



GLOBAL OPEN COURSES

2022 Spring 全球课堂

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

北京大学教务部 北京大学国际合作部 北京大学教师教学发展中心



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序言

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

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

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

PREFACE

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

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

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

课程表（北京时间）

2022 年春季学期：2022 年 2 月 21 日- 2022 年 6 月 12 日

课程时间		课程名称	语言	授课教师
星期一	10:10-12:00	中国古代史 B（下）	中文	毛亦可
	18:40-20:30	传统太极拳：哲学与实践	英文	朱效民、杜军明
星期二	09:00-12:00	中国政治与公共政策	英文	雷少华
	15:10-18:00	中世纪形而上学专题	英文	安乐哲
	18:40-20:30	当代中国商业与社会：制度经济学的视角	英文	郭研
星期三	10:10-12:00	中国古代史 B（下）	中文	毛亦可
	13:00-14:50	变化中的地球	英文	郑玫
	15:10-17:00	当代中国	英文	赵杨
	15:10-18:00	中国社会与商业文化	英文	李博柏
星期四	09:00-12:00	本土视野下的中国外交与国际事务	英文	陈长伟
	13:00-14:50	全球史视野下的丝绸之路	英文	陆扬
	15:10-18:00	中国近代政治思想史	中文	孙明
星期五	13:00-14:50	全球环境展望	英文	黄艺
	08:00-11:00	城市管理	中文	张波

备注：

本手册课程信息仅供参考，请以教师实际授课时公布内容为准。

Timetable (Beijing Time)

2022 Spring Semester: 2022/2/21-2022/6/12

Course time		Course name	Language	Instructor
Monday	10:10-12:00	Ancient Chinese History (Part 2)	Chinese	MAO Yike
	18:40-20:30	Traditional Taijiquan: Philosophy and Practice	English	ZHU Xiaomin、 DU Junming
Tuesday	09:00-12:00	Chinese Politics and Public Policy	English	LEI Shaohua
	15:10-18:00	Themes in Medieval Metaphysics	English	Roger Thomas Ames
	18:40-20:30	Business and Society in Modern China: An Institutional Perspective	English	GUO Yan
Wednesday	10:10-12:00	Ancient Chinese History (Part 2)	Chinese	MAO Yike
	13:00-14:50	Our Changing Planet	English	ZHENG Mei
	15:10-17:00	Introduction to Contemporary China	English	ZHAO Yang
	15:10-18:00	Chinese Society and Business Culture	English	LI Bobai
Thursday	09:00-12:00	Chinese Perspective on International and Global Affairs	English	CHEN Changwei
	13:00-14:50	The Silk Road: A Global history	English	LU Yang
	15:10-18:00	History of Modern Chinese Political Thoughts	Chinese	SUN Ming
Friday	13:00-14:50	Global Environmental Outlook	English	HUANG Yi (and others)
	08:00-11:00	Urban Management	Chinese	ZHANG Bo

Note:

The content of this brochure is subject to change and for reference only.

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

Course Title	Introduction to Contemporary China
	当代中国
Course Code	04430004
Instructor	ZHAO Yang 赵杨
First day of classes	Feb 23, 2022
Last day of classes	Jun 8, 2022
Course Credit	2
Language	English
Course Description	
Objective	
The course has 2 objectives: 1) To introduce different aspects of contemporary China to help students understand the cultural traditions and daily life of ordinary Chinese people and politics, legal system and governance of the state; 2) To understand the variety and diversity of the contemporary Chinese society and the challenges that China faces in its modernization process.	
Pre-requisites /Target audience	
No pre-requisite knowledge or course is required. All those who are interested in contemporary Chinese society or Chinese culture are welcome.	
Proceeding of the Course	
Two 50-minute episodes are delivered once every week.	
Assignments (essay or other forms)	
Class report, book report and essay	
Evaluation Details	
Class report 30%, book report 30%, essay 40%	
Text Books and Reading Materials	
<ul style="list-style-type: none"> ● Li, Lulu, et al. (2020). Contemporary Chinese Society. Beijing: Renmin University Press. ● Ren, Xiaosi (2014). The Chinese Dream: What It Means for China and the Rest of the World. Beijing: The New World Press. ● Zhao, Shumei (2020). The Communist Party of China and Contemporary China. Beijing: Wuzhou Chuanbo Press. 	
CLASS SCHEDULE (Subject to adjustment)	
Session 1: People and Nationalities	

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

Topics to cover:

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

Session 2: Food and Cuisines

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

Topics to cover:

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

【Readings, Websites or Video Clips】

TV series: A Bite of China

【Assignments for this session (if any)】

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

Session 3: Languages and Dialects

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

Topics to cover:

1. Definition of language
2. Chinese among world languages
3. Languages spoken in China
4. Chinese dialects
5. Chinese characters
6. Development of a common speech

<ol style="list-style-type: none"> 7. <i>Putonghua</i> 8. Teaching Chinese as a second/foreign Language 9. Other languages and cultures in Chinese 10. Language policies of China
<p>【Readings, Websites or Video Clips】 Du, Zhengming (2011). <i>Chinese Language</i>. Beijing: Wuzhou Chuanbo Press.</p>
<p>【Assignments for this session (if any)】 Ask 5 of your Chinese fellow students about dialects they can speak.</p>
<p>Session 4: Festival and Traditions</p>
<p>In this session, students will learn festivals and traditions of the Chinese society and their relations to the Chinese culture.</p>
<p>Topics to cover:</p> <ol style="list-style-type: none"> 1. The Spring Festival – When 2. The Spring Festival – What to Do 3. The Spring Festival – What to Eat 4. The Lantern Festival 5. The Qingming Festival 6. The Dragon Boat Festival 7. The Mid-autumn Festival 8. The Double- seventh and Double-ninth Festivals 9. The National Day Holiday 10. Other Festivals
<p>【Readings, Websites or Video Clips】 Wang, Xuewen (2015). <i>Chinese Culture: Festivals</i>. Beijing: Wuzhou Chuanbo Press.</p>
<p>【Assignments for this session (if any)】 Ask your Chinese fellow students from different areas to find what they do on traditional Chinese festivals.</p>
<p>Session 5: Marriage and Family</p>
<p>In this session, students will learn the status-quo of marriage and family in China to understand traditional Chinese values on marriage and family and challenges that China faces in a fast-developing world.</p>
<p>Topics to cover:</p> <ol style="list-style-type: none"> 1. The legal age of marriage 2. Traditional Chinese wedding 3. Family planning policies 4. Marriages and divorces 5. Big family or nuclear family 6. The role of women
<p>Session 6: Leisure and Entertainment</p>
<p>In this session, students will learn a variety of ways of leisure and entertainment in China and its historical development.</p>

<p>Topics to cover:</p> <ol style="list-style-type: none"> 1. How Chinese view leisure and entertainment 2. Ways of leisure and entertainment 3. Historical changes of ways of leisure and entertainment
<p>Session 7: Arts and Sports</p>
<p>In this session, students will learn a colorful varieties of Chinese art and sports forms to understand the essence of Chinese culture embodied in these forms.</p>
<p>Topics to cover:</p> <ol style="list-style-type: none"> 1. Chinese musical instruments 2. Traditional Chinese music 3. Folk songs 4. Folk dancing 5. Pop music 6. Chinese calligraphy 7. Traditional Chinese paintings 8. Chinese Kung-fu 9. Cuju 10. Modern sports
<p>【Readings, Websites or Video Clips】</p> <p>5000 Years of Chinese Art. China Youth Press, 2012.</p>
<p>Session 8 Traffic and Transport</p>
<p>In this session, students will learn some general information about traffic and transport in China, in particular the current achievements.</p>
<p>Topics to cover:</p> <ol style="list-style-type: none"> 1. Means of transport in China 2. Important airports and railway stations 3. High-speed railway 4. Highway 5. The impact of traffic and transport on the economy
<p>【Readings, Websites or Video Clips】</p> <p>Zhou, Jingjing, et al. (2019). High-speed railway in China. Beijing: Wuzhou Chuanbo Press.</p>
<p>Session 9: Travel and World Heritage</p>
<p>In this session, students will learn about world heritage sites in China and the industry of tourism.</p>
<p>Topics to cover:</p> <ol style="list-style-type: none"> 1. On the banknote 2. Scenic spots in Beijing 3. World Heritage sites in China 4. Intangible cultural heritage 5. Travelers in Mainland China

<p>【Readings, Websites or Video Clips】 World Heritages Sites in China. Beijing: Wuzhou Chuanbo Press, 2016.</p>
<p>Session 10: Natural Resources and Environmental Protection</p>
<p>In this session, students will learn about natural resources in China, the environmental problems it faces and the efforts it has been making in environment protection.</p>
<p>Topics to cover:</p> <ol style="list-style-type: none"> 1. Natural resources 2. Economy based on the natural resources 3. The Environmental problems 4. Environment protection
<p>Session 11 Mass Media and Publication</p>
<p>In this session, students will learn the development of mass media and publication in China and their roles in modeling contemporary Chinese values.</p>
<p>Topics to cover</p> <ol style="list-style-type: none"> 1. Important newspaper articles 2. The Xinhua News Agency 3. Newspapers and television stations 4. Self-media
<p>Session 12: Education and Research</p>
<p>In this session, students will learn the education system of China and research institutions and output.</p>
<p>Topics to cover:</p> <ol style="list-style-type: none"> 1. General information 2. Compulsory education 3. Examinations 4. Higher education 5. International students 6. World university ranking 7. Education expenditure 8. Chinese Academy of Sciences
<p>Session 13: Politics and Government</p>
<p>In this session, students will learn the political system and governance of China.</p>
<p>Topics to cover:</p> <ol style="list-style-type: none"> 1. General information 2. The founding of the People’s Republic of China 3. The Chinese Communist Party 4. The National People’s Congress 5. The state structure 6. The Constitution
<p>Session 14: Religions and Beliefs</p>
<p>In this session, students will learn religious beliefs of the Chinese people and their relations to Chinese culture.</p>
<p>Topics to cover:</p> <ol style="list-style-type: none"> 1. Buddhism

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

Session 15: Information Technology and Internet

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

Topics to cover:

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

Session 16: Cities and Countryside

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

Topics to cover:

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



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

Course Title	Chinese Society and Business Culture
	中国社会与商业文化
Course Code	02838130
Instructor	LI Bobai 李博柏
First day of classes	Feb 23, 2022
Last day of classes	May 20, 2022
Course Credit	2
Language	English
Course Description	
Objective	
<p>This course analyzes the historical, structural, and cultural roots of China's unparalleled social and economic transformation since the early 1980s. We will identify the key features of Chinese society, analyze the fundamental differences between China and other countries, and discuss the social, economic, and cultural implications of such differences. After establishing basic analytical perspectives, we will focus on Chinese business culture and explore emerging patterns in areas, such as market ecology, labor processes, 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, such as 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 broad theoretical perspective for cross-cultural analyses on the other. Therefore, this class can be conceived as a general social science course with an empirical emphasis on China.</p>	
Pre-requisites /Target audience	
None/Any student who is interested in understanding cross-national social and cultural differences.	
Proceeding of the Course	
<p>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. Each class will begin with one or two important empirical issues or phenomena and move on to analyze their social and cultural logic. Students are required to draw on their direct observations, to compare to their experiences in other countries, and thus to understand cross-cultural similarities and differences. Before class, students are required to gather necessary information about the topic, compare it to the closest phenomena in other countries, and prepare for class discussion. A typical class will be organized into two parts: 1) class presentation and class discussion of selected issues; and 2) lecture on background, key concepts and theories, and comparative analysis of cross-national differences.</p>	

Assignments (essay or other forms)

One case study
One short essay
One final essay

Evaluation Details

Class Participation (20%): Class participation is critical for satisfactory learning of the course topics. Therefore, students are expected to attend classes and participate in class discussions. Given the nature of the online class, students will have to earn points by class attendance and contribution.

- 1) Attending a weekly Microsoft Teams class meeting earns one participation point.
- 2) Posting class materials (short videos, photos, stories, and reports that are related to the weekly topic) on Microsoft Teams (each student can earn one point per week).

Note: Posted materials must be in English; they can be self-made or something students find from other sources. Please verify the material before posting and do not post anything offensive. Each student can earn a maximum of 22 class points.

Case Study (20%) Each student is required to conduct a case study during the course. Case study topic can be chosen directly from the weekly topic or from any issues/phenomena that are closely related to the weekly topic. A case study should have two components:

- 1) Collect facts, information, and data for selected issues through real life experience, the Internet and new media, field trips, public statistics, scholarly reports, and so forth.
- 2) Compare China to another country, discuss cross-national similarities and differences, and explain why things are different in the two countries.


Students are required to present their case study (about five minutes) in class and submit a case student report (three to five double-spaced pages) after class. Each case study will be evaluated by the presentation and the report.

Note: *Students who select the same topic are encouraged to conduct the case study in teams (two to four persons)*

Short Essay (20%): Each student is required to write a short essay (four to six double-spaced pages each, with the same components as the case study). Students should select their essay topics from the weekly class schedule and turn in their essay *within one week* after the selected topic is covered in class.

Final Essay (40%): At the end of the course, each student is required to submit a final essay that analyzes a particular issue or phenomenon related to the course topic. Describe, and compare the phenomenon in China and another country, and analyze cross-national similarities and differences by using concepts and/or theories covered in the lectures. The final essay should run 10 to 12 double-spaced pages, due by May 25.

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

Text Books and Reading Materials	
<ul style="list-style-type: none"> ● Weekly reading materials (PDF copy) ● <i>The Story of China</i>, by Michael Wood (2016), BBC documentary. ● <i>China: A Century of Revolution</i>, by Sue Williams, Zeitgeist Video (2007) 	
CLASS SCHEDULE	
(Subject to adjustment)	
Session 1: The 2020 Chinese Population Census: Understanding China's Transformation	Date: Feb 23
Session 2: Chunyun and Empty Villages: Urbanization, Mobile Labor, and Rural Development	Date: Mar 2
Session 3: Gates and Walls: Social Integration and Segregation	Date: Mar 9
Session 4: A Tale of Two Epidemics: Collectivism, Trust, and Morality	Date: Mar 16
Session 5: E-Commerce and Platform Economy: Dynamics of Chinese Marketplaces	Date: Mar 23
Session 6: Made-in-China: Industrial Development and Consumption	Date: Mar 30
Session 7: Delivery and Takeout Services: The Importance of the Secondary Labor Market	Date: Apr 6
Session 8: Involution and Lying Flat: Cultural Dynamics and Competition Dilemma	Date: Apr 13
Session 9: 996 and Overtime Working: Work Relations and Management	Date: Apr 20
Session 10: Public Notice of Promotion: Sponsored Mobility and Political Meritocracy	Date: Apr 27
Session 11: Common Prosperity: The Chinese Moral Economy	Date: May 11
Session 12: No Class, final paper due by May 20	
About the teacher	
	<p>Professor LI Bobai is an associate professor of organizational and strategic management at 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 resources management, and research methods.</p>

Course Title	Chinese Perspectives on International and Global Affairs
	本土视野下的中国外交与国际事务
Course Code	02432090
Instructor	CHEN Changwei 陈长伟
First day of classes	Feb 24, 2022
Last day of classes	Jun 9, 2022
Course Credit	3
Language	English
Brief Class Schedule	
Date	Topic
1	Introduction
2	China and the UN System
3	China and Global Financial Governance
4	China and the Global Trading System
5	U.S.–China Relations
6	Global Policy Coordination
7	Sovereignty versus Regionalism <u>One-page paper outline due</u>
8	Global Climate Regime
9	The Belt and Road Initiative
10	Global Partnership Network in China’s Diplomacy
11	Identities and Cultural Diversities in a Globalized Age
12	Global Governance in an Age of Great Power Competition (Final paper due)
13	Pre-Exam Consultation
14	Final Exam
15	<u>Essay Review</u>
<i>This schedule is subject to change with prior notice.</i>	
Assignments (essay or other forms)	

Presentation & Discussion

The presentation and discussion session is organized according to the following pattern:

Each student is required to do at least one 20-minute presentation on a selected topic (based on the reading assignment) and take key learning points from the class.

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

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

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

Term Paper

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

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

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

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

Evaluation Details

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

2. Participation/Performance (10%): Discussion constitutes a key component of the class. Students are expected to complete all the required readings prior to class meetings and to actively engage in and contribute to class discussions in a manner that is helpful for understanding and learning. Students are strongly encouraged to share their opinions and perspectives on issues pertaining to the lectures and will be evaluated based on the quality of their contributions in terms of key learning points and engagement. The TA will keep a record of students' weekly contributions. The key criteria for assessing performance are: How much and how well did each student mobilize understanding and learning for fellow students in the class?

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

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

5. Final Exam (40%):

Text Books and Reading Materials

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

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

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

Academic Integrity

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

CLASS SCHEDULE

(Subject to adjustment)

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

【Description of the Session】 This lecture offers an overview on how China's development has been shaped by globalization and China's contribution to the international community. To have an in-depth understanding of this topic, a general introduction of the concepts of globalization and global governance is necessary.

