues to flesh out the presentations. Sending the slides out via our public email in advance is encouraged, but *not* required.

MIDTERM EXAM

The midterm will be on April 20. It is an *open book* in class exam. You will be asked to answer several identification and short answer questions.

CRISIS SIMULATION AND POLICY MEMO

We will end our course with a highly interactive policy simulation. The simulation will run during our regularly scheduled lectures during the last two weeks of the semester. It will give you a unique opportunity to put the concepts, theories and ideas you have learned during the semester into practice.

A package of simulation materials will be handed out in advance. But outside research will also be necessary for you to perform well in the simulation. To help and encourage you prepare for the crisis simulation, you will write a 1,000-word strategic analysis to answer six questions (*due before the first meeting of simulation, and penalized 1/3 grade per day for late submission until turned in*):

- » What are your individual, organizational and national goals and interests?
- » What are your individual, organizational and national sources of power and leverage?
- » What are your individual, organizational and national limitations, constraints and sources of weakness?
- » Who are your individual, organizational and national allies and/or likely partners?
- » Who are your individual, organizational and national adversaries and/or likely competitors?
- » What are the core goals, sources of power and weakness of your allies and adversaries?

You will write this memo as if you are the person you will be role-playing during the simulation. Each memo should include a bibliography and appropriately cite all research materials (citations and bibliography are not counted towards the word limit).

Requirements

To answer the above questions well and write a good memo, you should consider the following requirements (not an exhausted list):

- » Identify the reader(s) of your memo.
- » Identify a crucial issue or problem in the security scenario. What are the implications and impact of this issue to your government or institution? What are the current national and/or international policy reactions to this issue? What are the major players involved in this issue?
- » Summarize and include your own comments on the effectiveness and efficiency of the current policy initiatives and mechanism of policy making associated with this issue, both pros and cons.
- » What would be the new and potential changes to better address this issue, if any?
- » What your government, or ministry, or institution should be prepared (policy wise, organizationally, financially, and/or on other dimensions) to face the new challenges?

FINAL EXAM

The final exam will be *primarily* focusing on the post-midterm part of the semester with necessary reference to the pre-midterm materials. You will be asked to answer several short answer and essay questions. The location will be announced later.

Film Club

If there is sufficient class interest, I'd be happy to organize screenings of the relevant movies off the lectures. Novel, film, documentary, biography or any other forms of non- academic recording of security issues can serve as great entry points for us to the world of security related history, theory and practice, with concrete contextual understandings and feelings. Films such as Dr. Strangelove, the Gatekeepers, the Battle of Algiers, No Men's Land, can enrich and contribute to our collective discussion and class experiences. You are encouraged to voluntarily share movies related to international security in particular or security studies in general. It could be about a part of history, a person, a special occasion, in the form of drama, action, sci-fi, documentary, animation, etc. The shared films will be part of reservoir of our film club.

Academic Integrity

If you are found to have cheated on any part of an assignment and/or exam, you will automatically receive a failing grade on that assignment and/or exam. There will be no exceptions. You may also face further consequences for academic dishonesty at the school and university's discretion. The cheating behaviors include but not limited to plagiarism (including direct or indirect quotations without adding notes), carrying materials related to the class to the final exam, copying other students' work and/or answers, submitting the same assignment to different classes, bribing the lecturer to change grades, and so on and so forth. For detailed regulations, it is your responsibility to review the university's policy on academic honesty, particularly plagiarism.

Extensions and late assignments

There will be no extensions or make-ups granted except in cases of 1) religious holiday observance, family emergency or similar situations, documented in advance, or 2) medical emergency confirmed by a doctor who has seen you and judges that you were physically unable to complete the work for the course on time. Otherwise, if you miss an exam, you will receive a failing grade. For each day that an assignment is late without qualified and documented excuses, it will be marked down 1/3 of a letter grade (e.g., a B would become a B-) or that of the percentage scores (e.g., 3.3 out of 10 for the response paper). *Please bear in mind, in the "real world" of international public policy, a deadline often literally means a dead line.*



Disability

If you have a registered disability and require accommodations, please provide the professor with the necessary paperwork within the first two weeks of the term. We will make arrangement accordingly. The teaching staff is committed to making the course a level playing field for all students.

Electronic devices in class

The use of laptops is permitted only for notetaking. The use of cell phones, tablets PCs and other electronic devices in lectures are prohibited except in cases of documented medical need. While these devices can enhance some aspects of learning, they also prove distracting to you and those seated around you. Please put them away, off or on silence.

Course Schedule

PART I Security Studies in the Inquiry of International Relations	
Week 1 Introduction and Social Science Inquiry	March 9
Week 2 Theoretical Foundations of Security Studies, Part 1	March 16
Week 3 Theoretical Foundations of Security Studies, Part 2	March 23
PART II Theories of War & Peace, and China's Perceptions	
Week 4 Why do Wars Happen or End, Structurally?	March 30
Week 5 War as an Information Problem?	April 6
Week 6 Can Peace Last?	April 13
Week 7 Midterm	April 20
PART III Medium and Operational Level Issues, and China's Practices	
Week 8 Are We Meaningfully Rational?	April 27
Week 9 When Do You Attack?	May 4
Week 10 Technology & Operations in International Security?	May 11
Week 11 Does Power Transition Lead to Instability?	May 18
PART IV "New" Security and China's Perspective	
Week 12 Are Conflicts and Security Manageable?	May 25
Week 13 The Demise and Rebirth of "Security"?	June 1
PART V Simulation	
Week 14 Crisis Simulation Day 1	June 8
Week 15 Crisis Simulation Day 2, and Final Review	June 15

# CLASS SCHEDULE

## 授课大纲

### PART I Security Studies in the Inquiry of International Relations

#### Week 1

#### Introduction and Inquiry of Social Science

##### Contents

- » What is International Security
- » What does this course cover?
- » How to read, learn and study social science
- » How to write a paper
- » Other housekeeping issues



#### Week 2

#### Theoretical Foundations of Security Studies in IR, Part 1

##### Contents

- » Core ideas of International Security
- » Various approaches in security studies
- » Theoretical underpinnings of security studies

##### Questions

- » What are the fundamental role and goal of security in international relations?
- » What are the main and lasting themes in security studies?
- » What are the relationship and differences between security studies and military science or strategic studies?

##### Required readings

- » Peng Guangqian and Yao youzhi, eds, *The Science of Military Strategy*, pp. 2-38.
- » Mao Zedong, "On Protracted War," *Selected Works*, Vol. II, May 1938.
- » Joseph S. Nye, Jr. and David A. Welch, *Understanding Global Conflict and Cooperation*, pp.39- 74.

##### Recommended readings

- » Carl von Clausewitz, *On War*, Book VIII (abridged version pp.140-156) Michael Howard and Peter Paret, eds. & trans. (Princeton: Princeton University Press, 1994).
- » Kenneth Waltz, "Structural Realism After the Cold War," *International Security*, Vol.25, No.1 (2000): 5-41.

#### Week 3

#### Theoretical Foundations of Security Studies in IR, Part 2

##### Contents

- » Core ideas of International Security
- » Various approaches in security studies
- » Theoretical underpinnings of security studies

##### Questions

- » What are the fundamental role and goal of security in international relations?
- » What are the main and lasting themes in security studies?
- » What are the relationship and differences between security studies and military science or strategic studies?

##### Required readings

- » Robert Keohane, "International Institutions: Can Interdependence Work?" *Foreign Policy*, Spring 1998: 82-98.
- » Alexander Wendt, "Anarchy is What States Make of It," *International Organization*, Vol. 46, No.2 (1992): 391-425.
- » Zhang Tiejun, "Chinese Strategic Culture: Traditional and Present Features," *Comparative Strategy* 21 (2002): 73-90.

##### Recommended readings

- » Michael C. Williams, "Words, Images, Enemies: Securitization and International Politics," *International Studies Quarterly*, Vol. 47, No. 4 (2003): 511-531.
- » John Mearsheimer, "The False Promise of International Institutions," *International Security*, Vol. 19, No.3 (1994/1995): 5-14.
- » Robert Keohane and Lisa Martin, "The Promise of Institutional Theory: Response to John Mearsheimer," *International Security*, Vol. 20, No.1 (1995): 39-51.

### PART II Theories of War & Peace, and China's Perceptions

#### Week 4

#### Why do Wars Happen or End, Structurally Speaking?

##### Contents

- » Structural and systemic explanations of war
- » Rationalist approach to war and peace studies
- » Explanations from China's perspective, historically, culturally and politically

##### Questions

- » Why do wars happen or end?
- » How do strategies and behavior patterns such as balance of power and deterrence prevail in international relations?

##### Required Readings

- » Peng Guangqian and Yao Youzhi, eds, *The Science of Military Strategy*, pp. 377-393.
- » Joseph S. Nye, Jr. and David A. Welch, *Understanding Global Conflict and Cooperation*, pp.85-104.

##### Recommended Readings

- » Thomas Schelling, *The Strategy of Conflict* (Harvard University Press, 1980), Chapter 1.
- » Stuart J. Kaufman, Richard Little and William C. Wohlforth, *The Balance of Power in World History* (New York: Pal Grave, 2007): 1-21.
- » Jack S. Levy, "The Causes of War: A Review of Theories and Evidence," in Philip Teitlock et al, eds., *Behavior, Society, and Nuclear War*, Vol.1 (New York: Oxford University Press, 1989).

Week 5

War as an Information Problem?

Contents

- » Information as a problem in international stability and security
- » Information in the rational model of security studies
- » Information as a factor of “strategem” in China’s security tradition

Questions

- » Why do wars happen or end?
- » How does information impact international security?

Required readings

- » James Fearon, “Rationalist Explanations of War,” *International Organization*, Vol. 49, No. 3 (1994): 379-386 & 409-410.
- » Dan Reiter, “Exploring the Bargaining Model of War,” *Perspectives on Politics*, Vol.1, No.1 (2003): 27-43

Recommended readings

- » Erik Gartzke, “War is in the Error Term,” *International Organization*, Vol. 53, No.3 (1999): 567-587.
- » Robert Powell, “War as a Commitment Problem,” *International Organization*, Vol.60, No.1 (2006): 169-203.