【Key learning points】

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

<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. He, Yafei. “<i>A Proactive Approach to Global Governance Is China’s Historic Choice.</i>” <i>China Quarterly of International Strategic Studies</i> 1, no. 2 (2015): 183–204. 2. Parmar, Inderjeet. “<i>The US-Led Liberal Order: Imperialism by Another Name?</i>” <i>International Affairs</i> 94, no. 1 (January 2018): 151-172.
<p>【Suggested Topics】 (for term papers, no class presentation)</p> <ul style="list-style-type: none"> ✧ What is globalization? What are its dynamics? Its principal dimensions? ✧ The concept of global governance; major differences between global governance and global government; liberal international order versus an emerging new order.
<p>Session 2: <i>China and the UN System</i></p>
<p>【Description of the Session】 The UN System consists of the United Nations and the six principal organs of the United Nations: the General Assembly, Security Council, Economic and Social Council (ECOSOC), Trusteeship Council (it has not been active since 1994), International Court of Justice (ICJ), and the UN Secretariat, specialized agencies, and affiliated organizations. How does the UN system work? Is the UN system still of relevance to the changed world we live in today? Why does the United Nations matter to China’s foreign policy? How does China work with the international community to uphold the UN system in coping with global challenges?</p>
<p>【Key learning points】</p> <ul style="list-style-type: none"> ✧ Security Council and its role in maintaining peace and security of the world. ✧ Peacekeeping and humanitarian intervention (R2P). ✧ UN Specialized Agencies (WHO, UNHCR) and their unique roles in rule-based global governance. ✧ China and the UN Reform, in particular Security Council reform, with a view to shaping an emerging global order.
<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. Fullilove, Michael. “China and the United Nations: The Stakeholder Spectrum.” <i>Washington Quarterly</i> 34, no. 3 (August 2011): 63-85. 2. Fung, Courtney J. “What explains China’s deployment to UN peacekeeping operations?” <i>International Relations of the Asia-Pacific</i> 16, no. 3 (2016): 409–441. 3. Primiano, Christopher B, and Xiang Jun. “Voting in the UN: a Second Image of China’s Human Rights.” <i>Journal of Chinese Political Science</i> 21, no. 3 (September 2016): 301-319. 4. Vanhullebusch, Matthias. “Regime Change, the Security Council and China.” <i>Chinese Journal of International Law</i> 14, no. 4 (2015): 665-707.
<p>【Suggested Presentation Topics】</p> <ul style="list-style-type: none"> ✧ United Nations: Brief history; organizational structure; strengths & weaknesses. Is the UN system still of relevance to the changed world we live in today? Give specific examples of UN strengths and weaknesses, and explain why the UN is more effective in some ways than others. ✧ Security Council and its role in maintaining peace and security of the world. Should the UN Security Council expand?

<p>✧ Pick one UN specialized agency (UNHCR, WHO etc.) to illustrate how it contributes to global rule-making in a particular field.</p>
<p>Session 3: <i>A Historical Overview of the International Monetary System</i></p>
<p>【Description of the Session】 In this lecture, we will do a brief survey on the development of the modern international monetary system from the classical gold standard to the financial crisis of 2008.</p>
<p>【Key learning points】</p> <ul style="list-style-type: none"> ✧ The evolution of the modern international monetary system. ✧ The gold standard & the Bretton Woods System.
<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. The History of the Modern International Monetary System https://www.winton.com/longer-view/history-of-modern-international-monetary-system 2. Jin Zhongxia, “The Chinese Delegation at the 1944 Bretton Woods Conference Reflections for 2015”, July 2015 https://wenku.baidu.com/view/c57d0f33df80d4d8d15abe23482fb4daa58d1d0f.html 3. Gardner, Richard N. “The Bretton Woods-GATT system after sixty-five years: A balance sheet of success and failure,” <i>Columbia Journal of Transnational Law</i>, Volume 47, Issue 1 (Sept. 2008), 31-71.
<p>【Suggested Presentation Topics】</p> <ul style="list-style-type: none"> ✧ What are the advantages and disadvantages of the Bretton Woods System? ✧ Why did the gold standard collapse? ✧ How did China deal with the global financial crisis of 2008?
<p>Session 4: <i>China and Global Financial Governance</i></p>
<p>【Description of the Session】 In this lecture, we will look into China’s roles in global economic and financial governance. What are the key issues in China’s external economic relations? What is China doing to shape and remake the international economic order in the post-crisis world? With the dollar-centered global monetary system beginning to show signs of fray, what are the prospects for a multicurrency monetary system?</p>
<p>【Key learning points】</p> <ul style="list-style-type: none"> ✧ IMF, World Bank and their inadequacy in dealing with global financing needs both in terms of their recipe for economic reform and resources they can mobilize in crises. ✧ New mechanisms are in great need for infrastructure-building in developing countries. What has been done and what should be done? ✧ Trinity as part and parcel of global financial and trade governance regimes is at a historical cross-road and its future is full of uncertainty. Therefore, its reform and remaking is a must, not an option we can afford not to take.
<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. Paradise, James F. “The Role of ‘Parallel Institutions’ in China’s Growing Participation in Global Economic Governance.” <i>Journal of Chinese Political Science</i> 21, no. 2 (June 2016): 149-175.

<ol style="list-style-type: none"> 2. Ren, Xiao. "China as an Institution-Builder: The Case of the AIIB." <i>The Pacific Review</i> 29, no. 3 (2016): 435-442. 3. Wu, Chien-Huei. "Global Economic Governance in the Wake of the Asian Infrastructure Investment Bank: Is China Remaking Bretton Woods?" <i>The Journal of World Investment & Trade</i> 19 (2018): 542–569. 4. Zangl, B., Heußner F., Kruck, A., Lanzendörfer, X., "Imperfect adaptation: How the WTO and the IMF adjust to shifting power distributions among their members." <i>The Review of International Organizations</i> 11, no. 2 (June 2016): 171–196.
<p>【Suggested Presentation Topics】</p> <ul style="list-style-type: none"> ◇ What are the IMF’s main roles in global economic governance? What are the main controversies about it? Compare the major goals of the IMF (International Monetary Fund) and World Bank operation. ◇ IMF, World Bank and their inadequacy in dealing with global financing needs both in terms of their recipe for economic reform and resources they can mobilize in crises.
<p>Session 5: <i>China and the Global Trading System</i></p>
<p>【Description of the Session】 This lecture is centered on the evolution of the international trading system and its China’s roles in it. We will examine the rise of protectionism and what it means for globalization as well as the rise of bilateral and regional trade agreements.</p>
<p>【Key learning points】</p> <ul style="list-style-type: none"> ◇ Is a breakdown of the global trading system looming? What went wrong with the global trading system? ◇ WTO and on-going debate about its relevance and possible reforms to produce a “new WTO”.
<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. Esserman, Susan "The WTO on Trial," <i>Foreign Affairs</i>, Volume 82, No. 1 (Jan/Feb 2003), 130-141. 2. Kazzi, Habib, "Why a U.S.-China Trade Deal will not Ensure an Effective Global Trade Governance" <i>European Scientific Journal</i>, Vol 15, No 16 (2019). 3. Liu Mingli, "Analysis of Western Countries’ Anti-globalization," <i>Contemporary International Relations</i>, Vol. 27, No. 2 (2017), 40-50. 4. Mavroidis, Petros C. and André Sapir, "China and the World Trade Organisation: Towards a Better Fit." <i>Bruegel Working Paper</i>, Issue 6 (June 2019) (https://bruegel.org/2019/06/china-and-the-world-trade-organisation-towards-a-better-fit/)
<p>【Suggested Presentation Topics】</p> <ul style="list-style-type: none"> ◇ What are the WTO’s main roles in global economic governance? What are the main controversies about it? ◇ Will the WTO succumb to the onslaught of rising anti-globalization and populism underpinned by “America First,” and what can be done to preserve the global free trade regime represented by WTO?

◇ China–US trade dispute: What role can the World Trade Organization play?

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

【Description of the Session】 The G20 has undoubtedly emerged as the primary platform for the coordination of global economic affairs. In this lecture, we will map out the evolution of China’s stance and its essential role in G20 as well as the latter’s potentials for global economic governance. What is the significance of the ending of G7 as the leading managing group of world economy? Does it suggest the wholesale decline of the US-led global order? As geopolitics gets an upper hand in global governance, can G20 continue to perform as expected and evolve into some kind of “Economic Security Council”?

【Key learning points】

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

【Readings, Websites or Video Clips】

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

【Suggested Presentation Topics】

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

Session 7: *Sovereignty versus Regionalism*

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

【Key learning points】

- ◇ European Union
- ◇ ASEAN and ASEAN+

<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. De Prado, César. “Regions in the world: The EU and East Asia as foreign policy actors.” <i>International Politics</i> 47, no. 3-4 (May 2010): 355-370. 2. Kacowicz, Arie M. “Regional Governance and Global Governance: Links and Explanations.” <i>Global Governance</i> 24, no. 1 (January-March 2018): 61-79. 3. Kahler, Miles. “Asia and the Reform of Global Governance.” <i>Asian Economic Policy Review</i> 5, no. 2 (2010): 178–193. 4. Kahler, Miles. “Regional Challenges to Global Governance.” <i>Global Policy</i> 8, no. 1 (February 2017): 97-100.
<p>【Suggested Presentation Topics】</p> <ul style="list-style-type: none"> ◇ The EU as model or experiment for regionalism, merits and demerits. Will the EU model continue to progress or regress? What are the major obstacles? ◇ ASEAN and ASEAN+. Its members, goals and the decision-making mechanism. ASEAN Economic Community. ◇ “ASEAN+” versus the increasingly complex trilateral relationship among and between China, Japan and the US? ◇ The bifurcation between economic and security arrangements in South-East Asia and what to do about it? ◇ With China, Japan and the US trilateral relationship in a mess, what needs to be done to push ahead regionalism in Asia and South-East Asia in particular? ◇ SCO. Its members. The goals and objectives. The main directions of economic and political cooperation. ◇ APEC. Its members. The causes and purposes of creation. The organizational structure. The main areas of activities.
<p>Session 8: <i>Global Climate Regime</i></p>
<p>【Description of the Session】 What are the global challenges, including security, economic, humanitarian and others, that the world is facing today? Choosing the issue of climate change as an example, this lecture will review the process of how the challenge of dealing with climate change has led to new models of global governance based on win-win solutions through cooperation and common development. With the US under Trump retreating from global cooperation, how should other major powers and other countries cope with global challenges? As the gap between rich and poor both among countries and within countries is getting wider, should the international community, if there is such a thing, tackle that challenge which probably is the root cause for almost all the troubles in the world?</p>
<p>【Key learning points】</p> <ul style="list-style-type: none"> ◇ Climate change, energy security, food security and other major challenges. ◇ Global cooperation is withering instead of increasing as the US is retreating from providing global commons. Can any other country or group of countries fill that gap left by the US? Should they do so?
<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. Gao, Yun. “China’s response to climate change issues after Paris Climate Change Conference.” <i>Advances in Climate Change Research</i> 7, no. 4 (December 2016): 235-240.

<ol style="list-style-type: none"> 2. Goron, Coraline and Cyril Cassisa. “Regulatory Institutions and Market-Based Climate Policy in China.” <i>Global Environmental Politics</i> 17, no. 1 (February 2017): 99-120. 3. Liang, Dong, “Bound to lead? Rethinking China’s role after Paris in UNFCCC negotiations.” <i>Chinese Journal of Population Resources and Environment</i> 15, no. 1 (2017): 32-38. 4. Wang, Pu, Lei Liu, and Tong Wu. “A review of China’s climate governance: state, market and civil society.” <i>Climate Policy</i> 18, no. 5 (2018): 664-679.
<p>【Suggested Presentation Topics】</p> <ul style="list-style-type: none"> ◇ Climate change, the evolving of the global climate regime.
<p>Session 9: <i>The Belt and Road Initiative</i></p>
<p>【Description of the Session】 What is the “Belt & Road” Initiative? What sort of new world outlook it represents? And what sorts of global governance concepts does it put forward through the B&R? The Initiative is viewed in China and elsewhere as an innovative idea for strengthening regional and global cooperation, but it is taken by the US as an effort to expand China’s economic influence and, therefore, it continues to oppose the idea. What would you suggest is the best way forward that would help translate the initiative into reality?</p>
<p>【Key learning points】</p> <ul style="list-style-type: none"> ◇ The B&R and its impact on regional and global economic growth. ◇ The B&R as an innovative initiative for building up momentum for developing countries in their efforts in industrialization, starting from infrastructure construction. ◇ The B&R as a new model of regional and global cooperation will be instrumental in eliminate poverty and creating bigger market. Will it be useful in global governance reform?
<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. Kaplan, Yilmaz, “China’s OBOR as a Geo-Functional Institutional Project.” <i>Baltic Journal of European Studies</i> 7, no. 1 (June 2017): 3-19. 2. Lin, Justin Yifu. “‘One Belt and One Road’ and Free Trade Zones-China’s New Opening-up Initiatives.” <i>Frontiers of Economics in China</i> 10, no. 4 (2015): 585-590. 3. Nordin, Astrid H. M., and Mikael Weissmann. “Will Trump make China great again? The belt and road initiative and international order.” <i>International Affairs</i> 94, no. 2 (2018): 231–249. 4. Yu, Hong. “Motivation behind China’s ‘One Belt, One Road’ Initiatives and Establishment of the Asian Infrastructure Investment Bank.” <i>Journal of Contemporary China</i> 26, no. 105 (2017): 353-368.
<p>【Suggested Presentation Topics】</p> <ul style="list-style-type: none"> ◇ What is the “Belt & Road” Initiative? What sort of new world outlook it represents? And what sorts of global governance concepts does China put forward through B&R? ◇ B & R: How to make it work? Any possible obstacles, especially from major powers and China’s neighbors? ◇ China’s Foreign Aid and its Role in the International Architecture.
<p>Session 10: <i>Global Partnership Network in China’s Diplomacy</i></p>
<p>【Description of the Session】 Global partnership is an innovation in China’s diplomatic thinking and practice. What is it all about? What is your take on the juxtaposition of military alliances with global partnership? If China moves from non-alignment to global partnership, what are the means of change in China’s diplomacy and what impact will they have on global security governance structure? Partnership versus alliance: Is it a conceptual difference or something else? Is the idea too idealistic</p>

to be successful? To what extent will the US and other Western powers accept the idea?

【Key learning points】

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

【Readings, Websites or Video Clips】

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

【Suggested Presentation Topics】

- ◇ China’s Global Partnership Network: What is it all about? What are the basic blocks for building the global partnership network as proposed by China? What is your take on the juxtaposition of military alliances with global partnership?

Session 11: *Identities and Cultural Diversities in a Globalized Age*

【Description of the Session】 Why peaceful development is China’s inevitable choice? Are there any alternatives? What are the challenges for China to adhere to this road? Should future confrontation with the US as the incumbent power surface, can China continue on this course or will it have to change? China’s continual economic, political and military growth cannot be stopped, China has adamantly chosen a path for peaceful development, in sharp contrast with historically different approaches of other major powers. But is it only about China or it cannot decide alone? China’s peaceful development needs a corresponding peaceful environment regionally and globally.

【Key learning points】

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

<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. Cha, Chang Hoon. “China’s Search for Ideological Values in World Politics: Chinese Adaptation to Liberal Order Drawn from Political Reports of the Chinese Communist Party Congress since 1977.” <i>Pacific Focus</i> 32, no. 3 (December 2017): 416–444. 2. Chen, Zhimin, Guorong Zhou, and Shichen Wang. “Facilitative Leadership and China’s New Role in the World.” <i>Chinese Political Science Review</i> 3, no. 1 (March 2018): 10–27. 3. De Graaff, Nana, and Bastiaan Van Apeldoorn. “US-China relations and the liberal world order: Contending elites, colliding visions?” <i>International Affairs</i> 94, no. 1 (2018): 113–131. 4. Zheng, Yongnian, and Wen Xin Lim. “The Changing Geopolitical Landscape, China and the World Order in the 21st Century.” <i>China: An International Journal</i> 15, no. 1 (February 2017): 4-23.
<p>【Suggested Presentation Topics】</p> <ul style="list-style-type: none"> ◇ Identity politics: main theory and critiques. ◇ What are China’s international identities? Why is China still a developing country? How does it compromise China’s status as a great power?
<p>Session 12: <i>Global Governance in an Age of Great Power Competition</i></p>
<p>【Description of the Session】 This lecture will situate US-China relations in the context of global governance. How would the changing nature of the US-China relations affect global governance? At least two aspects (can be more) of this relationship— China-US cooperation and competition in global governance—will be discussed.</p>
<p>【Key learning points】</p> <ul style="list-style-type: none"> ◇ Global governance in the era of growing US-China rivalry. ◇ Perils of US-China confrontation: Implications for other major powers (Europe, Russia and other powers).
<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. Biba, Sebastian. “Global Governance in the Era of Growing US-China Rivalry: What Options Exist for Europe?” <i>European Foreign Affairs Review</i> 21, no. 3 (October, 2016): 47–64. 2. Burzo, Stefano and Xiaojun Li. “Public Perceptions of International Leadership in China and the United States.” <i>Chinese Political Science Review</i> 3, no. 1(2018): 81–99. 3. Shaffer, Gregory, and Henry Gao. “China’s Rise: How It Took on the U.S. at the WTO.” <i>University of Illinois Law Review</i> (0276-9948), 2018 (1): 115-184. 4. Xie, Tao. “China-U.S. Relations during the Trump Administration: Mixed Signals, Increased Risks.” <i>Asia Policy</i> 24 (Jul 2017): 5-12.
<p>【Suggested Presentation Topics】</p> <ul style="list-style-type: none"> ◇ Take the US-China relations as an example to explain the genesis of great-power competition. How to balance the competition and cooperation of big powers in the new era of geopolitics and globalization?
<p>About the instructor</p>



Dr. CHEN Changwei is an associate professor of diplomacy and foreign policy at the School of International Studies, Peking University. He is also an Assistant Dean of Yenching Academy at PKU. He holds doctoral degrees from Peking University and the University of Sydney. He teaches courses in areas such as Chinese foreign policy, Sino-American relations, and theories and practice of diplomacy as well as research methodology in social science. His most recent publications appeared in *The Journal of Imperial and Commonwealth History*, and *Australian Journal of Politics and History*. He has also published a number of articles on the history of Sino-American relations and the Cold War in Chinese journals. He has lectured and held visiting fellowships at various academic and research institutions in Australia, Hungary, Japan, Korea, Italy, Taiwan, Thailand and the United States.

Course Title	Chinese Politics and Public Policy
	中国政治与公共政策
Instructor	LEI Shaohua 雷少华
First day of classes	Feb 22, 2022
Last day of classes	Jun 7, 2022
Course Code	02432140
Course Credits	3
Language	English
Course Description	
<p>This course is an introduction to undergraduate level students to explore the 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.</p>	
Evaluation Details	
<p>1. Class attendance and participation (10%) Attendance is mandatory. Regular class participation is strongly encouraged for this course. Students will be expected to have completed the week's reading assignments prior to section. Most readings will be available in the course public email box. All electronic materials will be for this course use only. Out-of-class circulation is not allowed.</p>	
<p>2. Presentation (20%) Students will be required to do a 15-minute presentation on selected reading assignment during the course. PowerPoint is strongly recommended. Students are also required to turn in ONE 2-page review of select reading assignment in class 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.</p>	
<p>3. Term Paper (20%) To domestic and international regular students: Students will be required to submit a 10-page term research paper by the end of the course. Term paper should be relevant to the central theme of this</p>	

course, and that should focus on one or more specific issues or topics.

To international exchange students: Students will be required to submit a 10-page reflection paper (“China through My Eyes”) by the end of the course. This paper should be relevant to the central theme of this course, but no need to be too academic. Students are expected to write a paper which is based on personal experience, interview or observation in Beijing or other places in China. Any story or personal experience which may be interesting to 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 submit the completed paper as early as possible. Early birds are welcomed.

4. Final Exam (50%)

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

Formatting

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

Academic Integrity

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

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 in emergency cases.

Recommend Movies and Videos

PBS: “China from the Inside”

KBS: “Super China”

Discover Channel: “The People’s Republic of Capitalism”

CLASS SCHEDULE

1. Introduction and Methodology for Researching Chinese Politics

Course description; syllabus discussion; presentation assignments

Part I Overview

2. Legacies and Diversity

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

Recommended: Elizabeth Perry, “Chinese Concepts of ‘Rights’ from Mencius to Mao—and Now”, *Perspectives on Politics*, March 2008, Vol. 6/No. 1.

3. From Revolution to Development

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

4. Political Drivers of Economic Change

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

Recommend: Barry Naughton, *The Chinese Economy*, Chapter 4, pp. 85-111.

Part II Political System and State-Society Relations

5. The Chinese Communist Party

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

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

6. Local Autonomy under Central Authority

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

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

7. State 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.

8. State 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

9. Decision Making in an Authoritarian Regime

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

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

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.

11. Nationalism

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

12. Ethnicity and Identity

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

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

13. Cyberspace and Censorship

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

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

14. China Faces the Future

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

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

15. Final Exam—in class

About the instructor



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 systems, 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	Our Changing Planet
	变化中的地球
Instructor	ZHENG Mei 郑玫
First day of classes	Feb 23, 2022
Last day of classes	Jun 8, 2022
Course Code	12730020
Course Credits	2
Language	English
Course Description	
<p>This course, Our Changing Planet, has two objectives: 1) To understand major global environmental challenges that we are facing now, especially global warming; how land, ocean, and atmosphere are being changed due to anthropogenic activities; and what we should do to ensure a sustainable planet; and 2) To introduce major environmental issues in China, especially how the problem of haze has been successfully managed and how air quality has been greatly improved in the past 10 years in China.</p>	
Pre-requisites /Target audience	
<p>No pre-requisites required. All students who are interested in global environmental issues and pollution in China are welcome.</p>	
Proceeding of the Course	
<p>This course is given primarily by the format of lectures. There is no written exam. The student will give two presentations (one in the mid-term exam week and the other in the final exam week) and one final report. The topic is about environmental issues (global or local). The student can select the topic first and finalize it after discussing with the instructor.</p>	
Assignments (essay or other forms)	
<p>Class report, class presentation, reading assignments, and participation of in-class discussion.</p>	
Evaluation Details	
<p>Class participation (15%), mid-term presentation 30%, final presentation 25%, final report 30%</p>	
Text Books and Reading Materials	
<p>1. <i>Our Changing Planet</i>, by Fred T. Mackenzie, fourth edition.</p>	

2. *The Earth System*, by Lee R. Kump, James F. Kasting, and Robert G. Crane, third edition.
3. Chan, C.K, and Yao, X. (2008) “Air pollution in mega cities in China.” *Atmospheric Environment*, 42.
4. Han, Y., and Zhu, T. (2015) “Health effects of fine particles (PM2.5) in ambient air.” *Science China (Life Sciences)*, 58.
5. Li M et al. (2017) “Anthropogenic emission inventories in China: A review.” *National Science Review*, 4.
6. United Nations Environment Programme (UNEP) (2019) *A review of 20 years’ air pollution control in Beijing*.
7. Zheng, M., Yan, C., and Zhu, T. (2020) “Understanding sources of fine particulate matter in China.” *Philosophical Transactions Royal Society A.*, 378.
8. The Intergovernmental Panel on Climate Change (IPCC) (2021) *Climate change 2021: The physical science basis*.

CLASS SCHEDULE
(Subject to adjustment)

Week 1: Introduction to major global environmental challenges
Topics to cover include world population, development, resources consumption, global warming, ozone depletion, extreme weather, and global sustainability.

Week 2: International protocols and joint efforts to protect our planet
In this session, students will learn about international joint efforts to protect the earth, such as the Montreal Protocol and the Paris Agreement.

Week 3: Our changing planet: The atmosphere
In this session, students will learn about changes in atmosphere due to human activity. Topics to cover include greenhouse gases, climate in the past, measurement of CO₂, acid deposition, and photochemical smog.

Week 4: Our changing planet: The ocean
Students will learn about changes in the ocean due to human activities. Topics to cover include ocean circulation, ocean acidification, eutrophication, water pollution, air-sea exchange, and geoengineering.

Week 5: Our changing planet: The land
Topics to cover include the impact of human activity on forests, causes of deforestation, impacts on biodiversity, and desertification.

Week 6: Our changing planet: Polar regions and the Tibet Plateau
Topics to cover include how global warming impacts polar regions, how anthropogenic emissions such as black carbon impact ice melting in the Tibet Plateau, and how pollutants are transported to polar regions.

Week 7: Global warming: Evidence based on the IPCC report
In 2021, the IPCC released a report, “Climate Change 2021: The Physical Science Basis”. The students will learn about the evidence provided by the report, the current state of the climate, future climate change, risk assessment, and adaptation to climate change.

Week 8: Anthropogenic contributions to global warming
Topics to cover include types of greenhouse gases, major sources contributing to these pollutants, emission inventory, etc.

<p><i>Week 9: Mid-term presentation</i></p> <p>The students can select a topic related to the course. The instructor will review and help to finalize the topic.</p>	
<p><i>Week 10: Earth system monitoring</i></p> <p>In this session, students will learn about the different modern tools that scientists use to monitor changes in the earth system, such as satellites, methods to study the ocean, monitoring networks on land, and major databases.</p>	
<p><i>Week 11: Earth system modeling</i></p> <p>In this session, students will learn how to model the key parameters of the earth system and major models that are used to model pollutants in global and regional scale.</p>	
<p><i>Week 12: Health impacts of pollutants</i></p> <p>Pollutants emitted by anthropogenic activities pose severe health impacts. In this session, students will learn about major types of pollutants that pose health risks, such as metals and organic pollutants. The health impacts of fine particulate matter or PM_{2.5}, which is also the major contributor to haze, will be presented.</p>	
<p><i>Week 13: How to combat the haze problem in China</i></p> <p>China has experienced severe haze due to its fast economic development; therefore, China started to regulate PM_{2.5} in 2012. PM_{2.5} can lead to poor visibility and have significant health impacts. In this session, students will learn how China deals with its haze problem and how it has successfully improved its air quality through various efforts in the past decade.</p>	
<p><i>Week 14: Energy structure in China and Challenges</i></p> <p>Coal is still widely used in China. China is moving to clean energy in order to reduce emissions of CO₂ and, at the same time, improve the air quality. For example, residential coal has been identified as a major source of air pollutants that impact health and contribute to haze, thus it has been reduced significantly in recent years, especially in northern China. Students will learn about the energy structure in China and the challenges it faces.</p>	
<p><i>Week 15: Carbon neutrality in China</i></p> <p>China has announced its goal to reach a peak in its carbon dioxide emissions in 2030 and carbon neutrality in 2060. An analysis, discussion, and major progress related to this topic will be introduced to the students.</p>	
<p><i>Week 16: Review and question session</i></p>	
<p><i>Week 17: Final presentation and report</i></p> <p>The students can select a topic related to the course. The instructor will review and help to finalize the topic.</p>	
<p>About the instructor</p>	
	<p>ZHENG Mei is Boya Distinguished Professor of Peking University, and has served as former Vice Dean in the Institute of Ocean Research, Peking University. She is based in PKU's College of Environmental Sciences and Engineering. Prof. Zheng received her Ph.D. from the Graduate School of Oceanography, University of Rhode Island, USA. She was a postdoc at the Georgia Institute of Technology and a visiting postdoc at the 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</p>

University as a professor, in 2010. Her research areas focus on air pollution and health effects. By now, Prof. Zheng has published 135 SCI papers, which have been cited about 6000 times. She is the leading principal investigator of some major research projects of the National Natural Science Foundation of China. Prof. Zheng has been appointed as committee member in various international and domestic organizations, including the American Geophysical Union (AGU), International Global Atmospheric Chemistry (IGAC), and Committee of Foreign Experts of Peking University.

Course Title	Global Environmental Outlook
	全球环境展望
Instructor	HUANG Yi (and others) 黄艺等
First day of classes	Feb 25,2022
Last day of classes	Jun 10,2022
Course Code	12730150
Course Credits	2
Language	English
Course Description	
<p>The state and trends of the environment at the global scale are the results of geophysical changes driven by human activity, which pose a great threat to human beings. How to formulate sustainable economic development and environmental protection policies has gained wide attention of global policy makers. This course is based on the flagship assessment report of the United Nations (UN) Global Environment Outlook every five years. Experts who have participated in various scientific assessment processes will be invited to give talks. The course will focus on the state of the global environment, drivers, changing trends and future scenarios, policies and policy effectiveness related to global environmental protection, and the latest achievements and progress of international negotiations on environmental conventions and China's participation in international environmental governance, etc. This will enable students to understand environmental status and policy effectiveness of China and the globe.</p>	
Pre-requisites /Target audience	
<p>No pre-requisites required. Students who are interested in global and Chinese environment issues and policy implications are welcome.</p>	
Proceeding of the Course	
<p>The course will consist of 12 lectures, 2 seminars and 2 discussion periods. The lectures will be given by Prof. Huang and invited experts who have been involved in the Global Environmental Outlook process. Each student will give 2 presentations (one in mid-term exam week and one in final exam week). The topics of the two presentations must be relevant to global environmental issues and can be selected based on student's major, interests and suggestions from the instructor. There will be no written exam; one report will be requested at the end of the semester. A PDF of the most recent Global Environmental Outlook and a</p>	

hardcopy of the lecture PPT will be provided to the students prior to the lecture.

Assignments (essay or other forms)

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

Evaluation Details

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 Outlook 4*. Cambridge University Press.

CLASS SCHEDULE

(Subject to adjustment)

Session 1: Introduction including presentation

Instructor: Huang Yi

【Description of the Session】

The teacher will introduce the rational, objectives, content of the course. Each student will give a presentation about their major, their understanding of global environmental change from the perspective of their major, an issue of global environment that is interesting to them, 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 2: Air

Instructor: HU Min

【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】 Chapters 5 & 12, GEO-6

Session 3: Fresh Water	Instructor: WANG Hongtao
<p>【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.</p>	
<p>【Questions】 What is the global freshwater status and trends? What are the main problems in China’s freshwater? What are the main influencing factors?</p> <p>【Readings】 Chapters 9 & 16, <i>GEO-6</i></p>	
Session 4: The Ocean and Coast	Instructor: TANG Danling
<p>【Description of the Session】 This session will focus on the global environmental state, pressures and policy responses in the ocean and offshore regions, the state and trend of China’s marine environment, and the new strategy for the protection and development of marine resources.</p>	
<p>【Questions】 What is the role of the ocean in social and economic development? What is the new strategy and policies of Chinese government for protecting the marine environment?</p> <p>【Readings】 Chapters 7 & 17, <i>GEO-6</i></p>	
Session 5: The Land and Soil	Instructor: ZHANG Linxiu
<p>【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.</p>	
<p>【Questions】 What are the major trends of land degradation? What are the main influencing factors?</p> <p>【Readings】 Chapters 8& 15, <i>GEO-6</i></p>	
Session 6: Biodiversity	Instructor: HUANG Yi
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) This session will focus on the state of biodiversity loss and conservation, as well as the policy responses of China and the globe.</p>	
<p>【Questions】 What is the value of biodiversity? How can we achieve the goal of globally protecting biodiversity?</p> <p>【Readings】 Chapters 6 & 13, <i>GEO-6</i></p>	
Session 7: Cross-cutting Issues	Instructor: JIA Gensuo
<p>【Description of the Session】 This session will focus on mega trends of urbanization, climate change, human well-being, the state of the polar and alpine regions, and their integrative impact on the global and China environment.</p>	

<p>【Questions】 What are the critical cross-cutting environmental issues and their impacts to sustainable development?</p> <p>【Readings】 Chapers 4 & 17, <i>GEO-6</i></p>	
<p>Session 8: Seminar – Key Environmental Issues of China</p>	<p>Instructor: HUANG Yi</p>
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) Lecture to be 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.</p>	
<p>【Questions】 What are the main trends of the key environmental issues in China?</p> <p>【Readings】 Case studies distributed by the invited speakers.</p>	
<p>Session 9: Presentation and discussion II</p>	<p>Instructor: HUANG Yi</p>
<p>【Description of the Session】 Discuss global environmental state, developing trends and response</p>	
<p>Module 2: Drivers of Environmental Changes and Global Environmental Governance and Policy</p>	
<p>Session 10: Driving factor of environmental change</p>	<p>Instructor: DAI Hancheng</p>
<p>【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.</p>	
<p>【Questions】 What are the key driving forces to environmental changes, and how do they affect the environmental shifts?</p> <p>【Readings】 Chapter 2, <i>GEO-6</i></p>	
<p>Session 11: Assessment Theory and Practice of Environmental Policy</p>	<p>Instructor: XU Jianhua</p>
<p>【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.</p>	
<p>【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?</p> <p>【Readings】 Chapters 10 & 11, <i>GEO-6</i></p>	
<p>Session 12: Systematic policy approaches and practices for cross-cutting environmental issues</p>	<p>Instructor: CAI Mantang</p>
<p>【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.</p>	

<p>【Questions】 What are the key stakeholders of particularly environmental issues, and what are their roles in environmental governance?</p> <p>【Readings】 Chapters 17 & 18, <i>GEO-6</i></p>	
<p>Session 13: Future trends in global environmental change and sustainable development paths</p>	<p>Instructor: DAI Hancheng</p>
<p>【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.</p>	
<p>【Questions】 What are the key elements for sustainable development, and what are the key goals set up in UN Sustainable Development Goals for 2030?</p> <p>【Readings】 Chapters 19 & 22, <i>GEO-6</i></p>	
<p>Session 14: Negotiation and Implementation of Environmental Related International Conversions</p>	<p>Instructor: UNEP Science Division, Department of International Cooperation (Ministry of Ecology and Environment)</p>
<p>【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.</p>	
<p>【Questions】 What are the key environmental conventions and how does China implement these conventions?</p> <p>【Readings】 Texts of main international conventions (CBD, UNCCD, UNFCCC)</p>	
<p>Session 15: Seminar—Best practices of environmental management and policy from China</p>	<p>Instructor: CAI Mangtang</p>
<p>This session will be given by invited speakers on environmental management and policy practices to demonstrate China’s efforts and achievements in improved policy formulation and the implementation.</p>	
<p>【Questions】 How important is the policy implementation in environmental management practices?</p> <p>【Readings】 Case studies provided by the speakers</p>	
<p>Session 16: Presentation and discussion III</p>	<p>Instructor: CAI Mangtang</p>
<p>【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.</p>	
<p>About the teacher</p>	



Prof. HUANG Yi holds a Doctor of Science in the field of Environmental Ecology from the Universität Bielefeld, Germany, and has experience in teaching and researching in China, Germany, Canada and Australia. Her current research focuses on microbial ecological processes in extreme environments, 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 with regard to petroleum pollution and

microplastics. She leads a number of national and international research projects. Among them is a project, supported by the National Scientific Foundation of China, on ectomycorrhizal association to improve the tolerance of the host due to excessive heavy metals in soil. She has been leading two national key projects (2016-2020) on microbials in semi-arid land in northern and in Tibet China. The projects emphases are on the function of microbials on improving soil aggregation and stability, and plant biodiversity under drought and high-altitude extreme habitat. Based on those research projects, Prof. Yi Huang has published more than 100 scientific papers.