Week 6

How Can Peace Last?

Contents

- » Peace as normal or abnormal phenomenon in international relations
- » Regime types and stability
- » Security dilemma and cooperation
- » Peace as a phenomenon or faith in China’s security tradition?

Questions

- » When do we see peace and cooperation?
- » How does regime type impact state behaviors?
- » Why is democratic peace argument flawed? (you need to skim the recommended readings for this question)
- » Does security dilemma necessarily lead to conflicts?

Required readings

- » Robert Jervis, “Cooperation Under the Security Dilemma,” *World Politics*, Vol. 30, No.2 (1978): 167-214.
- » Zeev Maoz & Bruce Russett, “Normative and Structural Causes of Democratic Peace, 1946-86,” *American Political Science Review*, Vol. 87, No.3 (1993): 624-627.
- » Li Jijun, “Traditional Militray Thinking and The Defensive Strategy of China,” an address at the United States War College, August 1997.

Recommended readings

- » Edward Mansfield & Jack Snyder, “Democratization and the Danger of War,” *International Security*, Vol. 20, No. 1 (1995): 5-8 & 19-38.
- » Sebastian Rosato, “The Flawed Logic of Democratic Peace Theory,” *American Political Science Review*, Vol. 97 (2003): 585-602.

Week 7

Midterm

PART III  
Medium and Operational Level Issues,  
and China’s practices

Week 8

Are We Really Rational?

Contents

- » The alternatives to rationalist model
- » The logics of seemingly irrational behaviors
- » Rationality in China’s strategic beliefs and practices

Questions

- » How do states assess the necessities of certain behaviors following rational and alternative logics?
- » When are we (states, ethnic groups, individuals etc.) really rational?

Required Readings

- » Scott D. Sagan, “Why Do States Build Nuclear Weapons?” *International Security*, Vol. 21, No.3 (1996/1997): 54-86.
- » Joseph S. Nye, Jr. and David A. Welch, *Understanding Global Conflict and Cooperation*, pp.126- 135.

Recommended Readings

- » Barry Posen, “The Security Dilemma and Ethnic Conflict,” *Survival*, Vol. 35, No.1 (1993): 27-47.
- » Robert Pape, “The Strategic Logic of Suicide Terrorism,” *American Political Science Review*, Vol. 97 (2003):343-361.

Week 9

When Do You Attack or Not?

Contents

- » Offense-defense balance
- » Alliance politics

Questions

- » When do states choose offensive or defensive strategies?
- » Does offense-defense balance matter in the real world?

Required Readings

- » Peng Guangqian and Yao Youzhi, eds, *The Science of Military Strategy*, pp. 274-294.
- » Thomas J. Christensen and Jack Snyder, “Chain Gangs and Passed Bucks: Predicting Alliance Patterns in Multipolarity,” *International Organization*, Vol.44, No.2 (1990): 137-168.

Recommended Readings

- » Robert Jervis, “Offense, Defense, and the Security Dilemma,” in Robert Art and Robert Jervis, eds., *International Politics: Enduring Concepts and Contemporary Issues*, ninth edition (New York: Pearson Longman, 2008).



Week 10

How do Technology and Operations Influence International Security?

Contents

- » The operational level studies of security
- » The role of technology

Questions

- » What is the role of technology in international security?
- » How should we bridge strategic and tactical levels of security studies?

Required readings

- » Thomas C. Schelling, *Arms and Influence* (Yale University Press, 1966): 1-18.
- » Peng Guangqian and Yao Youzhi, eds, *The Science of Military Strategy*, pp. 423-433.
- » Bang Quan Zheng, "A Rising China: Catalysts for Chinese Military Modernisation", in
- » Sujian Guo (ed.), *China's Peaceful Rise in the 21st Century: Domestic and International Conditions*, Ashgate Publishing House, Hampshire, 2006, pp. 183–210.

Recommended readings

- » Robert Work & Shawn Brimley, "20YY: Preparing for War in the Robotic Age," Center for New American Security, January 2014: 1-44.
- » Eliot Cohen, "Technology and Warfare," in John Baylis, James J. Wirtz, Eliot A. Cohen, and Colin S. Gray, eds., *Strategy in a Contemporary World*, Second Edition (Oxford: Oxford University Press, 2010).

Week 11

Does Power Transition Lead to Instability?

Contents

- » Power transition
- » Great power competition

Questions

- » Are we witnessing a power transition?
- » Do you think the "Thucydides Trap" argument make sense, to what degree?

Required readings

- » Graham Allison, "The Thucydides Trap: Are the U.S. and China Headed for War?" *The Atlantic*, September 24, 2015: 1-20.
- » David C. Kang, "Why China's Rise Will be Peaceful: Hierarchy and Stability in the East Asian Region," *Perspectives on Politics*, 2005, 3(3): 551-554.
- » Aaron Friedberg, "The Future of U.S.-China Relations: Is Conflict Inevitable?" *International Security*, 2005, 30(2): 7-45.

Recommended readings

- » Robert A. Pape, "Soft Balancing Against the United States," *International Security*, Vol. 30, No.1 (2006): 7-45.
- » Alexander Lanoszka, "Russian Hybrid Warfare and Extended Deterrence in Eastern Europe," *International Affairs*, Vol. 92, No.1 (2016): 175-195.

PART IV

"New" Security and China's Perspective

Week 12

Are Conflicts and Security Manageable?

Contents

- » Conflict management
- » International peacekeeping and peacebuilding

Questions

- » What are the basic features of conflict management in a globalized world?
- » What are the challenges in peacekeeping and peacebuilding?

Required Readings

- » R. James Ferguson, "Inclusive strategies for restraining aggression - lessons from classical Chinese culture," *Asian Philosophy*, 1998, 8(1): 31-46.
- » Joseph S. Nye, Jr. and David A. Welch, *Understanding Global Conflict and Cooperation*, pp.299- 319.

Recommended Readings

- » Virginia Page Fortna, "Interstate Peacekeeping: Causal Mechanisms and Empirical Effects," *World Politics*, Vol. 56, No. 4 (2004): 481-519.
- » Fiona Adamson, "Globalisation, Transnational Political Mobilization, and Networks of Violence," *Cambridge Review of International Affairs*, 2005, 18(1): 35-53.

Week 13

The Demise and Rebirth of "Security"?

Contents

- » Human security
- » Future of security studies

Questions

- » Does human security offer a necessary new approach to security studies?
- » What are the remaining values of traditional approaches in security studies?

Required Readings

- » Xi Jinping, "A Holistic View of National Security," *The Governance of China*, April 15, 2014.
- » Steve Walt, "The Renaissance of Security Studies," *International Studies Quarterly*, Vol. 35, No.2 (1991): 211-239.
- » Joseph S. Nye, Jr. and David A. Welch, *Understanding Global Conflict and Cooperation*, pp.337- 344.
- » John Choo, George R. Wilkes. (2016) Chinese Just War Ethics: Origin, Development, and Dissent, edited by Ping-Cheung Lo and Sumner B. Twiss. *Journal of Military Ethics* 15:1, pages 65-68.

Recommended Readings

- » Lawrence Freedman, "The Future of Strategic Studies," in John Baylis, James J. Wirtz, Eliot A. Cohen, and Colin S. Gray, eds., *Strategy in a Contemporary World*, Second Edition (Oxford: Oxford University Press, 2010).
- » Lloyd Axworthy, "Human Security and Global Governance: Putting People First," *Global Governance*, Vol. 7, No.1 (2001): 19-23.
- » Gunhild Hoogenson and Kristi Stuvoy, "Gender, Resistance, and Human Security," *Security Dialogue*, Vol. 37, No.2 (2006): 207-228.

## Session 14

### Crisis Simulation Day 1

#### Contents

- » Crisis simulation, scenario day 1
- » Material package will be distributed

## Session 15

### Crisis Simulation Day 2 and Final Review

#### Contents

- » Crisis simulation, scenario day 2
- » Material package will be distributed



QI Haotian

QI Haotian is Assistant Professor at the School of International Studies of Peking University, Secretary General of the Institute for Global Cooperation and Understanding (IGCU) of Peking University. His research interests center around and cut across three areas – technological transitions and world politics, international security and conflict management, methodology and philosophy of social science. At Peking University, he teaches courses in security studies international public policy, and game theory.



Course Title 课程名称

# Seminars by Famous Journalists & Social Media Influencers

## 名记者专题

Credits  
学分  
2

Instructor 授课教师

HE Shu  
何 姝

Course Code 课程编号

01832350

Course Date 课程日期

2021.03.09  
~  
2021.06.15

## COURSE DESCRIPTION

### 课程简介

#### Objective

Beijing, as capital of China, has all the major media organizations in China, such as Xinhua News Agency, China Central Television (CCTV), China Global Television Network (CGTN), China Radio International, China Daily, etc. As host of this course, I am honored to invite famous guest speakers including but not limited to CGTN, China Daily, China Radio International and foreign media journalists to give lectures to the class. Students will have opportunity to share stories, experiences, and opinions from those veteran journalists or influencers.

#### Pre-requisites / Target Audience

- » Students who are interested in international journalism
- » Students who are good at speaking, reading, and writing English in an academic environment and are interested in doing bilingual programs
- » Open to undergraduate and graduate students
- \* This course is designed for in-classroom students because the course may include more discussion and Q-A with our guest speakers from media.

#### Proceeding of the Course

He Shu will host the course from the beginning to the end of this semester. Starting from Week 3, each class will have a guest speaker from English language media of China or social media. Students are required to do some research on the speakers and their programs or columns before class. Students are encouraged to contribute questions and participate in class discussions.

#### Assignments

- » Be familiar with our guest speakers' programs or columns.
- » One group assignment
- » One final essay

#### Academic Integrity

No cheating. No plagiarism.

#### Evaluation Details

- » **Attendance 10%**
- » **Class participation 20%** (Students' engagement in class discussion)
- » **Group work: 30%** (Students will form groups of 3 to 4 people and each group will complete a short video and present their video in the final SHOW TIME.)
- » **Final essay: 40%** (Each student is required to select a guest speaker by drawing a lot and to write an essay (6-8 double-spaced pages) on the speaker's lecture and his/her program(s) or column(s).