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

Course Title	Business and Society in Modern China: An Institutional Perspective
	当代中国商业与社会：制度经济学的视角
Instructor	GUO Yan 郭研
First day of classes	Feb 22,2022
Last day of classes	Jun 7,2022
Course Code	02535300
Course Credits	2
Language	English
Course Description	
This course is designed to develop a basic understanding of the Chinese economy. Taking new institutional theory as an intellectual framework, this course aims to introduce the decisions and performance of businesses in the greater social and political contexts in which they operate.	
Pre-requisites /Target audience	
No pre-requisites are required. Students who have some knowledge of introductory microeconomics and macroeconomics will benefit more from this course. Students who are interested in the Chinese economy and society are welcome.	
Proceeding of the Course	
Lecture: Instructor will give lectures on major concepts and issues. Discussion: TA will organize classroom discussions.	
Assignments (essay or other forms)	
Students are required to participate in-class discussions; Presentation by groups; Term report	
Evaluation Details	
Participation in Tutorials: 20 % Presentation: 30 % Course reports: 50 %	
Text Books and Reading Materials	
Required reading	

- Afridi, F., Li, S. X., & Ren, Y. (2015). Social identity and inequality: The impact of China's *hukou* system. *Journal of Public Economics*, 123, 17-29.
- Cai, H., Fang, H., & Xu, L. C. Forthcoming. "Eat, Drink, Firms, Government: An Investigation of Corruption from Entertainment and Travel Costs of Chinese Firms." *Journal of Law and Economics*.
- Gan, J., Guo, Y., & Xu, C. (2017). Decentralized Privatization and Change of Control Rights in China. *Review of Financial Studies*, 05 September 2017. <https://doi.org/10.1093/rfs/hhx100>.
- Gan, J., Guo, Y. & Xu, C. (2008). A nationwide survey of privatized firms in China. *Seoul Journal of Economics*, 2008, v. 21 n. 2, p. 311-331.
- Guo, D., Jiang, K., Kim, B. Y., & Xu, C. (2014). "Political economy of private firms in China". *Journal of Comparative Economics*, 42(2), 286-303.
- Guo, D., Guo, Y., Jiang, K. (2016). "Government-subsidized R&D and firm innovation: Evidence from China", *Research Policy*, 45 (2016) 1129–1144.
- Naughton, B. (2007). *The Chinese economy: Transitions and Growth*. Cambridge, Mass.: MIT Press. [Refer to Course schedule above]
- Weitzman, M. L., & Xu, C. (1994). Chinese township-village enterprises as vaguely defined cooperatives. *Journal of Comparative Economics*, 18(2), 121-145.
- Xu, C. (2011). The fundamental institutions of China's reforms and development. *Journal of Economic Literature*, 1076-1151.
- Xu, C., & Zhang, X. (2009). *The evolution of Chinese entrepreneurial firms: Township-village enterprises revisited* (Vol. 854). Intl Food Policy Res Inst.

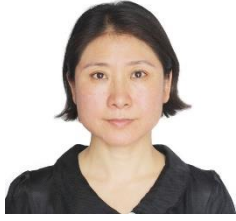
Recommended readings:

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

CLASS SCHEDULE (Subject to adjustment)	
Session 1: The governance of PRC and institutional theory	Date: week 1-2
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) General introduction of the course. Introduce intellectual framework of this course	
【Questions】 What is an institutional perspective? How to understand ‘modern China’? How did the institutions, business activities and the society interact with each other in Modern China? May we predict China’s future under the institutional framework?	
【Readings, Websites or Video Clips】 Required Reading: Xu (2011)	
Session 2: <i>Socialist China:1949–1976</i>	Date: week 3
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) History of economic development and social movement between 1949–1976.	
【Questions】 What happened in Chinese economy and society before 1978 reform? What are the impacts of the institutional framework on social economy?	
【Readings, Websites or Video Clips】 Required Reading: Naughton (2007) Ch. 3; Xu (2011) Video clips to be shown in class	
Session 3: Socialist Market Economy with Chinese Characteristics	Date: week 4-5
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) Economic transition from central planning to market economy after 1978.	
【Questions】 What is Socialist Market Economy with Chinese Characteristics? How did it come? How does it work? How does it affect business activities and society?	
【Readings, Websites or Video Clips】 Required Reading: Naughton (2007) Ch. 4; Xu (2011) Video clips to be shown in class	
Session 4: State-owned Enterprises in PRC	Date: week 6
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) Development and reform of state-owned enterprises in Modern China.	
【Questions】 The governance of State-owned Enterprise (SOEs) under central planning system. SOEs’ transitions in the reform era The outcomes of the SOEs’ restructuring	
【Readings, Websites or Video Clips】 Required Reading: Naughton (2007) Ch. 13; Gan et al. (2017); Gan et al (2008)	

Video clips to be shown in class	
Session 5: Township and Village Enterprises	Date: week 7-8
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) Brief introduction of TVEs: its origin, development and evolution, restructuring.	
【Questions】 The significance of township and village enterprises (TVEs) The rise and decline of TVEs Different TVE models The transformation of TVEs The theoretical challenges left behind: ‘The boundary of the firm’	
【Readings, Websites or Video Clips】 Naughton (2007) Ch. 12; Weitzman & Xu (1994) Video clip to be shown in class	
Session 6: Trade and FDI	Date: week 9
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) Open door policy and its impact on trade and FDI in China.	
【Questions】 How did China become the most favorite destination of foreign direct investments (FDIs)? Selling China? Made in China How did China become the most attractive market and the most powerful buyer in the world? Sold in China Buying the world?	
【Readings, Websites or Video Clips】 Naughton (2007) Ch. 17 Video clips to be shown in class	
Session 7: Private Sector in China	Date: week 10
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) Development of private sector in China Challenges faced by private sector in China	
【Questions】 Private sector in the past three decades Origin Rise Political economy of private sector	
【Readings, Websites or Video Clips】 Required Reading: Naughton (2007) Ch. 15; Guo et al. (2014) Video clips to be shown in class	

Session 8: Corruptions, Business and Politics	Date: week 11
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) Background of anti-corruption Its impact on business activities and economy	
【Questions】 What is corruption? Why do we care about corruption? (the consequences of corruption) What are the causes for corruption? What is special with corruption in China? Can China fight corruption under current institutions?	
【Readings, Websites or Video Clips】 Required Reading: Cai et al. (2013)	
Session 9: Innovation in China: The case of Innofund	Date: week 12
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) Understanding China's innovation program How interactions between private sector and public sector, local and central government work to influence the effects of innovation policy.	
【Questions】 How governments encourage innovation? What are the effects of public policy on innovation? What factors determine or moderate the effects of innovation subsidy.	
Readings, Websites or Video Clips】 Required Reading: Guo et al. (2016)	
Session10: Wrap-up	Date: week 13
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) Summaries of the course	
【Questions】 Main framework of the course Economic journey of modern China	
【Readings, Websites or Video Clips】	
Session 11: presentation of students' work	
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) Students' presentation week	
【Questions】 Students are required to report their understandings of this course based on one of the topics of this course.	
About the teacher	



GUO Yan (郭研)

Associate Professor, School of Economics, Peking University

Professor Guo received her doctorate from Peking University. Her main research interests include transitional economics, financial intermediary, and R&D and innovation. She has had teaching and research experiences in The London School of Economics and Political Science, Stanford University, and Hebrew University.

Course Title	Themes in Medieval Metaphysics
	中世纪形而上学专题
Instructor	Roger T. Ames 安乐哲
First day of classes	Feb 22,2022
Last day of classes	Jun 7,2022
Course Credit	3
Course Code	02330342
Language	English
Course Description	
<p>With the rise of China over the past generation, we have witnessed a sea change in the economic and political order of the world. 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?</p>	
Pre-requisites /Target audience	
<p>Students should have a basic knowledge of the Western cultural narrative and an interest in Chinese philosophy.</p>	
Proceeding of the Course	
<p>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.</p>	
Assignments (essay or other forms)	
<p>Students will be assigned a response question for each meeting of the class, and will be expected to hand in a 2-page 400-500-word answer for a total of 10 papers. At the end of the course, for undergraduates, a 12-page 3000-word research paper must be submitted on a topic agreed upon with the instructor. For graduate students, a 4000-word research paper will be presented to other students in a conference on the last weekend of the course.</p>	
Evaluation Details	

The short response papers will be worth 30 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 ontological assumptions that ground classical Greek metaphysics and epistemology with respect to the notion of the human subject. Plato will be followed by Parmenides *On Nature* and the first work in the Aristotelian corpus, the *Categories*. Again, we will also read Augustine on human nature and explore Aquinas’s ontological proof for the existence of God. The argument is that the underlying commitment in Confucian cosmology as it is made explicit in the language of the *Book of Changes (Yijing)* is not ontology as “the science of being per se,” but is rather what we might call “zoetology” or the art of living. We will then read selected passages from the *Book of Changes*, 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. All textual materials will be provided as PDF files.

Academic Integrity (If necessary)

All papers must be paginated, and students may send in their papers as an attachment in order to meet the deadlines. 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

(Subject to adjustment)

Session 1: Introduction

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

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

【Questions】

1. What is an “interpretive context”?
2. What is “cultural hermeneutics” as a method?
3. What is the role of analogy in making cultural comparisons?
4. What is the difference between an associative and a contrastive analogy? A retail and a wholesale analogy?
5. 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 (if any)】
Response question (2 pages): What is one contrast you would identify between the pre-Darwinian Western philosophical narrative and Confucian assumptions?
Session 2: Making Responsible Cultural Comparisons
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)
A discussion of the role of abstraction in classical Greek philosophy Background to Plato/Socrates Background to the <i>Euthyphro</i>
【Questions】
1. What is Leibniz’s comparison between Chinese and European culture, and is it relevant for us 300 years later? 2. What is Zhang Longxi’s approach in making cultural comparisons? 3. What is metaphysics? dualism? irony? 4. What is metaphysical realism?
【Readings, Websites or Video Clips】
<i>Euthyphro</i>
【Assignments for this session (if any)】
Response question (2 pages): Although <i>Euthyphro</i> 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】 (purpose, requirements, class and presentations scheduling, etc.)
The vocabulary and the philosophical assumptions of metaphysical realism as common sense Background to the <i>Phaedo</i>
【Questions】
1. What are the five definitions offered of “holiness”? 2. Why does Socrates reject each one of them? 3. What does each of these definitions contribute to the vocabulary of metaphysical realism? 4. What is an “aporetic” dialogue? 5. What is the object of knowledge? 6. How do we get knowledge?
【Readings, Websites or Video Clips】
<i>Phaedo</i>
【Assignments for this session (if any)】
Response question (2 pages): What are some assumptions in Plato’s account of the human soul?
Session 4: Plato’s Immortal Soul
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)
The beginnings of individualism and the emergence of the human “being.”

Substance ontology and the human subject.
【Questions】
<ol style="list-style-type: none"> 1. How is philosophy “training to die”? 2. Why cannot an evil person harm a good person? 3. What is <i>amnamnesis</i> or the doctrine of recollection? 4. What is Plato’s Theory of Forms? 5. How is Plato’s vocabulary used to fortify the Abrahamic religions? 6. How can Plato be relevant to Christianity 400 years before Christ?
【Readings, Websites or Video Clips】
Introduction to the <i>Analects of Confucius</i>
【Assignments for this session (if any)】
Position paper (2 pages): Give an example of how Plato’s metaphysical realism alive and well in the modern world?
Session 5: <i>The Analects of Confucius</i>
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)
Reading: <i>The Analects</i>
Confucius on friendship: Do not be friends with anyone who is not as good as you are.
【Questions】
<ol style="list-style-type: none"> 1. What do Plato and Aristotle mean by “friendship?” 2. What is the different between a doctrine of external relations and internal, constitutive relations? 3. What does it mean to say that for Confucius morality is simply growth in relations? 4. How is Confucianism a philosophy of education? 5. What is the contrast between Plato and Confucius on philosophy as “a way of life?” 6. What does “paronomasia” mean?
【Readings, Websites or Video Clips】
Reading: <i>Analects</i> 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 (if any)】
Response question (2 pages): Do an exegesis of <i>Analects</i> 17.3. Can 2.1 and 6.30 be helpful in understanding and explaining 17.3?
Session 6: <i>The Analects of Confucius II</i>
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)
Philosophy of education
Confucius as teacher
Political philosophy
【Questions】
<ol style="list-style-type: none"> 1. Why does education play such an important role in the <i>Analects</i>? 2. What is the relationship between education and morality?

3. Compare Plato and Confucius on education?
4. What is the role of shame in the political philosophy of the <i>Analects</i> ?
5. What is the ideal social and political order for Confucius?
【Readings, Websites or Video Clips】
Readings: <i>Analects</i> 2.3, 10.4, 5.3, 2.13, 4.16, 9.4, 4.24, 1.8, 19.22, 12.2
【Assignments for this session (if any)】
Response question (2 pages): What do we learn about “the achievement of propriety in one’s roles and relations” (<i>li</i> 礼) from 10.4?
Session 7: <i>The Analects of Confucius</i> III
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)
Confucian “human-centered” religiousness “Family reverence” <i>xiao</i> 孝 as the moral imperative
【Questions】
1. What does “religion” mean?
2. What is the key religious vocabulary in Confucian philosophy?
3. Is Confucius a god?
4. What does “family reverence” mean?
5. How is “family reverence” a political ideal?
【Readings, Websites or Video Clips】
Readings: <i>Analects</i> 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 (if any)】
Response question (2 pages): Explain the notion: “the inseparability of the human and the numinous” (<i>tianrenheyi</i> 天人合一) in Confucian philosophy.
Session 8: <i>The Chinese Classic of Family Reverence</i>
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)
Family lineage as the ground of social and natural order in Confucian philosophy
【Questions】
1. How does family serve as the entry point for developing moral competence?
2. How is “family reverence” naturalized?
3. What is the relationship between family reverence and education?
4. What is the role of “remonstrance” (<i>jian</i> 谏) in family reverence?
5. What is the relationship between “living body” (<i>ti</i> 体) and “embodied living” (<i>li</i> 礼)?
【Readings, Websites or Video Clips】
Reading: <i>Focusing the Familiar</i>
【Assignments for this session (if any)】

Assignment: Position paper (2 pages): The two paragraphs of the first chapter in <i>Focusing the Familiar</i> repeat the central theme of this canonical text. What is this central theme?
Session 9: <i>Focusing the Familiar (Zhongyong)</i>
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)
<i>Focusing the Familiar</i> and the role and responsibility of human creativity
【Questions】
<ol style="list-style-type: none"> 1. Can we justify translating “zhongyong” 中庸 as “focusing the familiar?” 2. What is the Mohist interpretation of the opening Zisizi passage? 3. What does <i>creatio in situ</i> mean, and how is it different from <i>creatio ex nihilo</i>? 4. What are the dominant meanings of “creativity” in the Western philosophical narrative? 5. How is the <i>Zhongyong</i> a profoundly religious text?
【Readings, Websites or Video Clips】
Reading: <i>Daodejing</i>
【Assignments for this session (if any)】
Response question (2 pages): Do an exegesis of <i>Zhongyong</i> 25.
Session 10: <i>Daodejing</i>
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)
An introduction to Daoist philosophy
【Questions】
<ol style="list-style-type: none"> 1. What are the “wu-forms?” 2. What is the Daoist critique of Confucian philosophy? 3. What would the Confucian critique of Daoist philosophy be? 4. What is the <i>Daodejing</i>’s militarist philosophy, and how does it compare with <i>Sunzi</i>? 5. How is coherence achieved in the <i>Daodejing</i>?
【Readings, Websites or Video Clips】
<i>Daodejing</i> 1, 2, 49, 17, 18, 19, 64, 25, 42
【Assignments for this session (if any)】
Response question (2 pages): What is the mutual entailment of opposites in the <i>Daodejing</i> ?
Session 11: <i>Daodejing</i> II
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)
Reading the <i>Daodejing</i>
【Questions】
Questions:
<ol style="list-style-type: none"> 1. What does it mean to say the <i>Daodejing</i> is not expository?

<ol style="list-style-type: none"> 2. What is the meaning of “sage” in the <i>Daodejing</i>? 3. What is the relationship between <i>dao</i> and <i>de</i>? What is a focus-field reading of the myriad things? 4. What does the title of this text mean?
【Readings, Websites or Video Clips】
Readings: John Dewey, “The Influence of Darwin on Philosophy”
【Assignments for this session (if any)】
Response question (2 pages): What translation would you give for the <i>Daodejing</i> , and how would you justify it?
Session 12: John Dewey’s Pragmatism
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)
An Introduction to the philosophy of John Dewey
【Questions】
<ol style="list-style-type: none"> 1. How has <i>eidos</i> (form, species) and <i>telos</i> (design) shortened history? 2. What is the status of “change” in traditional empiricism? 3. What is radical empiricism? 4. In what way is pragmatism Darwinian? How not?
【Assignments for this session (if any)】
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】 (purpose, requirements, class and presentations scheduling, etc.)
A discussion of pragmatic “experience” or “culture” as “human living.”
【Questions】
<ol style="list-style-type: none"> 1. What is “experience?” “An experience?” “A real experience?” 2. What is wrong with equating knowledge with reality in traditional epistemology? 3. What is the difference between what is real and what is known? 4. How does pragmatism resonate with Confucian philosophy?
Session 14: Course review and summary
About the teacher
 <p>Roger T. Ames is Humanities Chair Professor in the Department of Philosophy at Peking University, and Professor Emeritus at University of Hawai‘i. 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 Wuhan University, as well as at Chinese University of Hong Kong and Taiwan University, and a fellow of Clare Hall, Cambridge. Currently Professor Ames continues to work on interpretive studies and explicitly "philosophical"</p>

translations of the core classical texts, taking full advantage in his research of the exciting new archaeological finds.

Course Title	Traditional Taijiquan: Philosophy and Practice
	传统太极拳：哲学与实践
Instructor	ZHU Xiaomin 朱效民, DU Junming 杜军明
First day of classes	Feb 21, 2022
Last day of classes	June 6, 2022
Course Credits	2
Course Code	02319642
Course Description	
<p>Taijiquan (also called spelled tai-chi-chuan) is also known as shadowboxing. In Dec. 2020, Taijiquan was selected for inclusion on the Representative List of the Intangible Cultural Heritage of Humanity, UNESCO, which certainly will attract more and more people all over the world to recognize and enjoy Taijiquan. It is said that more than 100 million people are practicing Taijiquan frequently, and, as a result, Taijiquan has become one of the most popular sports in the world. The Chinese government has already set up more than 500 Confucius Institutes and more than 1000 Confucius Classrooms in different countries, in which Taijiquan has been taught as an outstanding representative symbol of Chinese culture. Taijiquan is even being considered for inclusion as a part of the Olympic Games.</p> <p>In China, Taijiquan has also been known as ‘gentleman boxing’ or ‘philosopher boxing’, as the thinking and wisdom of Taijiquan are unique for the sports, health, and cultivation of people. However, there have been a lot of problems and distortions in the practice, teaching, international communication and research of Taijiquan because of two reasons. One reason is that traditional Taijiquan is quite conservative (historically, Taijiquan has only been passed on down through lineages), and it’s too hard to master. (Yang Luchan once said, “There are only a few real masters in every generation,” and according to Li Yaxuan, a famous master of Yang style Taijiquan, in fact “99% of practitioners are practicing Taijiquan in the wrong way” as ordinary people don’t know it and don’t have the right feeling for traditional Taijiquan.)</p> <p>The other reason is that when practicing Taijiquan, even a single movement requires integration of not only every part of your body, inside and outside the body, but also your mind, spirit and your body. Although more and more people are learning Taijiquan today, usually people are unable to recognize Taijiquan’s special thinking due to their understanding of modern science paradigms such as reductionism and atomism. It’s not strange nowadays to find that many both foreign and Chinese people often misunderstand Taijiquan as only a kind of gymnastics or dancing, according to their Western ways of thinking. And,</p>	

indeed, many ideas of traditional Taijiquan cannot be understood in terms of modern philosophy, Western science or even by literal translation.

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

On the philosophical side, Taijiquan’s special concepts (inner *qi*, or ‘inner energy’), methods (‘if you feel comfortable then you are right’), way of thinking (‘forget yourself and follow your opponent’), theoretical system (achieve your will by your mind, get *qi* by your will, move by your *qi*) will be discussed to give an overview of traditional Taijiquan, and comparing Chinese ‘*gongfu* (kung fu) philosophy’ and Western philosophy.

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

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

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

Pre-requisites /Target audience

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

Proceeding of the Course

This class will focus on the topic of “how to understand traditional Taijiquan,” and both philosophical and practical perspectives will be discussed. Every class will be divided into two parts: one is class lecture, which will be about 60% of the class time; one is discussion and practice, which will be about 40% of class time.

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

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

Assignments (essay or other forms)

Term paper and Taijiquan practice. At the end of the course, a 3000-word research paper must be submitted

on any topic about Taijiquan, and will be presented to other students in the last week of the course.
Evaluation Details
Test Term paper (60%) + Discussion (20%) + Taijiquan practice (20%)
Reading Materials Yang Chengfu, <i>The Essence and Applications of Taijiquan</i> , North Atlantic Books, 2005. Ni Peimin, <i>Confucius—the Man and the Way of Gongfu</i> , Rowman & Littlefield, 2016. Peter M. Wayne, Mark L. Fuerst, <i>The Harvard Medical School Guide to Taichi</i> , Harvard Health Publication, 2013. Cheng Man-ching, <i>Tai Chi Chuan: A Simplified Method of Calisthenics for Health and Self Defense</i> , Shri-Jung School for Culture and the Arts, Taipei: 2003.
CLASS SCHEDULE (Subject to adjustment)
Session 1: Introduction
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) 1. An overview of the purpose and scope of the course. 2. Course requirements. 3. The special philosophy and practice of traditional Taijiquan. 4. Read <i>On Taijiquan</i> by Wang Zongyue Taiji exercise: 1. squat before a wall 2. rotate the shoulders 3. stretch your body, such as touching your toes with your same side elbow 4. one minute breathe in
【Questions】 What do you expect from this class? What are your thoughts on: “The masters are those who practice basic <i>gongfu</i> everyday”?
【Readings, Websites or Video Clips】 王宗岳, 太极拳论, Wang Zongyue, <i>On Taijiquan</i> http://blog.sina.com.cn/s/blog_d040375c0102xgdr.html 20211207
【Assignments for this session (if any)】 Record your body feeling when you practice Taijiquan for comparison with others and yourself during the whole term.
Session 2: Traditional Taijiquan in China Today
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) 1. The status quo of traditional Taijiquan in China today. 2. New challenges and chances for Taijiquan. Taiji exercise: Different movements of “cloud hands” in Chen, Yang, Wu, and Wu/Hao style

<p>【Questions】</p> <p>How could tradition exist and develop in the modern society?</p> <p>What do you think that “the tradition is kept well by those who are uneducated”?</p>
<p>【Readings, Websites or Video Clips】</p> <p>李仲轩口述，徐皓峰整理，逝去的武林（1934年的求武纪事），当代中国出版社，2006</p> <p>Li Zhongxuan, <i>The Disappearance of the Chinese Martial Arts Community</i></p>
<p>【Assignments for this session (if any)】</p> <p>We suggest you to read Chinese materials about Taijiquan directly if you can read in the Chinese language.</p>
<p>Session 3: The Main Schools of Taijiquan</p>
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</p> <p>Introduction of 5 main schools of traditional Taijiquan style: Chen, Yang, Wu/Hao, Wu, and Sun style</p> <p>Taiji exercise:</p> <p>Different fighting scenario of “repulse monkey” in Yang and Wu/Hao styles.</p>
<p>【Questions】</p> <p>What are the main differences among the 5 main schools of Taijiquan, and why do those differences exist?</p>
<p>【Readings, Websites or Video Clips】</p> <p>1. <i>Chen Style Taijiquan</i>, Hai Feng Publishing Co. and compiled by Zhaohua Publishing house, 1984.</p> <p>2. Yang Chengfu, <i>The Essence and Applications of Taijiquan</i>, North Atlantic Books, 2005</p> <p>杨澄甫，太极拳体用全书，中华书局，1948</p> <p>— We suggest you to read Chinese materials about Taijiquan directly if you can read in the Chinese language.</p> <p>3. 崔志远，范修学，李建民编著，武氏太极拳全集，河北科学技术出版社，2018</p> <p>4. 王培生，吴式太极拳论真，人民体育出版社，2003</p> <p>5. 孙玉奎等编著，孙禄堂武学论语，人民体育出版社，2010</p>
<p>【Assignments for this session (if any)】</p> <p>Choose one or two movements of any style that you like most and practice it everyday.</p>
<p>Session 4: The History of Taijiquan</p>
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</p> <p>Introduction of the long past and the short history of Taijiquan.</p> <p>Taiji exercise:</p> <p>“Grasp the bird’s tail” with four movements: ward off, roll back, press and push — the mother movement of Yang style Taiji.</p>
<p>【Questions】</p> <p>What are the characteristics of the communication history of traditional Taijiquan?</p> <p>Why is the history of Taijiquan like a “confusion”?</p>

<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. 温博, 中国武术双语教程, 北京师范大学出版社, 2014 — a book in both Chinese and English. 2. Stanley E. Henning, <i>Chinese Martial Arts: History and Practice</i>, 民族出版社, 2017 — a small book in English language. 3. 马长勋口述, 王子鹏整理, 吴式太极拳-南湖传习录: 吴式太极拳第五代人的口述史, 华文出版社, 2016
<p>【Assignments for this session (if any)】</p> <p>Practice Taijiquan for at least 20 minutes every day.</p>
<p>Session 5: Taijiquan and Traditional Chinese Medicine</p>
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</p> <p>Discussion of the deep and “logical” connections between Taijiquan and traditional Chinese medicine.</p> <p>Taiji exercise:</p> <p>“Separate the mane of wild horse” and “white crane spreads its wings” — also can be exercised as a standing posture, say for about 20 minutes, as Wu Tunan (1884-1989) did during his Taiji learning time.</p>
<p>【Questions】</p> <p>Why does Taijiquan have similar basic principles as traditional Chinese medicine (such as holism and treatment based on syndrome differentiation)?</p> <p>What is the relation between fighting and health care in Taijiquan?</p>
<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. Peter M. Wayne, Mark L. Fuerst, <i>The Harvard Medical School Guide to Taichi</i>, Harvard Health Publication, 2013. 2. 陈小蓉, 李重申编著, 韩丑萍译, <i>Illustrated Book of Traditional Chinese Life-nurturing Exercise</i>, 中国大百科全书出版社, 2014. 3. Yang Jwing-Ming, <i>The Root of Chinese Qigong: Secrets for Health, Longevity & Enlightenment</i>, YMAA Publication Center, 1997.
<p>【Assignments for this session (if any)】</p> <p>Practice Taijiquan for at least 20 minutes every day.</p>
<p>Session 6: The Communication and Translation of Taijiquan</p>
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</p> <p>Discussion on communication and translation of Taijiquan between Chinese and English with many examples</p> <p>Taiji exercise:</p> <p>“kick with right and left heel” — practice Taiji movements “like flower blooming”</p>
<p>【Questions】</p> <p>How to communicate and translate Taijiquan to a different culture (paradigm)?</p> <p>Can we really understand traditional Taijiquan today?</p>

<p>【Readings, Websites or Video Clips】</p> <p>1,白淑萍编著, 罗斌翻译, 学打太极拳, 北京大学出版社, 2009. This book is in both Chinese and English language.</p> <p>2,刘金印整理, 王永泉授杨式太极拳语录及拳照, 北京体育大学出版社, 2014.</p>
<p>【Assignments for this session (if any)】</p> <p>Practice Taijiquan for at least 20 minutes every day.</p>
<p>Session 7: The Philosophy of Taijiquan: Oriental Gongfu and Occidental Rationality</p>
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</p> <p>Introduction of oriental <i>gongfu</i> with comparison with occidental rationality.</p> <p>Taiji exercise:</p> <p>“Brush the knee & twist step”, and “needle at sea bottom”</p>
<p>【Questions】</p> <p>Do we have other ways to understand traditional Taijiquan besides occidental rationality in this so called modern/scientific society?</p>
<p>【Readings, Websites or Video Clips】</p> <p>1. Ni Peimin, <i>Confucius—the Man and the Way of Gongfu</i>, Rowman & Littlefield. 2016.</p> <p>2. 赵泽仁, 张云, 说手: 太极拳静思录, 北京科学技术出版社, 2020.</p>
<p>【Assignments for this session (if any)】</p> <p>Practice Taijiquan for at least 20 minutes every day.</p>
<p>Session 8: The Gymnastics of Taijiquan</p>
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</p> <p>Discussion the popular Taijiquan of “gymnastics” and “dancing” performed by most ordinary people.</p>
<p>【Questions】</p> <p>What is the difference between traditional Taijiquan and Taijiquan of gymnastics or dancing?</p> <p>Why did a Taiji master say “99% people perform Taijiquan wrongly”?</p> <p>Taiji exercise:</p> <p>Old and new movements of “brush the knee & twist step” in the Yang style.</p>
<p>【Readings, Websites or Video Clips】</p> <p>Cheng Man-ching, <i>Tai Chi Chuan: A Simplified Method of Calisthenics for Health and Self Defense</i>, Shri-Jung School for Culture and the Arts, Taipei: 2003.</p>
<p>【Assignments for this session (if any)】</p> <p>Practice Taijiquan for at least 20 minutes every day.</p>
<p>Session 9: The Expression of Traditional Taijiquan: Poem and Metaphor</p>

<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) Introduction of the special and various communication ways of traditional Taijiquan. Taiji exercise: Crane dancing in the Chen style.</p>
<p>【Questions】 Why Taijiquan uses poems and metaphors to teach and communicate?</p>
<p>【Readings, Websites or Video Clips】 王宗岳等著，太极拳谱，人民体育出版社，1991</p>
<p>【Assignments for this session (if any)】 Choose one or two poems of Taijiquan which you like most and feel them when you exercise Taijiquan.</p>
<p>Session 10: How to practice Taijiquan: Experience from Traditional Masters of Taijiquan</p>
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) Discussion of different Taiji masters on how they practice and teach Taijiquan in their time and their ways. Taiji exercise: “the golden pheasant stands on one leg” is also a very good standing posture</p>
<p>【Questions】 Can we have the real Taiji <i>gongfu</i> using modern ways although they are so different from those used by old masters in their time?</p>
<p>【Readings, Websites or Video Clips】 1. Bob Klein, <i>Movements of Magic: The Spirit of Tai-chi-Chuan</i>, Newcastle Publishing House Co., 1984. 2. 郑曼青，郑子太极拳自修新法，时中学社，2007.</p>
<p>【Assignments for this session (if any)】 Practice “the golden pheasant stands on one leg” as a standing posture for at least 1 minute.</p>
<p>Session 11: Taijiquan and Bruce Lee's Jeet Kune Do</p>
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.) Talk about the martial art thinking of Bruce Lee especially concerned with Taijiquan. Taiji exercise: “Divide right & left feet”—no higher than your waist; the story behind this movement.</p>
<p>【Questions】 Does Bruce Lee have Taiji thinking in his Jeet Kune Do?</p>
<p>【Readings, Websites or Video Clips】 Bruce Lee, John Little, <i>The Art of Expressing the Human Body</i>, Tuttle Publishing, 1998.</p>
<p>【Assignments for this session (if any)】</p>