#### Text Books and Reading Materials

Each guest speaker will assign books, programs or news articles for students to read/watch in advance.



# CLASS SCHEDULE 授课大纲

## Session 1

### He Shu

#### Date

Mar 9

#### Description of the Session

General introduction of this course

#### Readings, Websites or Video Clips

CGTN, China Daily, The New York Times, CNN, BBC, Global Times, Social media, etc.

#### Assignments for this session

Students are to do some research about major media outlets, programs, hosts, commentators, influencers introduced in class.

## Session 2

### He Shu

#### Date

Mar 16

#### Description of the Session

Check the completion of students' assignments

## Session 3

### CGTN host

#### Date

Mar 30

## Xinhua News Agency Live Broadcast of Internet Celebrity

#### Date

Mar 30

## Session 5

### Social media influencer

#### Date

Apr 6

## Session 6

### Global Times

#### Date

Apr 13

## Session 7

### CGTN host

#### Date

Apr 20

## Session 8

### He Shu

#### Date

Apr 27

#### Description of the Session

Review and Summary of the previous speakers' talks and brainstorming of final group work.

## Session 9

### CGTN producer

#### Date

May 4

## Session 10

### CGTN Commentator

#### Date

May 11

## Session 11

### Social media influencer

#### Date

May 18

## Session 12

### China Daily Graphic Design

#### Date

May 25

## Session 13

### He Shu

#### Date

Jun 1

#### Description of the Session

Summary and final essay due today

## Session 14

### Group work SHOW TIME (I)

#### Date

Jun 8

## Session 15

### Group work SHOW TIME (II)

#### Date

Jun 15



HE Shu

Dr. He Shu is associate professor of the School of Journalism and Communication at Peking University. She received all her diplomas from undergraduate to doctorate at Peking University. She teaches English News Reading, Case Studies of International Communication, A Comparative Study of Chinese and Western News, and English Public Speaking for undergraduates and postgraduates. Her research interests include international journalism, cross-culture communication, lobby studies and public speaking. She has been to more than twenty countries as a visiting scholar, lecturer, recruiter, program coordinator, and visitor. On Peking University 110th anniversary, she published an English book entitled "Discovering Peking University: Heritage, Innovation, and Impact". She serves as an anchored columnist writing in English and Chinese for China's educational magazine *University Academic* and has interviewed university presidents from Yale University to the Chancellor of University of Hawai'i-Mānoa (UHM). In 2013, Dr. He, as founder and co-sponsor, launched the 1st Sino-US Media Forum at Peking University with scholars from the University of Hawai'i-Mānoa (UHM) and journalists from Chinese and American English media. The forums are unique because both PKU and UHM take turns as host, fostering discussions on current issues in the media and new media technologies among academics, journalists and community leaders. Prof. He also founded 2019 Peking University International Media Forum in October sponsored by School of Journalism and Communication and Global Times Foundation. On Peking University's 120th anniversary in 2018, Prof. He, working with her students produced a bilingual serial program called *I Am Beida Ren*, interviewing distinguished international PKU alumni at PKU TV. In 2019 spring semester, Prof. He co-hosted this course with famous CGTN anchor Ms Liu Xin and other veteran journalists from China Daily, CRI, CGTN Travelogue, and former CNN Beijing Bureau Chief.

Course Title 课程名称

# Chinese Society and Business Culture

## 中国社会与商业文化

Credits  
学分  
2

Instructor 授课教师

LI Bobai  
李博柏

Course Code 课程编号

02838130

Course Date 课程日期

2021.03.10  
~  
2021.05.26

## COURSE DESCRIPTION

### 课程简介

### Objective

This course explores key features of Chinese society and their implications to Chinese

business culture. It begins with a comparative analysis about the structural differences

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

### Pre-requisites / Target audience

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

### Proceeding of the Course

Given the nature of the course, there will be minimum amount of reading materials.

Instead, we will rely heavily on real world issues and phenomena to guide our discussion.

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

### Assignments

- » Two Team Assignments
- » Two Essays.

### Evaluation Details

- » *Class Participation (20%)*: Class participation is critical for satisfactory learning of the course topics. Therefore, students are expected to contribute to group discussions, attend classes, and participate in class discussions. Missing a class without an advanced permission of absent will get 5% penalty of course score and those who miss four or more classes will not receive a final grade.
- » *Case Study (20%)*: Group discussion of selected issues before each class will be vital for class preparation and learning. To facilitate cross-cultural comparisons, students will be organized into four- or five-person discussion groups with balanced representation of different country origins (Each team should have students coming from at least three countries). Each group should meet at least once a week to discuss issues related to the next class.
- » In addition to weekly group discussion, each team is required to conduct one case study during Week 4 and Week 10 (See source schedule below for a brief description; detailed guidelines are TBD one week earlier). A case study should have two components: 1) fact gathering for selected issues in both China and group members' home countries; and 2) comparative analysis of cross-national similarities and differences. Teams are required to present their case studies (about 15 minutes) in class and submit a report (5-7 double-spaced pages) after class.
- » Starting from Week 4, every class will have two or three case study presentations (about 15 minutes each). Teams are also required to submit a case-study report (5-10 double-spaced pages) after the presentation. Each case study will be evaluated by the presentation and the report. Teamwork scores will be determined by a base score (for the whole project) and individual contribution.
- » *Short Essay (20%)*: Each student is required to select a topic from the weekly class schedule and write a short essay (4-6 double-spaced pages) on the topic. The essay should have three components: 1) gathering facts and information, through real life experience, internet and new media, field trips, and

so forth; 2) comparing the Chinese experience to the closest phenomena in other countries; and 3) explaining why things are different in China and other countries. Short essays are due within one week after the selected topic is covered in class.

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

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

### Text Books and Reading Materials

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



# CLASS SCHEDULE 授课大纲

## Session 1

### Understanding China’s Transformation

#### Date

Mar 10

#### Readings, Websites or Video Clips

*China: A Century of Revolution*, Disc 1

## Session 2

### Morality and Trust

#### Date

Mar 17

#### Description of the Session

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

#### Readings, Websites or Video Clips

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

## Session 3

### Guanxi and Collectivism

#### Date

Mar 24

#### Description of the Session

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

#### Readings, Websites or Video Clips

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

#### Assignments

Case Study: Choose either

- 1) Wechat and Social Media in China
- 2) guanxi in actions.

## Session 4

### Gates, Walls, and Communities

#### Date

Mar 31

#### Description of the Session

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

#### Readings, Websites or Video Clips

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

#### Assignments

Case Study: Gated Community



## Session 5

### Dynamics of the Chinese Marketplace

#### Date

Mar Apr 7

#### Description of the Session

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

#### Readings, Websites or Video Clips

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

#### Assignments

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

## Session 6

### Labor and Employment

#### Date

Apr 14

#### Description of the Session

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

#### Readings, Websites or Video Clips

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

#### Assignments

- » Any types of employment, including self-employed, individual merchants, small business, brokerage jobs such as *hangniu dang*, real estate brokers, sub-contractors, and any other jobs you find interesting.
- » migrant workers and the secondary labor market;
- » Chunyun

## Session 7

### Cultural Dynamics and Competition Dilemma

#### Date

Apr 21

#### Description of the Session

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

#### Readings, Websites or Video Clips

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

#### Assignments

Case Study: select one from

- » Luxury-goods consumption:
- » Education and the tiger-mom debate.

## Session 8

### Workplace Diversity and Management

#### Date

Apr 28

#### Description of the Session

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

#### Readings, Websites or Video Clips

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

#### Assignments

Case Study: select one from

- » Workplace diversity
- » family-like work relationship.

## Session 9

### The Chinese Internal Labor Market

#### Date

May 5

#### Description of the Session

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

#### Readings, Websites or Video Clips

- » Paul Osterman. 1987. "Choice of Employment Systems in Internal Labor Markets." *Industrial Relations* 26: 46-67.
- » Y Zhang, N Rajagopalan. 2010. "CEO succession planning: Finally at the center stage of the boardroom." *Business Horizons* 53: 455-462.
- » Li, Bobai and Andrew G. Walder. 2001. "Career Advancement as Party Patronage: Sponsored Mobility into the Chinese Administrative Elite, 1949-1996." *American Journal of Sociology*, 106:1371-1408.

#### Assignments

Case Study: select one from

- » Internal promotion vs. external hiring
- » experience vs. potential in internal promotion.

Session 10

Moral Economy and Political Meritocracy

Date

May 12

Description of the Session

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

Readings, Websites or Video Clips

- » “The Layoff,” by Bronwyn Fryer, *Harvard Business Review*. march 2009, 1-7
- » Daniel A. Bell. 2012. Meritocracy Is a Good Thing. *New Perspectives Quarterly* (Fall 2012) 9-18.
- » William James Booth. 1994 On the Idea of the Moral Economy. *American Political Science Review*. 88 (3).

Assignments

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

Session 11

Summary, Concluding Remarks, and Q-A Session

Date

May 19

Description of the Session

In this last lecture, we will put everything together into a coherent framework to broaden our understanding of Chinese society and business culture.

Readings, Websites or Video Clips

- » Sameul Huntington. 1993. “The clash of civilizations?” *Foreign Affairs*, 72(3).