Exercise Taiji movements in Bruce Lee’s thinking of Jeet Kune Do.
Session 12: Miracle feats of Taijiquan: Truth or Myth?
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</p> <p>Analysis of the many miracle feats of Taijiquan masters in history and legend.</p> <p>Taiji exercise:</p> <p>“Parrying & punching” — the movement that Yang Luchan favors; as a result ,Yang also had the nickname “Invincible Yang.”</p> <p>【Questions】</p> <p>Do you think those miracle feats of Taijiquan in history are true or fake? Why?</p>
<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. Video of Taiji pushing hands 2. 刘正源, 季培刚编著, 三爷刘晚苍: 刘晚苍武功传习录, 北京科学技术出版社, 2016.
<p>【Assignments for this session (if any)】</p> <p>Practice Taijiquan for at least 20 minutes every day.</p>
Session 13: Can Taijiquan be used to fight?
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</p> <p>Discussion of the challenges from Western boxing both in history and nowadays.</p> <p>Taiji exercise:</p> <p>Pushing hands of Wudang 13-movement Taiji</p>
<p>【Questions】</p> <p>Do you think Yang Luchan was truly “invincible” Why or why not?</p> <p>Why do traditional masters of Taiji usually refuse to accept challenges from boxing today?</p>
<p>【Readings, Websites or Video Clips】</p> <p>Cheng Man-ching, <i>Tai Chi Chuan: A Simplified Method of Calisthenics for Health and Self Defense</i>, Shri-Jung School for Culture and the Arts, Taipei: 2003.</p>
<p>【Assignments for this session (if any)】</p> <p>Practice Taijiquan for at least 20 minutes every day.</p>
Session 14: Taijiquan and the Olympics: The experiences of judo, taekwondo and yoga
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</p> <p>Discussion about whether Taijiquan should be accepted as an Olympic Games event or not, and introducing the experiences of judo, taekwondo and yoga.</p> <p>Taiji exercise:</p> <p>Some basic exercise of pushing hands.</p>

<p>【Questions】</p> <p>What is the main difference in principles between Taijiquan and Western boxing? Wang Peisheng (1919-2004) once said: “Fight, but don’t use your strength.” What do you think about his words? “Your Taijiquan is wrong if your inner strength conflicts directly with your opponent’s strength.” What do you think about this?</p>
<p>【Readings, Websites or Video Clips】</p> <p>Cheng Man-ching, <i>Tai Chi Chuan: A Simplified Method of Calisthenics for Health and Self Defense</i>, Shr-Jung School for Culture and the Arts, Taipei: 2003</p>
<p>【Assignments for this session (if any)】</p> <p>Practice Taijiquan for at least 20 minutes every day.</p>
<p>Session 15: Taijiquan and the World: International Communication</p>
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</p> <p>Discussion on the strategy of international communication of Taijiquan. Taiji exercise: “Fan through the back” and flank attack</p>
<p>【Questions】</p> <p>How could foreigners who have different cultural backgrounds understand Taijiquan?</p>
<p>【Readings, Websites or Video Clips】</p> <p>吕韶钧, 太极八法五步, 北京体育大学出版社, 2018. — a book in both Chinese and English languages.</p>
<p>【Assignments for this session (if any)】</p> <p>Practice Taijiquan for at least 20 minutes every day.</p>
<p>Session 16: The Future of Taijiquan</p>
<p>【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)</p> <p>Discussion of the future development of traditional Taijiquan in China and the world. Read <i>On Taijiquan</i> by Wang Zongyue again. Taiji exercise: Choose any movement of Taiji you like most to practice.</p>
<p>【Questions】</p> <p>Could we have a scenario of traditional Taijiquan in the future? Do you have different feeling of reading the <i>On Taijiquan</i> by Wang Zongyue again?</p>
<p>【Readings, Websites or Video Clips】</p> <p>王宗岳, 太极拳论, Wang Zongyue, <i>On Taijiquan</i> http://blog.sina.com.cn/s/blog_d040375c0102xgdr.html 20211207</p>

【Assignments for this session (if any)】

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

Session 17: Students Reports

About the Instructor



ZHU Xiaomin, Bachelor degree in Chemistry, PhD in the Philosophy of Science and Technology, now associate professor in the Philosophy Dept, and Director of the Research Center for Science Communication, Peking University. Member of SHARE (Science, Health, Agriculture, Environment and Risk) Communication in Asia. Traditional Taijiquan experience: Since 2008, Xiaomin Zhu has trained in 4 schools

of Taijiquan from different traditional masters:

Sept. 2008–July 2010, Chen style.

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

Sept. 2014–now, Yang style, since Aug. 2021 he has taught and organized Yang style Taijiquan activities on campus of PKU 12 times.

May, 2020–now, Wu/Hao style.

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

- 1, Xiaomin Zhu, The Tradition and Modernization of Taijiquan, *Wudang*, 2021:11, pp. 36-39.
- 2, Xiaomin Zhu, Taijiquan in Taiwan, Shaolin and Taichi, 2021:08, pp. 40-43.
- 3, Xiaomin Zhu, From Science Communication to Subjective Practice: The Observation and Reflection of a Participating Expert, *Journal of Communication Research and Practice*, 2020: 2, pp. 59-83.
- 4, Xiaomin Zhu, Different philosophies: Could Taijiquan be understood today? Proceedings of the 11th BESETO Conference of Philosophy, The University of Tokyo, June 2019, pp. 22-35.
- 5, Xiaomin Zhu, True or “fake”: Can we believe & understand Taijiquan today? Proceedings of Science Breakthroughs: Paid News, Fake News and Ethics, Workshop on SHARE Communication, India, Feb. 2019, pp. 9-13.
- 6, Xiaomin Zhu: The communication of Taijiquan from the perspective of cultural difference between China and Western countries, *Chinese Martial Arts*, 2015:3, pp. 52-54.

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

Course Title	The Silk Road: A Global history
	全球史视野下的丝绸之路
Instructor	LU Yang 陆扬
First day of classes	Feb 24,2022
Last day of classes	Jun 9,2022
Course Credits	2
Language	English
Course Code	02132600
Course Description	
Objective:	
<p>This course provides a comprehensive introduction to the cultural and material exchanges among the major civilizations along the Silk Road. It covers the period between the 2nd and the 15th centuries CE, during which the forces wielded by the Persians, the Chinese, The Greeks, the Indians, the Arabs and the Mongols shaped the geopolitical landscape of the vast region that spreads from the Caspian Sea to the Gobi Desert. Students will explore the role of the Silk Road in the formation of the religious and ethnic identities of these civilizations, as well as their perceptions towards one other. Through the study of refreshing and up-to-date visual and course readings, the students will explore crosscultural phenomenon such as Sogdian burial practice, Arab accounts of Tang China, Nestorian Christianity at the Mongol court, and influence of Marco Polo in the Latin West. The course will begin and conclude with discussion of the contemporary significance of the Silk Road as a historical category.</p> <p>本课程以公元前 500 年至公元 1500 年之间的丝绸之路的历史为背景，特别探讨以下问题：如何从全球史的视角来审视陆地与海上丝绸之路的变迁和特点，波斯、希腊、中华、印度、阿拉伯和蒙古等在丝绸之路历史上扮演了怎样的关键角色，如何通过欧亚文明的交汇来认识中国文化的发展，近代以来丝绸之路研究与西方帝国主义扩张的关系。此课程也帮助学生认识丝绸之路的文化历史遗产在今日世界的意义。课程的教学资料将体现中外考古与学术的新成果，课程阅读也采用近二十年来出版的用英文撰写的优秀学术论著，在介绍丝绸之路丰富历史的同时也介绍当下全球史研究的一些基本方法和视角，使学生能通过这一课程的学习领略到史学研究的新方法。课程通过讲</p>	

课和讨论相结合的方式,使学生能更积极参与到教学中来,同时也将强化学生的英文学术阅读、表达和写作能力。
Pre-requisites /Target audience
None
Proceeding of the Course
课堂讲授 (60%), 课堂讨论 (20%), 课堂报告 (20%)
Evaluation Details
课堂报告 (10%); 书面报告 (20%); 期中考试 (10%); 期末论文 (40%); 出勤 (10%) 期中考试形式为闭卷考, 以概念 (40%) 和问题 (60%) 解答组成。
Text Books and Reading Materials
Text Books
The Silk Road: A New History with Documents, Valerie Hansen
The Silk Road: A Very Short Introduction, James A. Millward
The Travels of Marco Polo,
By Steppe, Desert, and Ocean: The Birth of Eurasia, Barry W. Cunliffe
Reading Materials
The Mongols and Global History, Morris Rossabi
The Silk Roads: A Brief History with Documents, Xinru Liu
Islamic Central Asia: An Anthology of Historical Sources, Scott C. Levi & Ron Sela
Foreign Devils on the Silk Road, Peter Hopkirk
CLASS SCHEDULE (Subject to adjustment)
Session 1: <i>The Great Game and the Modern Discovery of the Silk Road Civilization</i>
【Description of the Session】 (purpose, requirements, class and presentations scheduling, etc.)
Steppe, Ch. 1
*Stein, "By the Desert Edge of Khotan" and "The Shrine of Khadalik
*Hedin, "I approach the Desert," "Sand Sea," and "I discovered 2000-Year Old Cities in the Desert"
The Chinese Origins of the Silk Road
Steppe, Ch. 7: 266-280?
*Boulnois, Ch. 3: "Adventures of a Diplomat-Explorer" and Ch. 4: "The Power of a Kingdom Rests with its Horses," 59-85
*Beginnings of Relations with the Hsiung-nu
*The Mission to the West by Zhang Qian
*A Chinese Memorial Discussing Strategy of the Building and Maintaining of the Great Wall
*Ta-yuan [Ta-wan] (Ferghana)?"
Session 2: <i>Alexander the Great and the Hellenistic East (Map quiz 1)</i>
【Readings, Websites or Video Clips】
Steppe, Ch. 6, 203-220
Documents, 4. Strabo and 5. Arrian

*Arrian: Speech of Alexander the Great
 *Afghanistan: Hidden Treasure from the National Museum, Kabul (Website)
 *Manning & Renfrew, "At the Limits: Long-Distance Trade in the Time of Alexander the Great and The Hellenistic Kings," In Reconfiguring The Silk Road, 5–14
 *Lerner, Jeffrey D. 1998. "Ptolemy and the Silk Road: From Baktra Basileion to Sera Metropolis." East and West 48 (1/2): 9–25.
 *Liu, Silk Road in World History, Ch. 3: "The Kushan Empire and Buddhism," pp. 42-61

Session 3: *The Indian Factor*

【Readings, Websites or Video Clips】

Arrian, The Indica, translated by Martin Hammond.

- *Ashoka, King of Behar: The Rock Edicts, c. 257 BCE
- *The Questions of King Milinda (r. 165-130BCE)
- * Buddhist Scriptures: "Founding of the Monastic Order," "Founding of the Order of Nuns," and "A Mahayana View of the Buddha"
- *The Bodhisattva's Infinite Compassion

Session 4: *Trade and Culture of the Oasis*

【Readings, Websites or Video Clips】

New History, Ch. 1: The Kingdom of Kroraina, 38-76

- *Notes on the Western Region: "Shan Shan"
- *Stein, "at the Niya Site Ruins"
- *New History, 11: Local Life in a Silk Road Community, 83-93

World Religions and the Age of Empires

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

New History, Ch.1: "The Kingdom of Kroraina"; Ch.2: "Kucha and the Caves of Kizil," pp. 56-82.

Session 5: *The Golden Age of the Silk Road*

【Readings, Websites or Video Clips】

New History, Ch. 4: "Samarkand and Sogdiana," Ch. 5: "Historic Chang'an" & Ch. 6: "The Dunhuang Caves," pp. 141-198.

Session 6: *The Arab Conquest of the Silk Road (Map quiz 2)*

【Readings, Websites or Video Clips】

- *Boulnois, Silk Road, Ch. 14: "The World Marketplace of Sinbad the Sailor," pp. 279-310
- Documents, pp. 26-28; Pieces #25, 26, 28, 30 and 31
- Anthropological Theory- Ibn Battuta
- Religions, Ch. 4: "The Islamization of the Silk Road."

Oceanic Silk Road

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

- *Boulnois, Silk Road, Ch. 14: "The World Marketplace of Sinbad the Sailor," pp. 279-310
- *Documents, pp. 26-28; Pieces #25, 26, 28, 30 and 31

Anthropological Theory- Ibn Battuta

Daryaei, "The Persian Gulf Trade in Late Antiquity," *Journal of World History* 14.1 (2003): 1–16.?

Session 7: *The Coming of the Mongols and the age of Marco Polo (Map quiz 3)*

【Readings, Websites or Video Clips】

*Biran, Chinggis Khan, Ch. 1: "Asia, The Steppe and the Islamic World on the Eve of the Mongols," pp. 6-26

Steppe, Ch. 11, 417-435

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

*Boulnois, Silk Road, Ch. 15: "Oriente Poliano," pp. 311-352

Steppe, Ch. 11, 442-448

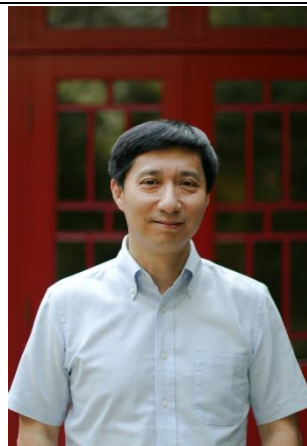
*Marco Polo, *The Travels of Marco Polo*, in *Foundations of Anthropological Theory*, pp. 73-84
History, Ch. 6: "The Mongols and the Twilight of the Silk Road," pp. 109-126

Session 8: *From Istanbul to Beijing: Early Globalization*

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

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

Session 9: *One Belt One Road: The Modern Revival of the Silk Road*



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

课程名称	Ancient Chinese History (Part 2)
	中国古代史 B (下)
课程编号	02180012
授课教师	MAO Yike 毛亦可
课程开始日期	Feb 21,2022
课程结束日期	Jun 8,2022
课程学分	4
授课语言	中文
先修课程	无
课程简介	
<p>本课将通过较为系统的讲授，帮助同学把握中国古代隋朝至鸦片战争 1200 余年间的的基本变迁线索和重大问题，以及这段时期政治、经济、制度、文化、民族等方面的必要历史知识；帮助学生了解中国历史研究的基本方法，了解重要学术论著、研究者和最新学术动态；培养专业意识，为进一步学习各个断代史和专门史课程，进入本学科领域的研究与实践，打下基础。通过讲授、作业与讨论等多种互动形式，综合养育学生的人文精神与创新能力。</p> <p>With systematic teaching, we will help students to learn the basic changing clues and major issues of the 1200 years between the Sui Dynasty in ancient China and the Opium War, as well as the necessary historical knowledge of political, economic, institutional, cultural, nationality and other aspects of this period; moreover, the course will help students to learn the basic method of historical research, the important academic works, famous experts and the latest academic trends; to train their professional awareness, and to lay the foundation for further study of the various dynastic histories and history of particular subjects, as well as the research and practice of the field. By a variety of interactive forms of lecture, assignment and discussion, to develop students' humanistic spirits and inventiveness.</p>	
基本目的	
<p>通过较为系统的讲授，帮助同学把握中国古代隋朝至鸦片战争 1200 余年间的的基本变迁线索和重大问题，以及这段时期政治、经济、制度、文化、民族等方面的必要历史知识；帮助学生了解中国历史研究的基本方法，了解重要学术论著、研究者和最新学术动态；培养专业意识，为进一步学习各个断代史和专门史课程，进入本学科领域的研究与实践，打下基础。通过讲授、作业与讨论等多种互动形式，综合养育学生的人文精神与创新能力。</p>	
授课对象	

全校学生及国外友好院校学生	
课程进度	
2022 春季学期 1-16 周，每周周一、周三 3-4 节（10:10-12:00）	
教学方式	
讲授为主，助教辅导。	
成绩构成	
1. 平时成绩（考勤、讨论）：10%。2. 期中成绩（作业）：40%。 3. 期末闭卷考试：50%。	
教材与阅读资料	
<p>教材：</p> <p>《中国史纲要（增订本）》，翦伯赞主编</p> <p>《中国古代简史》，张帆</p> <p>阅读资料：</p> <p>《中国历代政治得失》，钱穆</p> <p>《国史大纲》，钱穆</p> <p>《隋唐五代简史》，吴宗国</p> <p>《宋史》，余蔚</p> <p>《元朝史》上下册，韩儒林主编</p> <p>《明史新编》，傅衣凌</p> <p>《清朝简史》，杜家骥</p>	
教学大纲	
第一讲：隋朝的兴亡（3 学时）	日期： Feb 21, Feb 23
<p>【简介】</p> <p>一、隋朝统一南北</p> <p>二、隋炀帝的成与败</p> <p>三、隋末群雄起义与隋朝的覆亡</p>	
<p>【阅读资料、网页链接或视频资料】</p> <p>1、崔瑞德等：《剑桥中国隋唐史》第一章“导言”、第二章“隋朝”，中国社会科学出版社，1990 年。</p> <p>2、陈寅恪：《唐代政治史述论稿》上篇《统治阶级之氏族及其升降》，三联书店，2001。</p>	
<p>【作业一】4 月 17 日以前提交</p> <p>A、【北京大学历史学系学生必选，其他选课学生可选】在第一讲至第六讲阅读资料中任选一篇论文，完成一份读书报告（包括论文缩写 1000~2000 字+感想 1000 字）；</p> <p>B、【其他选课学生可选】在钱穆《中国历代政治得失》一书中任选唐、宋中的一朝，完成一份读书报告（包括原书缩写 1000~2000 字+感想 1000 字）。</p>	
第二讲：从贞观之治到开元盛世（6 学时）	日期： Feb 28, Mar 2, Mar 7