Assignments

Case Study: None

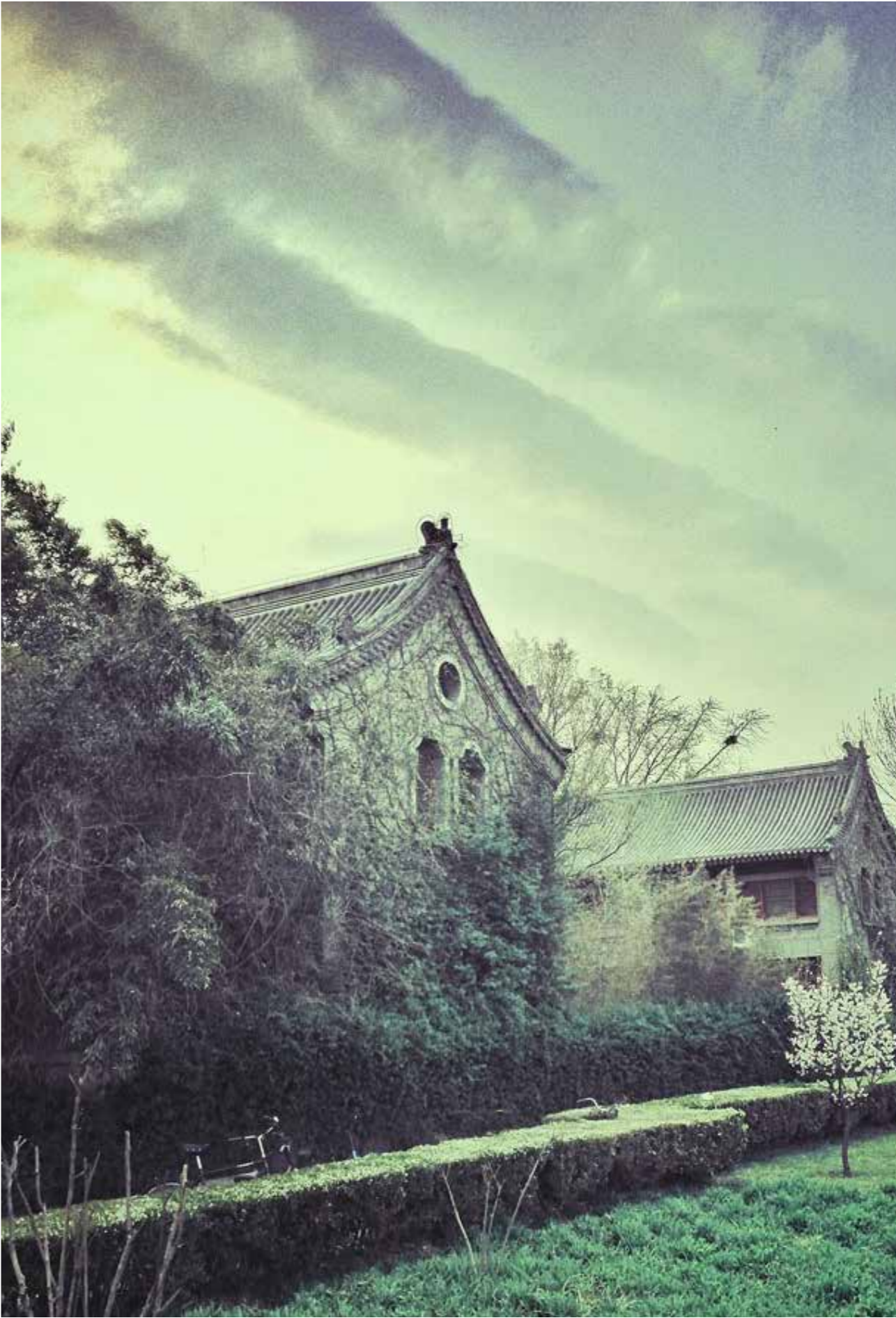
Session 12

No Class, final paper due by May 26



LI Bobai

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



Course Title 课程名称

# Introduction to Economic Growth

## 经济增长导论

Credits  
学分  
3

Instructor 授课教师

Gordon G Liu  
刘国恩

Course Code 课程编号

06238090

Course Date 课程日期

2021.03.13  
~  
2021.06.19

### COURSE DESCRIPTION

#### 课程简介

#### Objective

The human world has gained its greatest growth in wealth and population since the Industrial Revolution. In the meantime, it has been accompanied by an unprecedented degree of income divergence between the rich and poor countries. A central question remains as to why the divergence took place in such a way that is so favorable to most nations in western Europe and North America, but not for many of those in other regions, especially in the tropical zones and Africa. Would the divergence trend continue, or might it turn into a convergence phase at some point in the future?

This course will provide undergraduate students with a systematic review of economic principles, analytical frameworks, and empirical findings in literature that are essential to a comprehensive understanding

of economic growth in general, and especially of China's growth dynamics as a major focus. Drawing upon the materials from growth textbooks and literature, this course will walk students through a tour of what has happened across nations in terms of population, income, and wealth before and after the Industrial Revolution. This will be followed by a series of lectures to enquire economic principles, growth frameworks, and empirical investigations of direct determinants and fundamental conditions for the growth observations. This course is intended to help students set a sound economic perspective coupled with basic economic skills in order to better assess public and private choices in resource allocations for greater and sustainable economic growth in China and the world.

#### Pre-requisites / Target Audience

Basic economic principles; target audience is undergraduate students.

#### Proceeding of the Course

Primarily lectures by the instructor coupled with group discussions, team work, and presentations on selected topics on China growth cases

#### Evaluation Details

Attendance with quiz: 4 points each lecture for 15 times (individual score, 60 points)

Final paper writing and oral presentations by group: 40 points (team average score with individual weight given by other members within the team).

Each team work topic will be a country-specific growth report. For equal opportunities, both team members and topic selections will be made on a lottery basis in class from a pre-set list of countries.

#### Text Books and Reading Materials

David N Weil, *Economic Growth*, Third edition, Pearson, 2013

Elhanan Helpman, *The Mystery of Economic Growth*, Harvard University Press, 2010

#### Assignments

Quiz for each lecture; plus, final working paper in study group.



# CLASS SCHEDULE 授课大纲

## Session 1

### The World Economic Growth and Great Divergence – from the Agricultural Era to Industrial Revolution

#### Description of the Session

Today's world is surely much more prosperous than ever before. In the meantime, it also has become much more divergent than ever before in living conditions across the planet. How has the human income gap changed over time? What may be the possible main drivers for the observed growth and distribution gaps? How to determine economic growth in an analytic framework from the conventional theory? What happened to the dynamics of economic transitions in China and why?

#### Readings, Websites or Video Clips

- » Henderson, J. V., A. Storeygard, and D. Weil, "Measuring Economic Growth from Outer Space," *American Economic Review*, 2012 (2): 994-1028.
- » Lin, J. Y., "The Needham Puzzle: Why the Industrial Revolution Did Not Originate in China?" *Economic Development and Cultural Change*, 1995 (43): 269-292.
- » Huang, Y., "How Did China Take Off?" *Journal of Economic Perspectives*, 2012 (26): 147-170.
- » Brandt, L., D. Ma, and T. G. Rawski, "From Divergence to Convergence: Reevaluating the History behind China's Economic Boom," *Journal of Economic Literature*, 2014 (52): 45-123.

## Session 2

### Economic Principles: Conventional Wisdom and Different Thoughts

#### Description of the Session

This session will help students with a quick review of primary economic principles that are offered from introductory economics. Mainly drawing from conventional textbooks, it will cover the principles of how economic agents make rational decisions based on cost benefit analysis. In addition, some different thoughts will be introduced, including behavioral economics, Hayekian and new structural economic arguments. How does or should government play a role in a market economy, leading to possible changes in economic and social wellbeing?

#### Readings, Websites or Video Clips

- » Gregory Mankiw, *Principles of Economics*, 2009
- » Zhang Weiyang, *The Logic of the Market*, 2015
- » Thaler H Richard and Sunstein R Cass, *Nudge*, improving decisions on health, wealth, and happiness, Yale University Press, 2008.



## Session 3

### Growth Model and Factors of Production: Physical Capital

#### Description of the Session

How do economists model economic growth in the context of conventional framework? What are the most fundamental factors of production in growth models? How is capital determined and how have its nature and roles been evolved over time in human history of economic growth? What are the major shortcomings with the conventional growth model settings? Discussions on diminishing returns, convergence and divergence.

#### Readings, Websites or Video Clips

- » Solow, R., "Technical Change and the Aggregate Production Function," *Review of Economics and Statistics*, 1957 (39): 312-320.
- » Perkins, Dweight, Radelet, Steven, and David Lindauer, *Economics of Development*, 6<sup>th</sup> Edition, pp90.
- » Baumol, William J., "Productivity growth, convergence, and welfare: what the long-run data show," *AER*, 1986 (76): 1072-1085.
- » Sachs, Jeff and Warner, Andrew, "Economic reform and the process of global integration," *Brookings Papers on Economic Activities*, 1995 (1): 1-118.
- » Easterlin, R., "The World Standard of Living since 1800," *Journal of Economic Perspectives*, 2000 (14): 7-26.
- » Acemoglu, D., "Theory, General Equilibrium, and Political Economy in Development Economics," *Journal of Economic Perspectives*, 2010 (24): 17-32.

## Session 4

### Growth Model and Factors of Production: Labor Supply and Population

#### Description of the Session

What is the relationship between population, labor supply, and economic growth? What is the well-known Malthusian trap, and why was it once popular and then later collapsed during the Industrial Revolution? How to model the roles of population and labor supply in income growth model? How did Malthusian theory influence the population control policies in China? What are the central driving forces for fertility transition and population growth in the long run?

#### Readings, Websites or Video Clips

- » Bernard, A., and B. Meghan, "Who Wins the Olympic Games: Economic Resources and Medal Totals," *Review of Economics and Statistics*, 2004 (86): 413-417.
- » Galor, O., and D. Weil, "Population, Technology, and Growth: from Malthusian Stagnation to the Development of Transition and Beyond," *American Economic Review*, 2000 (90): 806-828.
- » Kremer, M., "Population Growth and Technological Change: One Million B.C. to 1990," *Quarterly Journal of Economics*, 1993 (108): 681-716.
- » Soares, R. R., "Mortality Reductions, Educational Attainment, and Fertility Choice," *American Economic Review*, 1989 (79): 177-183.

## Session 5

### Growth Models and Factors of Production: Human Capital

#### Description of the Session

How does the quality of labor matter to production? How to measure labor quality from the perspective of education and health as the two most critical human capitals in growth models? What are the similarities and differences between human capital and physical capital, and the relationship between health and education human capitals? How to predict the future potentials of human capitals in China's economic growth?

#### Readings, Websites or Video Clips

- » Becker, G. S., *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*, 1994, Chicago: University of Chicago Press.
- » Acemoglu, D., and S. Johnson, "Disease and Development: the Effects of Life Expectancy on Economic Growth," *Journal of Political Economy*, 2007 (115): 925-985.
- » Smith, J. P., "Healthy Bodies and Thick Wallets: The Dual Relation between Health and Economic Status," *Journal of Economic Perspectives*, 1999 (13): 145-166.
- » Liu, G. G., W. Dow, A. Z. Fu., J. Akin, and P. Lance, "Income Productivity in China: On the Role of Health," *Journal of Health Economics*, 2008 (22): 22-44.
- » Bloom, D., and D. Canning, "The Health and Wealth of Nations," *Science*, 2000 (287): 1207-1209.
- » Weil, D., "Accounting for the Effect of Health on Economic Growth," *Quarterly Journal of Economics*, 2007 (122): 1265-1306.
- » Jones, Benjamin, "The Human Capital Stock: A Generalized Approach," *American Economic Review*, 104(11), 2014.

## Session 6

### Growth Models and the Roles of Productivity

#### Description of the Session

Why cannot the different aspects of factors of production fully explain all the income variation among countries? How to measure productivity in growth models, and how much of the unexplained income variation can be attributed to productivity? How and why does productivity differ among countries? How to assess China's growth potential from productivity perspective?

#### Readings, Websites or Video Clips

- » Hall, R., and J. Charles, "Why do Some Countries Produce So Much More Output per Worker than Others?" *Quarterly Journal of Economics*, 1999 (114): 83-116.
- » Young, A., "The Tyranny of Numbers: Confronting the Statistical Realities of the East Asian Growth Experience," *Quarterly Journal of Economics*, 1995 (110): 641-680.
- » Hsieh, C.-T., "What Explains the Industrial Revolution in East Asia? Evidence from the Factor Markets," *American Economic Review*, 2002 (92): 502-526.6.



## Session 7

### Productivity and Determination: Technology

#### Description of the Session

For a given quantity of physical and human capitals, improved productivity must mean a greater technology or better efficiency. What determines technology and how it is created and applied to economic production process? How do technologies differ among countries, and how to model technology improvement in growth production?

#### Readings, Websites or Video Clips

- » Krugman P., "The Myth of Asia's Miracle," *Foreign Affairs*, 1994 (73): 62-78.
- » Gordon, R. J., "Does the 'New Economy' Measure up to the Great Invention of the Past?" *Journal of Economic Perspectives*, 2000 (14): 49-74.
- » Acemoglu, D., "Directed Technical Change," *Review of Economic Studies*, 2002 (69): 781-810.
- » Mokyr, J., Chapter 17 "Long-Term Economic Growth and the History of Technology," in A. Philippe and N. D. Steven (eds.), *Handbook of Economic Growth*, 2005 (1B), Amsterdam: Elsevier.
- » Helpman E., *The Mystery of Economic Growth*, 2010.

## Session 8

### Productivity and Determination: Efficiency

#### Description of the Session

In addition to technology, how much of the productivity variation can be explained by efficiency levels associated with the users? How does efficiency differ among countries? What are the different types of inefficiencies? How efficiency is determined by state institutional arrangement and openness/globalization?

#### Readings, Websites or Video Clips

- » Clark, G., "Why Isn't the Whole World Developed? Lessons from the Cotton Mills," *Journal of Economic History*, 1978 (47): 141-173.
- » Baily, M. N., and S. Robert, "International Productivity Comparisons Built from the Firm Level," *Journal of Economic Perspectives*, 2001 (15): 151-172.
- » Hsieh, C.-T., and P. Klenow, "Misallocation and Manufacturing TFP in China and India," *Quarterly Journal of Economics*, 2007 (124): 1403-1448.
- » Zhu, X., "Understanding China's Growth: Past, Present, and Future," *Journal of Economic Perspectives*, 2012 (26): 103-124.
- » Sachs, JD and A Warner, "Economic Reform and the Process of Globalization," *Brookings Papers on Economic Activities*, 1995 (195): 1-118.
- » Wacziarg, R. and Welch, KH., "Trade Liberalization and Growth: New Evidence," *The World Bank Economic Review*, 2008 (22):187-231.

## Session 9

### Fundamental Conditions for Growth: Government

#### Description of the Session

Why does a society need government and what should be its proper role in the economy? How would government affect growth? Why do government's intended goals often end up with different or sometimes even opposite outcomes in economy? Why do poor countries tend to have poor government?

#### Readings, Websites or Video Clips

- » Krueger, A. O., "Government Failures in Development," *Journal of Economic Perspectives*, 1990 (4): 9-23.
- » Kaufmann, D., A. Kraay, and M. Mastruzzi, "Governance Matters IV: Governance Indicators for 1996-2009," *World Bank Policy Research Paper* 5430, 2000.
- » Feldstein, M., "How Big Should Government Be?" *National Tax Journal*, 1997 (2): 197-213.
- » Meng, X., N. Qian, and P. Yared, "The Institutional Causes of China's Great Famine, 1959-1961", *NBER Working Paper* W16361, 2014.
- » Cai, H., J. V. Henderson, and Q. Zhang, "China's Land Market Auctions: Evidence of Corruption?" *RAND Journal of Economics*, 2013 (44): 488-521.
- » Xu, C., "The Fundamental Institutions of China's Reforms and Development," *Journal of Economic Literature*, 2011 (49): 1076-1151.

## Session 10

### Fundamental Conditions for Growth: Income Distribution

#### Description of the Session

Why do income distribution and inequality matter to growth? How to measure income inequality and how did it change along with economic growth in human history? What is the effect of income inequality on the accumulation of physical capital? How does it matter to human capital? How does it affect economic efficiency, political economy, and social sustainability?

#### Readings, Websites or Video Clips

- » Kuznets, S., "Economic Growth and Income Distribution," *American Economic Review*, 1955 (45): 1-28.
- » Jones, C. I., "On the Evolution of the World Income Distribution," *Journal of Economic Perspectives*, 1997 (11): 19-36.
- » Galor, O., and O. Moav, "From Physical Capital to Human Capital: Inequality and the Process of Development," *Review of Economic Studies*, 2004 (71): 1001-1026.
- » Fernandez, R., N. Guner, and J. Knowles, "Love and Money: A Theoretical and Empirical Analysis of Household Sorting and Inequality," *Quarterly Journal of Economics*, 2005 (120): 273-344.

## Session 11

### Fundamental Conditions for Growth: Culture and Value Ideas

#### Description of the Session

To what extent do culture and value ideas affect economic growth? Through what mechanisms may culture and value ideas play a significant role in economic productivity? How to measure culture and value effect on growth? What determines culture and value ideas? Can culture and value ideas be changed through government or public interventions such as freedom of speech and "market" for ideas? What are the implications of culture effect on economic activities for Chinese?

#### Readings, Websites or Video Clips

- » Carroll, C. D., B.-K. Rhee, and C. Rhee, "Does Cultural Origin Affect Saving Behavior? Evidence from Immigrants," *Economic Development and Cultural Change*, 1999 (48): 33-50.
- » Henrich, J., R. Boyd, S. Bowles, C. Camerer, E. Fehr, H. Gintis, and R. McElreath, "In Search of Homo Economicus: Behavioral Experiments in 15 Small-Scale Societies," *American Economic Review*, 2001 (91): 73-78.
- » Knack, S., and P. Keefer, "Does Social Capital Have an Economic Payoff? A Cross-Country Investigation," *Quarterly Journal of Economics*, 1997 (112): 1251-1288.
- » Chen, M. K., "The Effect of Language on Economic Behavior: Evidence from Savings Rates, Health Behaviors, and Retirement Assets," *American Economic Review*, 2013, 103 (2): 690-731.

## Session 12

### Fundamental Conditions for Growth: Geography, Climate, and Natural Resources

#### Description of the Session

To what extent can geographic locations explain income difference across countries? How does climate matter to growth and why? From a country perspective, whether and how may the endowment of natural resources matter to its growth? How would the relationship between the natural resources and growth change from the global perspective?

#### Readings, Websites or Video Clips

- » Gallup, J. L., J. D. Sachs, and A. D. Mellinger, "Geography and Economic Development," *International Regional Science Review*, 1999 (22): 179-232.
- » Bloom, D. E., and J. D. Sachs, "Geography, Demography, and Economic Growth in Africa," *Brookings Papers on Economic Activities*, 1998 (12): 419-455.
- » Frankel, J. A., and D. Romer, "Does Trade Cause Growth," *American Economic Review*, 1999 (89): 379-399.
- » Rodriguez, F., and J. D. Sachs, "Why Do Resource-Abundant Economies Grow More Slowly?" *Journal of Economic Growth*, 1999 (4): 277-303.

## Session 13

### Economic Growth Workshop

#### Description of the Session

This workshop will provide students with an opportunity to share and update their team work on country-specific growth report. It is aimed to offer technical assistance and advice for questions on growth data management and model estimations for each team. All team members are required to participate.



## Session 14

### Growth from the Global Perspective: Natural Resources and Environment

#### Description of the Session

Taking a global perspective, whether and how economic growth will be sustained in association with the use of nonrenewable resources and environmental degradation? How should one reconcile the economic profit maximization motive and sustainability, particularly with environmental challenges to the future generations on this planet? From economics literature, what conceptual solutions and empirical understanding of the issues have been offered, and what are the major disputes still remaining? Can market mechanisms such as technological substitution, pricing, and property rights solve the problems?

#### Readings, Websites or Video Clips

- » Sachs, J. D., and A. M. Warner, "The Curse of Natural Resources," *European Economic Review*, 2001 (45): 827-838.
- » Coase, Ronald H., "The Problem of Social Cost," *Journal of Law and Economics*, 1960 (3): 1-44.
- » Cheung, Steven, "Transaction Costs, Risk Aversion, and the Choice of Contractual Arrangements," *Journal of Law & Economics*, 1969 (12):23-42.
- » Sokoloff, K. L., and S. L. Engerman, "Institutions, Factors Endowments, and Paths of Development in the New World," *Journal of Economic Perspectives*, 2000 (14): 217-232.
- » Davis, D. R., and D. E. Weinstein, "Bones, Bombs, and Break Points: The Geography of Economic Activity," *American Economic Review*, 2002 (92): 1269-1289.
- » Acemoglu, D., S. Johnson, and J. A. Robinson, "Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income Distribution," *Quarterly Journal of Economics*, 2002 (117): 1231-1294.