【简介】 一、唐朝的建立与唐初制度 二、“天可汗”与“贞观之治” 三、唐高宗与武则天的时代 四、唐玄宗与“开元盛世”	
【阅读资料、网页链接或视频资料】 1、崔瑞德等：《剑桥中国隋唐史》第三章“唐王朝的建立：唐高祖”，中国社会科学出版社，1990年。 2、黄永年：《说李武政权》，《人文杂志》1982年第1期。	
【作业（如有）】	
第三讲：从安史之乱到五代十国（6学时）	日期：Mar 9, Mar 14, Mar 16
【简介】 一、安史之乱与藩镇割据 二、唐代后期的政治纷扰 三、唐朝的灭亡与五代十国 四、“唐宋变革”	
【阅读资料、网页链接或视频资料】 1、荣新江：《安祿山的种族、宗教信仰及其叛乱基础》，收入《中古中国与粟特文明》，三联书店，2014年。 2、张国刚：《唐代藩镇研究（增订版）》引言《唐代藩镇的历史真相》，中国人民大学出版社，2010年。 3、内藤湖南：《概括的唐宋时代观》，收入刘俊文主编《日本学者中国史研究论著选译》第一卷，中华书局，1992年。	
【作业（如有）】	
第四讲：辽宋国家的建立（4学时）	日期：Mar 21, Mar 23
【简介】 一、辽朝的建立与统治 二、北宋的建立与“祖宗之法” 三、宋辽战争与“澶渊之盟”	
【阅读资料、网页链接或视频资料】 1、邓广铭：《论赵匡胤》，收入《邓广铭治史丛稿》，北京大学出版社，1997年。 2、曾瑞龙：《经略幽燕：宋辽战争军事灾难的战略分析》绪论部分，香港中文大学出版社，2003年。	
【作业（如有）】	
第五讲：北宋中后期的危机与变革（4学时）	日期：Mar 28, Mar 30
【简介】 一、宋夏战争与北宋中期的危机 二、神宗朝与熙宁新法 三、北宋末年的新旧党争	
【阅读资料、网页链接或视频资料】 1、邓广铭：《宋朝的家法和北宋的政治改革运动》，收入《邓广铭治史丛稿》，北京大学出版社，	

<p>1997年。</p> <p>2、邓小南：《试论宋朝的祖宗之法：以北宋时期为中心》，收入《朗润学史丛稿》，中华书局，2010年。</p> <p>3、漆侠：《王安石变法》第三章《变法的内容和实质》，上海人民出版社，1979年。</p>	
<p>【作业（如有）】</p>	
<p>第六讲：宋金战争与南宋政局（6学时）</p>	<p>日期： Apr 6, Apr 11, Apr 13</p>
<p>【简介】</p> <p>一、金朝的建立</p> <p>二、靖康之难与绍兴和议</p> <p>三、宋金对峙的时代</p> <p>四、金朝的灭亡与宋蒙对峙</p>	
<p>【阅读资料、网页链接或视频资料】</p> <p>1、刘浦江：《德运之争与辽金王朝的正统性问题》，《松漠之间——辽金契丹女真史研究》，中华书局，2008年。</p> <p>2、刘子健：《略论南宋的重要性》，收入《两宋史研究汇编》，台北，联经出版公司，1987年。</p>	
<p>【作业（如有）】</p>	
<p>第七讲：大蒙古国的兴起与扩张（4学时）</p>	<p>日期： Apr 18, Apr 20</p>
<p>【简介】</p> <p>一、成吉思汗与蒙古兴起</p> <p>二、大蒙古国时期的国家制度</p> <p>三、大蒙古国的扩张</p>	
<p>【阅读资料、网页链接或视频资料】</p> <p>1、萧启庆：《蒙古帝国的崛起与分裂》，收入《内北国而外中国》，中华书局，2007年。</p>	
<p>【作业二】6月1日以前提交</p> <p>A、【北京大学历史学系学生必选，其他选课学生可选】在第七讲至第十二讲阅读资料中任选一篇论文，完成一份读书报告（包括论文缩写1000~2000字+感想1000字）；</p> <p>B、【其他选课学生可选】在钱穆《中国历代政治得失》一书中任选明、清中的一朝，完成一份读书报告（包括原书缩写1000~2000字+感想1000字）。</p>	
<p>第八讲：元朝的统治（4学时）</p>	<p>日期： Apr 25, Apr 27</p>
<p>【简介】</p> <p>一、元朝的建立</p> <p>二、元朝制度的特色</p> <p>三、元代中后期的政治</p>	
<p>【阅读资料、网页链接或视频资料】</p> <p>1、姚大力：《论蒙元王朝的皇权》，收入《蒙元制度与政治文化》，北京大学出版社，2011年。</p> <p>2、张帆：《论蒙元王朝的“家天下”政治特征》，《北大史学》第八辑（北大出版社，2001年12月）。</p> <p>3、萧启庆：《元代的儒户：儒士地位演进史上的一章》，收入《内北国而外中国》，中华书局，2010年。</p>	

【作业（如有）】	
第九讲：明朝的建立与明前期政治（4学时）	日期：May 9, May 11
【简介】 一、明朝的建立与朱元璋的统治 二、靖难之役与永乐朝 三、“土木之变”前后的明朝	
【阅读资料、网页链接或视频资料】 1、祝总斌：《试论明代内阁制度的非宰相性质——兼略说明代以前密疏咨询官员权力的特点》，《文史》2002年第3辑。 2、吴晗：《明代的军兵》，收入《吴晗史学论著选集》第一卷，人民出版社，1984年。	
【作业（如有）】	
第十讲：明代中后期的发展、危机与变革（6学时）	日期：May 16, May 18, May 23
【简介】 一、明中叶的社会经济发展 二、嘉、隆两朝的内政与外患 三、万历朝与晚明政局	
【阅读资料、网页链接或视频资料】 1、和田清：《俺答汗的霸业》，收入《明代蒙古史论集》，商务印书馆，1984年。 2、戴裔煊：《明代嘉隆间倭寇海盗与中国资本主义萌芽》，中国社会科学出版社，1982年。 3、梁方仲：《释一条鞭法》，收入《明清赋役制度》，中华书局，2008年。	
【作业（如有）】	
第十一讲：明清鼎革（4学时）	日期：May 25, May 30
【简介】 一、女真复兴：从“后金”到“大清” 二、1644：大明、大顺与大清	
【阅读资料、网页链接或视频资料】 1、小林一美：《中国农民战争史论的再思考》，收入森正夫主编《明清时代史的基本问题》，商务印书馆，2013年。 2、王锺翰：《关于满族形成中的几个问题》，收入《清史新考》，辽宁大学出版社，1997年。	
【作业（如有）】	
第十二讲：“康乾盛世”（6学时）	日期：Jun 1, Jun 6, Jun 8
【简介】 一、“盛世”的开始 二、清世宗与清朝制度 三、清朝的极盛与转衰	
【阅读资料、网页链接或视频资料】 1、宫崎市定：《雍正皇帝——中国的独裁君主》，收入《宫崎市定亚洲史论考》，上海古籍出版社，2017年。	

2、傅衣凌：《清代中叶川陕湖三省边区手工业形态及其历史意义》，收入《明清社会经济史论文集》，中华书局，2008年。

【作业（如有）】

教师简介

毛亦可，女，1987年出生。2015年7月毕业于北京大学历史学系，获历史学博士学位。2019年9月入职北京大学历史学系，现为助理教授。

研究方向为清史。出版专著一部：《清代卫所归并州县研究》（社会科学文献出版社，2018年4月）。在《历史研究》《中国经济史研究》《清史研究》等期刊发表论文十余篇。

开设本科生课程：中国古代史B（下）、清代政治制度史专题。

开设研究生课程：清史研究、清代史料研究。



课程名称	History of Modern Chinese Political Thoughts
	中国近代政治思想史
课程编号	03232690
授课教师	SUN Ming 孙明
课程开始日期	Feb 24,2022
课程结束日期	Jun 9,2022
课程学分	3
授课语言	中文
课程简介	
<p>基本内容为中国近代思想家、政治家以及各学说派别关于如何应对近代变局、推进政治社会发展乃至革命的思想和主张，兼及与政治、社会的互动。讲授范围自嘉道年间“自改革”思潮到五四运动。</p> <p>The basic content of Chinese modern thinkers, politicians and various factions' doctrines, thoughts and ideas on how to deal with the transitional world, promote political and social development and revolution with political and social interaction. The scope of teaching: from the ideological trend of self-reform in the Jiaqing and Daoguang periods to the May 4th Movement.</p>	
基本目的	
<p>通过对主要政治和思想派别、人物及其政治思想，中西思想资源与政治思想概念体系演进，政治思想与政治经济社会发展之间的互动的梳理，让学生掌握自清朝嘉道年间“自改革”思潮至民国初年中国政治思想的基本发展情况，了解中国近代政治思想史的因缘本末，学会综合思想史和政治史的视野，对政治思想观点进行分析和评判；增进历史知识，借鉴历史经验教训，拓宽政治研究视野，提高政治理论素养；传承中国优秀传统政治文化，增强历史责任感，为我国的政治发展和政治学理论的发展贡献力量。</p>	
授课对象	
全校学生及国外友好院校学生	
课程进度	
2022年春季学期 1-16周，每周一次约3学时（周四下午7—9节，15:10—18:00）	
教学方式	

本课程以讲授为主，课堂有论著研读小组报告。期中围绕经典文献与论著做一次作业（小论文或读书报告），围绕作业安排2次课堂会讲。期末交课程论文。
成绩构成
出勤率与平时讨论占 30%，期中作业占 30%，期末论文占 40%。
教材与阅读资料
中国政治思想史，萧公权
教学大纲
第一讲：中国近代政治思想史研究的视野和取向
【简介】 本节课主要介绍中国近代思想史研究的对象和方法。
【阅读资料、网页链接或视频资料】 葛兆光：《中国思想史·导论》，复旦大学出版社，2013年。 王汎森：《思想是生活的一种方式：中国近代思想史的再思考》，北京大学出版社，2018年。
【作业（如有）】
第二讲：中国传统政治思想的主要概念
【简介】 通过对“天”“道”等概念的解释，帮助学生建立对中国传统政治思想的基本认知，为学习近代政治思想史做好准备。
【阅读资料、网页链接或视频资料】 饶宗颐：《中国史学上之正统论》，中华书局，2015年。 刘浦江：《正统与华夷：中国传统政治文化研究》，中华书局，2017年。
【作业（如有）】 小组报告：刘浦江：《正统与华夷：中国传统政治文化研究》，中华书局，2017年。
第三讲：嘉道年间的“自改革”思潮与《经世文编》
【简介】 在清朝中叶的治理困境中，理解洪亮吉、龚自珍、魏源等人的“自改革”思想。
【阅读资料、网页链接或视频资料】 《龚自珍全集》，上海古籍出版社，1999年。 《魏源集》，中华书局，2018年。 林满红：《银线：19世纪的世界与中国》，詹庆华等译，江苏人民出版社，2011年。
【作业（如有）】 小组报告：林满红：《银线：19世纪的世界与中国》，詹庆华等译，江苏人民出版社，2011年。
第四讲：太平天国的政治思想
【简介】 将政治史、社会史与思想史结合起来，看太平天国思想的社会生成与影响。

<p>【阅读资料、网页链接或视频资料】</p> <p>罗尔纲：《太平天国史》，中华书局，2000年。</p> <p>王庆成：《太平天国的历史和思想》，中国人民大学出版社，2010年。</p> <p>史景迁：《太平天国》，广西师范大学出版社，2011年。</p> <p>裴士锋：《天国之旅》，社会科学文献出版社，2014年。</p>
<p>【作业（如有）】</p> <p>小组报告：仓田明子：《十九世纪口岸知识分子与中国近代化——洪仁玕眼中的“洋”场》，凤凰出版社，2020年。</p>
<p>第五讲：曾国藩与理学经世思想</p>
<p>【简介】</p> <p>曾国藩及当时义理与事功并重的理学经世思想。</p>
<p>【阅读资料、网页链接或视频资料】</p> <p>钱穆：《中国近三百年学术史》（第十二章），商务印书馆，2015年。</p> <p>杨国强：《义理与事功之间的徘徊》，三联书店，2008年。</p> <p>钱基博：《近百年湖南学风》，上海古籍出版社，2012年。</p> <p>杨念群：《儒学地域化的近代形态：三大知识群体互动的比较研究（增订本）》，三联书店，2011年。</p>
<p>【作业（如有）】</p> <p>小组报告：杨念群：《儒学地域化的近代形态：三大知识群体互动的比较研究（增订本）》，三联书店，2011年。</p>
<p>第六讲：中兴的思想与洋务的尺度</p>
<p>【简介】</p> <p>同治、光绪时期关于“中兴”的政治思想的实质，及其与当时洋务思想的关系，理解洋务运动时期中国的政治思想格局及其内在矛盾。</p>
<p>【阅读资料、网页链接或视频资料】</p> <p>芮玛丽：《同治中兴：中国保守主义的最后抵抗》，中国社会科学出版社，2002年。</p> <p>熊月之：《中国近代民主思想史（修订本）》，上海人民出版社，2002年。</p> <p>熊月之：《冯桂芬评传》，南京大学出版社，2004年。</p>
<p>【作业（如有）】</p> <p>小组报告：芮玛丽：《同治中兴：中国保守主义的最后抵抗》，中国社会科学出版社，2002年。</p>
<p>第七讲：洋务运动时期中国的政治思想发展专题讲座</p>
<p>【简介】</p> <p>邀请专家讲述19世纪60至90年代中国政治思想发展的相关问题。</p>
<p>【阅读资料、网页链接或视频资料】</p>
<p>【作业（如有）】</p>
<p>第八讲：张之洞和“中体西用”</p>
<p>【简介】</p> <p>理学“清流”与洋务派在辩论中交融，形成了以“中体西用”为代表的主流思想。本讲将从政治、人事与思想结合的角度讲解政治思想的发展。</p>
<p>【阅读资料、网页链接或视频资料】</p> <p>石泉：《甲午战争前后之晚清政局》，三联书店，1997年。</p> <p>林文仁：《南北之争与晚清政局1861-1884：以军机处汉大臣为核心的探讨》，中国社会科学出版社，</p>

2005年。 杨国强：《晚清的士人与世相》，三联书店，2008年。
【作业（如有）】 小组报告：石泉：《甲午战争前后之晚清政局》，三联书店，1997年。
第九讲：今文经学的复兴及其思想性
【简介】 今文经学的义理特质及其何以在近代中国成为重要的变革思想。思考思想与具体社会条件的关系。
【阅读资料、网页链接或视频资料】 梁启超：《清代学术概论》，上海古籍出版社，1998年。 汤志钧：《清代经今文学的复兴：庄存与和经今文》，中国人民大学出版社，2015年。 艾尔曼：《经学、政治和宗族：中华帝国晚期常州今文学派研究》，江苏人民出版社，1998年。
【作业（如有）】 小组报告：艾尔曼：《经学、政治和宗族：中华帝国晚期常州今文学派研究》，江苏人民出版社，1998年。
第十讲：康有为的维新思想与戊戌变法
【简介】 从康有为思想的特点及其与同时主要政治思想的互动，观察戊戌变法思想的特质。
【阅读资料、网页链接或视频资料】 孔祥吉编：《康有为变法奏章辑考》，北京图书馆出版社，2008年。 茅海建：《戊戌变法史事考（初集、二集）》，三联书店，2005、2011年。 茅海建：《从甲午到戊戌：康有为〈我史〉鉴注》，三联书店，2009年。
【作业（如有）】 小组报告：茅海建：《戊戌时期康有为、梁启超的思想》，三联书店，2021年。
第十一讲：严复与思想西来
【简介】 以严复为代表讲述近代中国人如何翻译引进西方思想，通过“译述”的方式同时表达自己的思想，促进外来思想本土化。
【阅读资料、网页链接或视频资料】 史华慈：《寻求富强：严复与西方》，中信出版社2016年。 黄克武：《惟适之安：严复与近代中国的文化转型》，社科文献出版社2012年。 狭间直树编：《梁启超·明治日本·西方：日本京都大学人文科学研究所共同研究报告》，社科文献出版社2012年。
【作业（如有）】 小组报告：史华慈：《寻求富强：严复与西方》，中信出版社2016年。
第十二讲：作业会讲（一）
【简介】 作为期中考核，选课学生在《校邠庐抗议》《刘大鹏日记》等史料，《道出于二：过渡时代的新旧之争》《执拗的低音：一些历史思考方式的反思》等著作中，任选其一，进行读书报告交流。
【阅读资料、网页链接或视频资料】 冯桂芬：《校邠庐抗议》，上海书店，2002年。（或：《校邠庐抗议汇校》，上海社会科学院出版社，2015年。）