## Session 15

### What we have learned and where we are headed

#### Description of the Session

This session will conduct a review of what we have learned on growth frameworks and empirical findings. On this basis, we then will discuss where both China and the world should head next in terms of possible trends in income growth, income distributions, market structures, and transaction costs. Students are also encouraged to contribute their innovative ideas and thoughts into this final session of economic enquiry.



Gordon G Liu

Prof. Gordon Liu is a PKU BOYA Distinguished Professor of Economics, Dean of PKU Institute for Global Health and Development, and MOH Yangtze River Scholar Professor of Economics at National School of Development, Peking University. Previously, he was a tenured fulltime faculty at PKU's Guanghua School of Management; UNC Chapel Hill; and USC. He received his PhD in Economics from CUNY Graduate Center, and post-doctoral training in health economics from Harvard University.

Prof. Liu currently serves as co-organizer for the annual US-China Health Dialogue Track II in collaboration with the National Committee for US-China Relations (NCUCR). He also sits on the China State Council Health Reform Advisory Commission; the UN Sustainable Development and Solution Network (SDSN) Leadership Council led by Jeffrey Sachs of Columbia University, and co-chairs the SDSN Health Thematic Group. He has been the president of the Chinese Economists Society (CES), and was the founding chair of ISPOR Asian Pacific Consortium.

Course Title 课程名称

# Our Changing Planet

## 变化中的地球

Credits  
学分  
2

Instructor 授课教师

Mei Zheng  
郑玫

Course Code 课程编号

12730020

Course Date 课程日期

2021.03.10  
~  
2021.06.16

### COURSE DESCRIPTION

#### 课程简介

#### Objective

Air Pollution in China especially haze is of great concern in recent years. This course «Our Changing Planet» is an elective course, offered to undergraduate students in Peking University who have interests to understand history, source, current understanding of formation mechanisms, and health impacts of air pollution in China. We will also discuss the major environmental issues due to anthropogenic activities on a global scale including land, ocean,

and atmosphere. The global issues include ocean acidification, global warming, ozone depletion etc. Environmental Science is fundamentally an interdisciplinary science which involves interactions among atmosphere, hydrosphere, lithosphere, and biosphere. This course will introduce basic concepts and fundamental knowledge of atmosphere and ocean to the students, including the composition and vertical structure, and atmospheric and ocean circulation.

#### Pre-requisites / Target Audience

No pre-requisites required. Students who are interested in air pollution in China and environmental sciences are welcome.

#### Proceeding of the Course

This course is given primarily by the format of lectures. There is no written exam. The student will pick a topic about air pollution in China based on suggestions from the instructor and give two presentations (one in the mid-term exam week and the other in the final exam week) and one report. Hardcopy of the lecture PPT will be provided to the students prior to lecture.

#### Assignments

Presentation on specific topic related to the course by individual or groups.

Students are required to participate in-class discussion.

#### Evaluation Details

Mid-term presentation 30%  
Final presentation 30%  
Final Report 40%

#### Text Books and Reading Materials

Two major textbooks include:

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

#### Text Books and Reading Materials

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

# CLASS SCHEDULE 授课大纲

Session 1	Session 7	Session 13
Introduction	Mid-term Presentation	Air Pollution Intervention in China
Session 2	Session 8	Session 14
Our Changing Planet: Ocean	Characteristics of Haze in China: Spatial and Temporal Trend	Major Policies in Air Pollution Abatement
Session 3	Session 9	Session 15
Our Changing Planet: Land	How is haze formed? Current understanding (I)	Modern Tools to Monitor Air Pollution in China
Session 4	Session 10	Session 16
Our Changing Planet: Atmosphere	How is haze formed? Current understanding (II)	Review and Question Session
Session 5	Session 11	Session 17
History of Air Pollution in China	Haze Formation in Beijing	Final presentation and report
Session 6	Session 12	
Current Major Air Pollution Problems in China	Haze Forecasting and Modeling	



Mei Zheng

Mei Zheng, Professor in the College of Environmental Sciences and Engineering and Vice Dean in the Institute of Ocean Research, Peking University. Prof. Zheng received her Ph.D. from Graduate School of Oceanography, University of Rhode Island, USA. She was postdoc at Georgia Institute of Technology and visiting postdoc at University of Wisconsin-Madison, USA. Prof. Zheng worked at the School of Earth and Atmospheric Sciences, Georgia Institute of Technology for ten years before she joined Peking University in 2010. She studies source of air pollution, especially PM2.5 using different tools and its health impacts. By now, Prof. Zheng has published 125 SCI papers, which have been cited for about 6000 times. She served as committee members in some important international organizations including American Geophysical Union (AGU), and International Global Atmospheric Chemistry (IGAC).

Course Title 课程名称

# China's Energy and Environmental Challenges

## 中国能源与环境挑战

Credits  
学分  
2

Instructor 授课教师

CHEN Qi  
陈琦

Course Code 课程编号

12730070

Course Date 课程日期

2021.03.09  
~  
2021.06.15

### COURSE DESCRIPTION

#### 课程简介

#### Objective

The focus of this undergraduate course is energy, the driving force of the development of the global economy and our society. China is the world's second largest economy, the world's largest consumer of coal, the second largest consumer of oil, and the world's largest emitter of CO<sub>2</sub>. Rapid economic development after China's reform and opening up alters the global energy structure and leads great environmental challenges. The course is structured for a broad, brief exposure to energy fundamentals, covering both the non-renewable (fossil fuel and nuclear) and renewable (solar, wind, hydro-, and bio-) energy technologies, the historical shifts of energy sectors (production, demand, imports, exports, and prices), and the energy-pollution-climate connections. It aims to help students develop a working knowledge about the energy economy and the sound policymaking, to understand the global changes, and to encourage intellectual thinking of sustainable development. This course also includes two field trips, during which students will have real-world exposure to renewable energy facilities and air-quality monitoring stations in China.

#### Pre-requisites / Target Audience

The course presumes basic knowledge in chemistry, physics, and mathematics at the high school level.

#### Proceeding of the Course

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

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

#### Assignments

Students are expected to complete three homework assignments and a term paper, which provides practice in both conceptual and quantitative aspects of the course material.

#### Evaluation Details

Grade weighting:

- » Class participation and discussion (15%);
- » Three homeworks (45%, 15% for each);
- » Final essay (40%).

Late homework is penalized five-point per day (100 points for each homework). Exceptions can only be made for medical or family emergencies and must be approved by instructor. Field trips are part of the class hours and are required to attend. The actual dates depend on the results from class survey and the availability of the sites.

#### Text Books and Reading Materials

- » *Energy: Perspectives, Problems, and Prospects*, McElroy, Michael B., Oxford University Press, 2010 (textbook)
- » *Energy Systems and Sustainability*, Godfrey Boyle, Bob Everett, and Janet Ramage, Oxford University Press, 2003
- » *Reinventing Fire: Bold Business Solutions for the New Energy Era*, Amory Lovins, Chelsea Green Publishing, Vermont, 2013
- » *Climate Change 2013: The Physical Science Basis*, Working Group I to the IPCC Fifth Assessment Report, available online, 2013
- » IEA Key World Energy Statistics (KWES) 2016, available online
- » IEA World Energy Outlook (WEO) 2016, available online
- » BP Statistical Review of World Energy (SRWE) 2016, available online
- » EIA, International Energy Outlook (IEO) 2016, available online
- » Some journal articles distributed on class



# CLASS SCHEDULE

## 授课大纲

### Session 1

#### Introduction and Energy Basics

##### Description of the Session

- » Briefly overview the course arrangements: participants, syllabus, requirements, etc.
- » Introduce the connection between energy and society
- » Introduce the basic concepts of energy and the overview of global primary energy use
- » Practice on the energy charting tool
- » Introduce the energy units and understand the utility bills

##### Questions

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

##### Readings, Websites or Video Clips

- » Textbook Chapter 1-3
- » Websites on world energy:  
<http://www.eia.doe.gov/>  
<http://www.bp.com/>  
<http://www.iea.org/>  
<http://www.worldenergy.org/wec-geis/edc/>
- » Website for the energy charting tool:  
<http://tools.bp.com/energy-charting-tool/>

##### Assignments

Preparation for next-time class discussion: Options for heating to minimize your monthly bill?

### Session 2

#### Coal: Perspectives, Problems, Prospects

##### Description of the Session

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

- » Understanding China's rising coal imports

##### Questions

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

##### Readings, Websites or Video Clips

- » Textbook Chapter 5
- » Articles on rising coal imports, tax rebate policy, and transport corridors in coal trade in China.

### Session 3

#### Oil: Perspectives, Problems, Prospects

##### Description of the Session

- » Introduce the basic concepts about oil: origin, reserves, production, consumption, peak oil, oil dependency, and environmental issues etc.
- » Understanding the oil sector
- » Overview of the imports and exports of oil in China and in the United States, focusing on two cases: (1) US lifts 40-year ban on oil exports; (2) China still export oil.
- » Discuss about the falling oil prices and the impact of low oil prices

##### Questions

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

##### Readings, Websites or Video Clips

- » Textbook Chapter 6
- » An article on global impact of low oil prices
- » Video Clips about coal and oil industry in China: Under the dome, produced by Chai Jing, re-edited by Prof. Chen

### Session 4

#### Natural Gas: Perspectives, Problems, Prospects

##### Description of the Session

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

##### Questions

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

##### Readings, Websites or Video Clips

- » Textbook Chapter 7
- » Articles on China's natural gas imports and pricing reform
- » Video clips about the invisible gas leak (from internet)

##### Assignments

Homework #1

Session 5

Shale Revolution

Description of the Session

- » Introduce the basics about shale gas/oil: origin, reserves, production, consumption, trades, environmental issues etc.
- » Introduce the two key technologies of shale development: horizontal drilling and fracking
- » Discuss how the shale revolution becomes a made-in-America success story and the reasons of its success.
- » Discuss about the international shale development beyond US and China's situation.

Questions

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

Readings, Websites or Video Clips

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

Session 6

Understanding Electricity

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

- » Textbook Chapter 11
- » Articles on China's electricity reform

Assignments

Homework #2

Session 7

Haze in China

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

- » Video Clip: Under the dome, produced by Chai Jing
- » Articles of scientific research on haze

Session 8

Hydro and Nuclear Power: Perspectives, Problems, Prospects

Description of the Session

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

Questions

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

Readings, Websites or Video Clips

- » Textbook Chapter 8-9
- » Articles about Three Gorges debate and the Fukushima accident



## Session 9

### Wind Power: Perspectives, Problems, Prospects

#### Description of the Session

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

#### Questions

- » What is wind power?
- » Is wind power green and renewable?
- » What is wind curtailment?
- » What are the main issues that affects the development of wind energy and how to address it?

#### Readings, Websites or Video Clips

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

#### Assignments

Homework #3

## Session 10

### Solar Power: Perspectives, Problems, Prospects

#### Description of the Session

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

#### Questions

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

#### Readings, Websites or Video Clips

- » Articles about China's solar photovoltaic policy

## Session 11

### Biofuel and Low Carbon Transportation

#### Description of the Session

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

#### Questions

- » What are the bio-energy choices?
- » Is biofuel a promising sustainable energy choice?
- » Are the electrical cars green?

#### Readings, Websites or Video Clips

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

#### Assignments

Term Paper

## Session 12

### Energy-Pollution-Climate Connections

#### Description of the Session

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

#### Questions

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

#### Readings, Websites or Video Clips

- » Textbook Chapter 13-14
- » IPCC Fifth Assessment Report



CHEN Qi

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



Course Title 课程名称

# Global Environmental Outlook

## 全球环境展望

Credits  
学分  
2

### Instructor 授课教师

Yi HUANG, etc  
黄艺 等

### Course Code 课程编号

12730150

### Course Date 课程日期

2021.03.12  
~  
2021.06.18

## COURSE DESCRIPTION 课程简介

### Pre-requisites / Target Audience

No pre-requisites required. Students who are interested in global and Chinese environment issues and policy implications are welcome.

### Assignments

- » Presentation on specific topic related to the course by individual or groups.
- » Students are required to participate in-class discussion.

### Proceeding of the Course

This course is given primarily by 11 times of format of lectures and 2 times of discussion and of seminars. The lectures will mainly be given by Prof. Huang and invited experts who have been involved in Global Environmental Outlook process. The student will give 2 presentations (one in mid-term exam week and one in final exam week). The topics relevant to global environmental issue of presentation can be selected based on student's major, interests and suggestions from the instructor. There is no written exam and one report will be requested at the end of the semester. The latest E-version Global Environmental Outlook and Hardcopy of the lecture PPT will be provided to the students prior to lecture.

### Evaluation Details

- » Mid-term presentation 30%
- » Final presentation 30%
- » Final Report 40%

### Text Books and Reading Materials

Reading materials:

UN Environment (2019). Global Environment Outlook – GEO-6: Healthy Planet, Healthy People. Nairobi.

UN Environment (2019). Global Chemicals Outlook II. Cambridge University Press.

CBD (2015). Global Biodiversity Outlook4. Cambridge University Press.



# CLASS SCHEDULE

## 授课大纲

### Session 1

#### Introduction including presentation

##### Instructor

Yi Huang

##### Description of the Session

The teacher will introduce the rational, objectives, content of the course. Students will give presentations about their major, their understanding of global environmental change from the perspective of their major, their interesting issue on global environment and their expectations for the course.

##### Questions

- » What will be discussed specifically in this course? What do the students want to learn? Does the course meet the expectations of students and teachers?

##### Module 1:

Environmental Conditions, Trends and Impacts

### Session 3

#### Fresh Water

##### Instructor

Hongtao Wang

##### Description of the Session

This session will focus on the global and China's water environment, introducing the state of water pollution and its influencing factors. Also, this session will introduce global and China's water environment management policies and their effects.

##### Questions

- » What is the global freshwater status and trends? What are the main problems in China's freshwater? What are the main influencing factors?

##### Readings, Websites or Video Clips

Chapter9+16,GEO6

### Session 5

#### Land and soil

##### Instructor

Linxiu Zhang

##### Description of the Session

This session will focus on land resources and the sustainable development goals of China and the globe, as well as the state, drivers, pressures and key impacts of soil environment and relative policy responses.

##### Questions

- » What is the major trends of land degradation? What are the main influencing factors?

##### Readings, Websites or Video Clips

Chapter8+15, GEO6

### Session 7

#### Cross-cutting Issues

##### Instructor

Gensuo Jia

##### Description of the Session

This session will focus on mega trends of urbanization, climate change, human well-being, states polar and alpine region, and their integrative impact on the global and China environment.

##### Questions

- » What are the critical cross-cutting environmental issues and their impacts to sustainable development?

##### Readings, Websites or Video Clips

Chaper4+17,GEO6

### Session 2

#### Air

##### Instructor

Min Hu

##### Description of the Session

This session will focus on the state and main problems of atmospheric environment of China and the globe, as well as the impact of air pollution and China's atmospheric environmental governance policies and their effects.

##### Questions

- » What is the state and trend of global atmospheric environment? What are the main atmospheric problems in China? What are the main influencing factors?

##### Readings, Websites or Video Clips

Chapter5+12, GEO6

### Session 4

#### Ocean and Coast

##### Instructor

Danling Tang

##### Description of the Session

This session will focus on the global environmental state, pressures and policy responses in the ocean and offshore regions. And the state and trend of China's marine environment, as well as the new strategy for the protection and development of marine resources

##### Questions

- » What is the role of ocean in social and economic development? What is the new strategy and policies of Chinses government for protecting marine environment?

##### Readings, Websites or Video Clips

Chapter7+17, GEO6

### Session 6

#### Biodiversity

##### Instructor

Yi Huang

##### Description of the Session

This session will focus on the state of biodiversity loose and conservation, as well as the policy responses of China and the globe.

##### Questions

- » what is the value of biodiversity? How can we achieve the global protection goal?

##### Readings, Websites or Video Clips

Chapter6+13, GEO6

### Session 8

#### Seminar – Key Environmental Issues of China

##### Instructor

Yi Huang

##### Description of the Session

Lecture given by invited speakers on key environmental issues in China and the states and trends, the environmental issues may include air quality and health, biodiversity convention, and land degradation.

##### Questions

- » What are the main trends of the key environmental issues in China?

##### Readings, Websites or Video Clips

Case studies distributed by the invited speakers.

## Session 9

### Presentation and discussion II

#### Instructor

Yi Huang

#### Description of the Session

Discuss global environmental state, developing trends and response.

#### Module 2:

Drivers of Environmental Changes and Global Environmental Governance and Policy

## Session 10

### Driving factor of environmental change

#### Instructor

Handheng Dai

#### Description of the Session

This session will focus on the key drivers (Population Demographics, Economic Development, Technology Diffusion, Climate Change) to environmental changes, and discussed their impacts on global environmental changes.

#### Questions

- » What are the key driving forces to environmental changes, and how do they affect the environmental shifts?

#### Readings, Websites or Video Clips

Chapter 2, GEO6

## Session 11

### Assessment Theory and Practice of Environmental Policy

#### Instructor

Jianhua Xu

#### Description of the Session

This session will focus on the principles and methods of policy evaluation, and select cases from environmental pollution control policies and resource utilization policies for interpretation.

#### Questions

- » How policies could play roles in balancing the power relations in environmental protection actions, and what are the key indicators for the policy effectiveness assessment?

#### Readings, Websites or Video Clips

Chapters 10 & 11, GEO6

## Session 12

### Systematic policy approaches and practices for cross-cutting environmental issues

#### Instructor

Mantang Cai

#### Description of the Session

This will introduce the cross-cutting policy system for environmental issues and its implementation effects, focusing on key stakeholders in environmental governance and their roles. Introduce the current situation and future development direction of the environmental policy system, focusing on agriculture and food safety, energy and climate change, and circular economy policies.

#### Questions

- » What are the key stakeholders of particularly environmental issues, and what are their roles in environmental governance?

#### Readings, Websites or Video Clips

Chapters 17&18, GEO6

## Session 13

### Future trends in global environmental change and sustainable development paths

#### Instructor

Hancheng Dai

#### Description of the Session

Introduction of the main research methods for assessing future trends, environmental dimensions in sustainable development goals and scenarios, and path analysis to achieve sustainable development goals.

#### Questions

- » What are the key elements for sustainable development, and what are the key goals set up in UN Sustainable Development Goals for 2030?

#### Readings, Websites or Video Clips

Chapters 19&22, GEO 6

## Session 14

### Negotiation and Implementation of Environmental Related International Conversions

#### Instructor

UNEP Science Division //Department of International Cooperation, (Ministry of Ecology and Environment)

#### Description of the Session

This is a practical lecture by invited speakers to introduce the processes of negotiation and implementation of environmental related international conventions with focus on China's national strategies in implantation of key international conventions such as CBD, UNCCD and UNFCCC.

#### Questions

- » What are the key environmental conventions and how does China implement these conventions?

#### Readings, Websites or Video Clips

Texts of main international conventions (CBD, UNCCD, UNFCCC)

## Session 15

### Seminar – Best practices of environmental management and policy from China

#### Instructor

Mangtang Cai

#### Description of the Session

This session will be given by invited speakers on environmental management and policy practices to demonstrating China's efforts and achievements in improved policy formulation and the implementation.

#### Questions

- » How important is the policy implementation in environmental management practices?

#### Readings, Websites or Video Clips

Case studies provided by the speakers

## Session 16

### Presentation and discussion III

#### Instructor

Mangtang Cai

#### Description of the Session

Discussion being organized among students, and individual/group presentations will be required for Module 2: Drivers of environmental changes and policies in environmental governance.