<p>刘大鹏：《退想斋日记》，北京师范大学出版社，2020年。</p> <p>朱维铮：《求索真文明》，中信出版社，2020年。</p> <p>罗志田：《道出于二：过渡时代的新旧之争》，北京师范大学出版社，2014年。</p> <p>罗志田：《权势转移：近代中国的思想与社会》，北京师范大学出版社，2014年。</p> <p>王汎森：《思想是生活的一种方式：中国近代思想史的再思考》，北京大学出版社，2018年。</p> <p>王汎森：《执拗的低音：一些历史思考方式的反思》，三联书店，2020年。</p>
<p>【作业（如有）】</p> <p>作为期中考核，选课学生在上述史料与著作中，任选其一，进行读书报告交流。</p>
<p>第十三讲：作业会讲（二）</p>
<p>【简介】</p> <p>同上</p>
<p>【阅读资料、网页链接或视频资料】</p> <p>同上</p>
<p>【作业（如有）】</p> <p>同上</p>
<p>第十四讲：梁启超与政治思想的“过渡时代”</p>
<p>【简介】</p> <p>从思想、组织、媒介三个层面观察中国政治思想的“近代转型”，以梁启超为个案进行深入研读。</p>
<p>【阅读资料、网页链接或视频资料】</p> <p>张灏：《梁启超与中国思想的过渡（1890—1907）》，中央编译出版社，2016年。</p> <p>张灏：《转型时代与幽暗意识》，上海人民出版社，2018年。</p>
<p>【作业（如有）】</p> <p>小组报告：张灏：《梁启超与中国思想的过渡（1890—1907）》，中央编译出版社，2016年。</p>
<p>第十五讲：革命思想与立宪思想赛跑</p>
<p>【简介】</p> <p>二十世纪初中国政治改良与革命思想的发展、辩论与争取人心的竞赛。这是政治史与政治思想史结合的观察。</p>
<p>【阅读资料、网页链接或视频资料】</p> <p>《清末筹备立宪档案史料》（下），中华书局，1979年。</p> <p>陈建华：《“革命”的现代性：中国革命话语考论》，上海古籍出版社2000年。</p> <p>陆建德等：《山雨欲来：辛亥革命前的中国》，上海书店出版社2011年。</p>
<p>【作业（如有）】</p> <p>小组报告：彭剑：《钦定、协定与民定：清季制宪研究》，北京师范大学出版社，2021年。</p>
<p>第十六讲：民初困局与五四思想</p>
<p>【简介】</p> <p>民初共和政治面临诸多问题，从思想上解决逐渐成为共识，新文化运动与五四运动的政治思想意涵和意义由此突显。</p>
<p>【阅读资料、网页链接或视频资料】</p> <p>杨国强：《清末新政与共和困局——民初中国的两头不到岸》（上、下），《学术月刊》2018年第1、2期。</p> <p>李泽厚：《中国现代思想史论》，三联书店，2008年。</p>

孙明：《生逢革命：辛亥前后的政治、社会与人生》，北京大学出版社，2013年。

【作业（如有）】

小组报告：李泽厚：《中国现代思想史论》，三联书店，2008年。

教师简介



孙明，北京大学、香港中文大学历史学博士，北京大学政府管理学院助理教授，主要从事晚清地方行政与社会（以四川为地域）、中国政治思想史、中国政治制度史等领域的研究与教学。著有《生逢革命：辛亥前后的政治、社会与人生》（北京大学出版社，2013），发表学术论文近二十篇，并有随笔集《生活的史学》（上海人民出版社，2015）。

课程名称	城市管理
	Urban Management
课程编号	03231250
授课教师	ZHANG Bo 张波
课程开始日期	Feb 25,2022
课程结束日期	Jun 10,2022
课程学分	3
先修课程	经济学原理、经济地理学
授课语言	中文
授课对象	本院系学生及国外友好院校学生
课程简介	
<p>通过本课程的教学，使学生初步掌握城市管理的基本内涵、相关内容、有关原理和研究方法，具备运用这些理论方法，分析城市发展中的经济、社会、政治现象及问题的初步能力。</p> <p>课程从三个部分展开。一是城市管理的基础平台。介绍城市管理的发展脉络，揭示当代城市发展所面临的新环境和若干新思潮；介绍城市管理的主体构成以及主体之间的关系，梳理城市管理的制度框架；二是城市管理中的重要内容。包括城市发展战略管理、经济发展管理、环境管理、空间管理和社会事务管理；三是当代中国城市管理中最迫切需要解决的问题和最值得探讨的相关话题。这部分包括城市住民、公共住宅、基础设施、交通管理、城市品牌塑造和突发事件管理等内容。</p> <p>Through this course, students will get an initial grasp of the basic definition of urban management and its principles and research methods, with which they can analyze some fundamental economic, social and political phenomenon and problems in the process of urban development.</p> <p>The course of Urban Management consists of three different parts. The first part is the foundation of Urban Management, which introduces the development of this subject and reveals its new environment and new trends with the background of the development of modern cities. This part also includes an introduction to urban management entities and their relationship, as well as the institutional framework in urban management. The second part is composed of the most important topics in urban management, including strategic management, economic management, environmental management, spatial management and social affairs management. The third part of this course gives some discussion on the topics that are either urgent problems in urban management to be addressed or related themes worthy to be considered in depth, for example, the urban habitat, public housing, urban infrastructure, transportation management, urban brand-building, emergency management etc.</p>	

基本目的
通过本课程的教学，使学生初步掌握城市管理的基本内涵、相关内容、有关原理和研究方法，具备运用这些理论方法，分析城市发展中的经济、社会、政治现象及问题的初步能力。
课程进度
2022年春季学期 1-16 周，每周一次约 3 学时（周五上午 1-3 节，8:00-11:00）
教学方式
课堂讲授 70%；同学小组讨论 20%；个人文献阅读 10%
成绩构成
平时成绩 30%，（其中出勤 10%，其他视课堂参与、课程讨论、课后作业等情况而定）；期末闭卷考试成绩 70%。
教材与阅读资料
教材： 《城市管理学》，作者：张波，刘江涛，北京大学出版社，2007 参考书： 参考书 1. [荷] 曼纳·彼得·范戴克著，姚永玲译. 新兴经济中的城市管理 [M]，中国人民大学出版社，2006 2. [加] 简·雅各布斯，美国大城市的死与生[M]，译林出版社，2005 3. [美] 盖伊·彼得斯. 政府未来的治理模式[M]. 北京：中国人民大学出版社. 2001 4. [美] 曼纽尔·卡斯特尔著，崔保国等译.信息化城市[M]，江苏人民出版社，2001 5. [美] 曼纽尔·卡斯特尔著，夏铸九等译.网络社会的兴起[M]，社会科学文献出版社，2003 6. [美] D.诺斯.制度、制度变迁和经济绩效[M].上海：上海三联书店，1994 7. [美] 哈罗德·孔茨，海因茨·韦里克，管理学（第十版）[M]，北京：经济科学出版社，1998. 8. [美] 迈克尔·波特，国家竞争优势[M].华夏出版社，2002 9. [美] 约翰·M·利维. 现代城市规划[M].北京：中国人民大学出版社，2003. 10. 刘彦平. 城市营销战略[M]. 北京：中国人民大学出版社. 2005 11. 马彦琳，刘建平. 现代城市管理学（第二版）[M]. 北京：科学出版社. 2005. 5 12. 钱振明. 善治城市[M]. 北京：中国计划出版社. 2005. 13. 秦甫. 现代城市管理[M].上海：东华大学出版社，2004. 14. 饶会林. 中国城市管理新论[M]. 北京：经济科学出版社，2003.
教学大纲
第一讲：引言及导论 part 1
【简介】 主要讨论：（1）城市是如何产生的？（2）城市是怎样演化的？（3）当代城市的特点如何？

<p>【阅读资料、网页链接或视频资料】 中央城市工作会议报告中关于大中小城市和城镇协调发展的内容：http://www.gov.cn/xinwen/2015-12/22/content_5026592.htm 亚洲开发银行. 中国城市化的战略选择：主要研究成果 https://www.adb.org/sites/default/files/publication/150861/options-urbanization-prc-findings-zh.pdf</p>
<p>第二讲：导论 part 2</p>
<p>【简介】 主要讨论：（1）城市管理为什么产生绩效？（2）城市管理需要“成本”，怎么筹措？（3）怎么发挥市场和政府的合力？</p>
<p>【阅读资料、网页链接或视频资料】 《国家新型城镇化规划（2012-2020）》 爱德华·格莱泽. 城市的胜利[M]. 上海社会科学院出版社，2012.</p>
<p>第三讲：第一章 城市管理发展脉络</p>
<p>【简介】 主要讨论：（1）城市发展的核心动力是什么？（2）城市发展的新环境、新思潮有哪些，会产生哪些冲击？（3）资本和技术的作用会加强还是减弱？</p>
<p>【阅读资料、网页链接或视频资料】 Charles M. Fassett. 世界城市的演进[M]. 1929 刘易斯·芒福德. 城市发展史：起源、演变与前景[M]. 上海三联书店，2018</p>
<p>第四讲：第二章 城市管理主体</p>
<p>【简介】 主要讨论：（1）传统管制与城市治理的关系；（2）城市管理主体内部和外部的关系，现代城市政府的作用发挥；（3）讨论住民愿意怎样参与城市管理？</p>
<p>【阅读资料、网页链接或视频资料】 陈进华. 中国城市风险化:空间与治理[J]. 中国社会科学, 2017(08): 43-60+204-205. 唐寿东, 孙英. 城市管理共治模式的探索与思考[J]. 领导科学, 2017(35): 51-54. 杨云峰. 公民参与城市管理的路径探析[J]. 宁夏社会科学, 2018(01): 67-73.</p>
<p>第五讲：第三章 城市管理的制度基础</p>
<p>【简介】 主要讨论：（1）城市发展制度框架的构成；（2）思辨“乡土属性”和现代高流动的影响差异，行为规范和行为框架的异同；（3）讨论制度框架怎么发挥作用，如果制度有问题，制度变迁的有效途径？</p>
<p>【阅读资料、网页链接或视频资料】 贺雪峰. 城市化的中国道路[M]. 北京：东方出版社，2014 温铁军, 温厉. 中国的“城镇化”与发展中国家城市化的教训[J]. 中国软科学, 2007(07):23-29.</p>
<p>第六讲：第四章 城市发展战略 part 1</p>
<p>【简介】 主要讨论：（1）城市发展战略管理为什么重要；（2）城市发展战略观如何影响城市发展；（3）结合购物空间转型和国土空间规划转型体现城市空间管理哪些新趋势？</p>
<p>【阅读资料、网页链接或视频资料】 陈锡文. 我国城镇化进程中的“三农”问题 [J]. 国家行政学院学报, 2012(06):4-11+78. DOI:10.14063/j.cnki.1008-9314.2012.06.004. “十四五”规划纲要，第八篇 完善新型城镇化战略 提升城镇化发展质量： http://www.gov.cn/xinwen/2021-03/13/content_5592681.htm</p>

<p>【作业（如有）】 布置期中作业</p>
<p>第七讲： 第四章 城市发展战略 part 2</p>
<p>【简介】 主要讨论：（1）锁定效应的长期影响怎么解锁；（2）城市战略转型的关键路径怎么把握；（3）城市区域协同发展的政策侧重。</p>
<p>【阅读资料、网页链接或视频资料】 《中华人民共和国民法典》 费孝通. 行行重行行（续集）[M].北京：群言出版社，1997 费孝通. 乡土中国[M]. 上海人民出版社，2006</p>
<p>第八讲： 第五章 城市经济管理 第六章 城市环境管理</p>
<p>【简介】 主要讨论：（1）为什么六稳六保都关乎就业，城市就业的发展趋势如何；（2）新产业怎样持续，城市制造业怎样提升；（3）为什么绿色发展是必须的，循环经济为什么如此重要。</p>
<p>【阅读资料、网页链接或视频资料】 伦敦 84 亿英镑的创意城市更新，为什么要做一个“半公益”的社区？ https://www.sohu.com/a/198421427_472773 丝奇雅·沙森. 全球城市：纽约、伦敦、东京[M].上海社会科学院出版社，2010</p>
<p>第九讲： 第七章 城市空间管理 第八章 城市社会管理</p>
<p>【简介】 主要讨论：（1）弱势群体的界定与保护；（2）城市社会如何构建的更加合宜；（3）学习型社会怎么惠及老年人；（4）城市更新、城市社区稳定和社区自治的关系。</p>
<p>【阅读资料、网页链接或视频资料】 都市圈研究：孤岛式聚集，还是连绵式展开？ http://mp.ofweek.com/park/a245683320266 杰弗里·韦斯特. 规模[M]. 中信出版社，2018 理查德·佛罗里达. 创意阶层的崛起[M]. 中信出版社，2010 2018 中国新中产圈层白皮书（胡润报告）： https://www.sohu.com/a/292225955_120056826</p>
<p>第十讲： 第九章 城市住民 第十章 城市公共住宅（现代不动产将延续）</p>
<p>【简介】 主要讨论：（1）城市住民的界定和权力/权利边界；（2）总量、结构哪个更严酷？（3）城市公共住宅的管理，国外公共住宅的政策与管理经验。</p>
<p>【阅读资料、网页链接或视频资料】 《长江三角洲城市群发展规划（2016）》 费孝通. 江村经济——中国农民的生活[M] 北京：商务印书馆，2001 《北京城市总体规划（2017-2035 年）》</p>
<p>第十一讲： 第十二章 城市交通管理 第十三章 突发与非常态事件管理</p>

<p>【简介】 主要讨论：(1) 城市交通管理的原则和功能框架；(2) 应对突发和非常态事件的处置原则和功能框架；(3) 讨论同学家乡城市的应对经验，新冠肺炎/“山竹”台风等。</p>
<p>【阅读资料、网页链接或视频资料】 温锋华, 沈体雁, 邢江波, 寇晨欢. 城市突发公共卫生事件的循证治理机制研究[J/OL]. 中国管理科学: 1-12[2021-09-25] 王波, 张伟, 张敬钦. 突发公共事件下智慧城市建设与城市治理转型[J]. 科技导报, 2021, 39(05): 47-54. 王振坡, 张馨芳, 宋顺锋. 我国城市交通拥堵成因分析及政策评价——以天津市为例[J]. 城市发展研究, 2017, 24(04): 118-124.</p>
<p>第十二讲： 城市管理反思与结语（含复习）</p>
<p>【简介】 (1) 总结城市管理的反思和螺旋递进规律；(2) 总结梳理全部课程。</p>
<p>【阅读资料、网页链接或视频资料】 中国区域经济发展 70 年的回顾和展望：https://www.sohu.com/a/331162249_673573 周善东. 城市管理持续发展的机制路径分析[J]. 中国人口·资源与环境, 2015, 25(S1): 530-533.</p>
<p>第十三讲： 同学宣讲 3-6 学时</p>
<p>第十四讲： 机动课时 3 学时</p>
<p>【简介】 用于新闻实事案例展示，对相关突发新闻及重大事件的讨论。</p>
<p>【阅读资料、网页链接或视频资料】 据新华网、人民网、央视网相关新闻。</p>
<p>教师简介</p>
<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  </div> <div style="flex: 2; padding-left: 10px;"> <p>张波，男，城市与区域管理系副教授。</p> <p>教授课程：</p> <ol style="list-style-type: none"> 1. 本科生 城市管理学 房地产经济与管理 2. 研究生 房地产经济与管理专题 <p>主要研究领域：</p> <p>城市与区域经济、房地产制度与政策、产业经济与产业组织、战略与区域发展政策。</p> </div> </div>
<p>教育背景</p> <ol style="list-style-type: none"> 1. 2003.07 北京大学 政府管理学院 区域经济学专业 经济学博士 2. 1998.07 北京大学 城市与环境学系 城市与区域规划专业 理学学士
<p>荣誉奖励</p> <ol style="list-style-type: none"> 1. 北京大学德育优秀奖，北京大学，2021 2. 北京大学工商银行奖教金，北京大学，2018 3. 北京大学方正奖教金优秀奖，北京大学，2013 4. 北京大学第十一届人文社会科学研究优秀成果（二等奖），2010

5. 北京大学 2007-2008 年度教学优秀奖，2008

6. 主编《城市管理学》获“2008 年北京高等教育精品教材”，2008 年 11 月，北京市教委