HUANG YI

Holding a Doctor of Science (major in Environmental Ecology, Universität Bielefeld, Germany), Prof. Yi Huang has experience in teaching and researching in China, Germany, Canada and Australia. Her current research focuses on microbial ecological processes in extreme environments, mainly including adaptive responses of ecosystem structure/functions to environmental stresses, and resistant mechanisms of microbial community and plant-microorganism symbiosis to heavy metal and organic pollutants and bio-restoration, especially interested in petroleum pollution and microplastics. She has been leading quite a few national and international research projects. Supported by National Scientific Foundation of China, a project on ectomycorrhizal association improve tolerance of host plant to excessive heavy metals in soil have been carrying out for years in lab of Prof. Yi Huang. Currently she is leading two national key projects (2016-2020) on microbes in semi-arid land in northern and in Tibet China. The projects emphases on function of microbial on improving soil aggregation and stability, and plant biodiversity under drought and high-altitude extreme habitat. Basic on those research, Prof. Yi Huang published more than 100 scientific papers.

Meanwhile, Prof. Yi HUANG is very active at international cooperation. She is a Coordinator of Collaborating Center of China for Global Environment Outlook (GEO) and is the Leading Author of Asia Chapter of GEO 4 and Coordinating Leading Author of Water Chapter of GEO5 and co-chair of high level consultation panel of GEO6. She is the leading scientist for UNEP Project on Vulnerability Assessment of Freshwater Resources to Environmental Change in Asia, and leading author of Methodological Guidelines of the project and report entitled Freshwater Under Threat – North East Asia. Because of her deeply involved into Convention for Biological Diversity (CBD), She is selected to be one of member of multidisciplinary scientific panel (MEP) in IPBES (International Platform for Biodiversity and Ecosystem Service) under UN.

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序 号 NO.	课程号 Course NO.	课程名称 Course Title	开课系所 Schools/Departments	学 分 Credits
1	00111770	代数几何 II Algebraic Geometry II	数学科学学院 School of Mathematical Sciences	3
2	00332510	电路与电子学 Circuits and Electronics	工学院 College of Engineering	3
3	00333480	生物医学光学及应用 Biomedical Optics and Application	工学院 College of Engineering	3
4	00333630	细胞与分子影像学 Cellular and Molecular Imaging	工学院 College of Engineering	3
5	00405601	超快激光和光谱技术及应用 Ultrafast laser and spectroscopy: technologies and applications	物理学院 School of Physics	2
6	00410542	固体理论 Solid State Theory	物理学院 School of Physics	4
7	00431154	热学 Thermal Physics	物理学院 School of Physics	3
8	00432510	固体物理学 Solid State Physics	物理学院 School of Physics	4
9	01034371	有机化学（一） Organic Chemistry (I)	化学与分子工程学院 College of Chemistry and Molecular Engineering	3
10	01035200	物理化学（一） Physical Chemistry (I)	化学与分子工程学院 College of Chemistry and Molecular Engineering	3
11	01139630	生物化学 Biochemistry	生命科学学院 School of Life Sciences	4
12	01139732	生物数学建模 Mathematical Modeling in the Life Sciences	生命科学学院 School of Life Sciences	3
13	01231710	层序地层学基础 Elementary Sequence Stratigraphy	地球与空间科学学院 School of Earth and Space Sciences	2
14	01231820	地球生物学概论 Principles of Geobiology	地球与空间科学学院 School of Earth and Space Sciences	2
15	01231860	海洋环境和动力学 Marine Environments and Geodynamics	地球与空间科学学院 School of Earth and Space Sciences	2

序 号 NO.	课程号 Course NO.	课程名称 Course Title	开课系所 Schools/Departments	学 分 Credits
16	01233640	地球物理学术论文写作 Writing Scientific Articles in Geophysics	地球与空间科学学院 School of Earth and Space Sciences	2
17	01630735	生理学 physiology	心理与认知科学学院 School of Psychological and Cognitive Sciences	2
18	01630820	神经生物学 Neurobiology	心理与认知科学学院 School of Psychological and Cognitive Sciences	2
19	01832350	名记者专题 Seminar on Famous Reporters	新闻与传播学院 School of Journalism and Communication	2
20	02101448	中世纪研究概论 Introduction to Medieval Studies	历史学系 Department of History	2
21	02113121	拉丁语阅读 (2) Intermediate Latin 2	历史学系 Department of History	4
22	02132590	中欧关系史 History of Sino-European Relations	历史学系 Department of History	3
23	02133682	外文历史史料选读（下） Readings on Historical Sources in English (2)	历史学系 Department of History	2
24	02302723	人工智能哲学 Philosophy of Intelligence	哲学系 Department of Philosophy and Religious Studies	3
25	02333096	德国古典哲学原著 Readings in German Idealism	哲学系 Department of Philosophy and Religious Studies	3
26	02333161	现象学导论 Introduction to Phenomenology	哲学系 Department of Philosophy and Religious Studies	3
27	02333180	东西方哲学比较 Comparation between Eastern and Western Philosophy	哲学系 Department of Philosophy and Religious Studies	2
28	02334010	西方哲学原著导读（形而上学原理） Western Philosophy (Principles of Metaphysics)	哲学系 Department of Philosophy and Religious Studies	2
29	02336152	尼采哲学研究 A Study of Nietzschean Philosophy	哲学系 Department of Philosophy and Religious Studies	2
30	02336191	康德哲学研究 Kant' s Theoretical Philosophy	哲学系 Department of Philosophy and Religious Studies	3
31	02432110	国际安全研究 International Security Studies	国际关系学院 School of International Studies	3
32	02432140	中国政治与公共政策 Chinese Politics and Public Policy	国际关系学院 School of International Studies	3
33	02432230	中国与国际组织 China and International Organizations	国际关系学院 School of International Studies	3
34	02432429	中国与国际法 China and International Law	国际关系学院 School of International Studies	3
35	02433230	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.	课程号 Course NO.	课程名称 Course Title	开课系所 Schools/Departments	学分 Credits
36	02530060	微观经济学 Microeconomics	经济学院 School of Economics	3
37	02530140	计量经济学 Econometrics	经济学院 School of Economics	3
38	02533290	保险公司运作与管理 Insurance Operation	经济学院 School of Economics	2
39	02533570	公司金融 Corporate Finance	经济学院 School of Economics	3
40	02533600	产业组织理论 Theory of Industrial Organization	经济学院 School of Economics	3
41	02534090	专业英语 English for Economics Majors	经济学院 School of Economics	2
42	02534270	经济地理学 Economic Geography	经济学院 School of Economics	2
43	02534280	卫生经济学 Health Economics	经济学院 School of Economics	2
44	02535030	企业全面风险管理 Enterprise Risk Management	经济学院 School of Economics	2
45	02535150	风险管理与保险 Principles of Risk Management	经济学院 School of Economics	2
46	02535250	外国经济史 World Economic History	经济学院 School of Economics	3
47	02535360	人寿与健康保险 Life and Health Insurance	经济学院 School of Economics	2
48	02801970	中国社会（下） Contemporary Chinese Society	光华管理学院 Guanghua School of Management	2
49	02802000	组织经济学 Organizational Economics	光华管理学院 Guanghua School of Management	3
50	02802220	中国金融 Chinese Finance	光华管理学院 Guanghua School of Management	3
51	02830240	运营管理 Operations Management	光华管理学院 Guanghua School of Management	2
52	02830260	影子中央银行 Shadow PBoC ( 不接受线上学生 /In classroom only. Not accepting online attendance.)	光华管理学院 Guanghua School of Management	2
53	02831600	国际金融与国际贸易 International Finance and International Trade	光华管理学院 Guanghua School of Management	3
54	02832480	成本与管理会计 Cost and Managerial Accounting	光华管理学院 Guanghua School of Management	3
55	02837020	投资银行 Investment Banking	光华管理学院 Guanghua School of Management	2
56	02838130	中国社会与商业文化 Chinese Society and Business Culture	光华管理学院 Guanghua School of Management	2
57	02838430	财务会计 Financial Accounting	光华管理学院 Guanghua School of Management	3

序 号 NO.	课程号 Course NO.	课程名称 Course Title	开课系所 Schools/Departments	学分 Credits
58	02838920	技术创业中价值主张与商业模式设计 Value Proposition and Business Model Design for Technology Venture	光华管理学院 Guanghua School of Management	2
59	02839060	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	02839070	量化营销模型 Quantitative Marketing Models	光华管理学院 Guanghua School of Management	2
61	E2800040	组织行为与领导力 Organization Behavior and Leadership	光华管理学院 Guanghua School of Management	3
62	E2800090	国际经济 International Economics	光华管理学院 Guanghua School of Management	3
63	E2800100	中国管理（二） Chinese Management 2	光华管理学院 Guanghua School of Management	2
64	E2800110	创新理论与实践 Theory and Practice of Innovation	光华管理学院 Guanghua School of Management	3
65	E2800120	企业伦理与社会责任 Business Ethics and CSR	光华管理学院 Guanghua School of Management	2
66	E2834421	证券投资学 Security Analysis and Investment	光华管理学院 Guanghua School of Management	3
67	04832710	自然语言处理中的经验性方法 Empirical Methods in Natural Language Processing	信息科学技术学院 School of Electronics Engineering and Computer Science	3
68	04834510	有意识的图灵机：认知与计算科学 Cognitive/Computer Science of the Conscious Turing Machine	信息科学技术学院 School of Electronics Engineering and Computer Science	2
69	06238090	经济增长导论 Introduction to Economic Growth	国家发展研究院 National School of Development	3
70	06239084	中级宏观经济学 Intermediate Macroeconomics	国家发展研究院 National School of Development	3
71	06239085	中级微观经济学 Intermediate Microeconomics	国家发展研究院 National School of Development	3
72	06239111	战略管理学 Strategic Management	国家发展研究院 National School of Development	3
73	06239141	公共政策参与 Public Policy Engagement	国家发展研究院 National School of Development	3
74	12632110	世界森林 Forests of the world	城市与环境学院 College of Urban and Environmental Sciences	2
75	12730020	变化中的地球 Our Changing Planet	环境科学与工程学院 College of Environmental Sciences and Engineering	2
76	12730070	中国能源与环境挑战 China’ s Energy and Environmental Challenges	环境科学与工程学院 College of Environmental Sciences and Engineering	2
77	12730150	全球环境展望 Global Environmental Outlook	环境科学与工程学院 College of Environmental Sciences and Engineering	2
78	E1273325	大气化学 Atmospheric Chemistry	环境科学与工程学院 College of Environmental Sciences and Engineering	2

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