ON CHINA SERIES
ENGLISH-INSTRUCTED COURSES

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

Peking University attaches great importance to the enhancement of international communication and collaboration as well as internationalization as it travels along the path to creating a world-class university. Based on the discourse that was had during the undergraduate education development strategy seminar and the Peking University teaching meeting of 2012, a series of courses taught in foreign languages for undergraduate students was started in the fall semester of 2012, and they continue to this day. These courses, while instructed in foreign languages, especially English, are non-language courses, which means the course subject is not language related. The Peking University Interim Measures for Development and Management of Courses Taught in Foreign Languages (Non-language Courses) issued in November 2014 further clarifies important principles, the goals, and incentives of these foreign-language instructed non-language courses.

As of May 2017, there are more than 460 English-taught courses at the undergraduate level, and each spring and fall semesters have around 100 courses, while there are additional English-instructed courses that are opened in the summer. The Peking University Summer School International Program (PKUSSI), started in 2009, is renowned for scholars from both home and abroad instructing each course. Over the years, more and more international students are increasingly choosing to study at PKUSSI together with their PKU classmates.

In order to improve the development of English-taught courses, the University launched the “On China Series” English Instructed Courses in 2015, which covers four subjects: humanities, social sciences, economics and management, and the natural sciences. The content of each course focuses on Chinese related issues, such as politics, economics, society, culture, history, the environment, and scientific and technological development. These courses are instructed solely in English and are given by the outstanding faculties of both Peking University and its partner universities. Finally, these courses are open to both Chinese and international students.

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

The content of this brochure is subject to change and for reference only. For the most up-to-date and accurate information, please refer to the information provided by the course instructor.
This undergraduate seminar course is designed to survey the major international relations topics of the People’s Republic of China with a specific focus on the Chinese perspective. China’s reform and opening up, launched in the late 1970s, has produced an economic miracle unprecedented in world history. Riding on the wave of globalization, China has managed to rise economically as well as geopolitically in world history. Riding on the wave of globalization, China has managed to rise economically as well as geopolitically. This course will focus on Chinese diplomacy in the era of globalization, and will unravel the role that Chinese diplomacy has played and continues to play in the world stage.

The course will further explore China’s desire to be a part of and contemporary perspectives and equip students with an analytical understanding of the dynamics of China’s foreign policy.

**Assignments (essay or other forms)**

A tutorial discussion is organized according to the following pattern:

1. Each student is required to do at least one 20 minutes presentation on a selected topic (based on the reading assignment) and take questions from the class.
2. After the presentation, another student will be invited to make some comments on the presentation, and contrast it with his or her reading notes.
3. The order of presentation will be decided at the beginning of the semester. However, the discussants will be selected randomly on the spot.

**Text Books and Reading Materials**

The following books, which are available at the PKU main library or the SIS library, are helpful for a general understanding of the subject:

3. He Yafei, China’s Historical Choice in Global Governance (Beijing: Renmin University Press, 2015).

**Objective**

**Course Description**

**Course Date**

<table>
<thead>
<tr>
<th>Credits 学分</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Course Code 课程号</td>
<td>02432090</td>
</tr>
<tr>
<td>Instructor 授课教师</td>
<td>陈长伟 副教授</td>
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<tr>
<td>Prerequisites 先修课程</td>
<td>None 无</td>
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<tr>
<td>Objective 课程简介</td>
<td>本土视野下的中国外交与国际事务</td>
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**Evaluation Details**

1. Final Grade = Average Grade of Weekly Performance (60%) + Final Exam (40%).
2. Average Grade of Weekly Performance=Performance during weeks 1-10 divided by 10.
3. Weekly grade is based on attendance, presentation, participation and quality of assignments, some additional points are worth keeping in mind:
   - Student fails to attend the lecture and seminar as well as submit weekly writing assignment will receive a grade of “0” for that week.
   - Being late for class will receive a penalty of 20% deduction of that week’s grade (the same penalty applied to late submission of weekly assignment, see below).
   - Student fail to attend class with justified reasons must submit his/her assignment in time. If the assignment is not submitted in time, the grade for that week will be calculated as “0”.

**Academic Integrity (If necessary)**

Attendance is compulsory for all students and attendance records will be kept. Please be mindful of the SIS’s academic policy that students who fail to attend class without justified reasons THREE times will automatically fail the course. In addition, requirements of this course include preparation for and participation in weekly lecture and discussion sessions, each involving about 100 pages of reading. To succeed in this course, students are strongly urged to follow the steps listed below:

1. **Read:**
   - Students are required to complete reading assignments before each lecture. This assignment forms part of the participation mark and students MUST complete this requirement in order to pass the course. The readings marked * are compulsory readings, the subsequent listings optional.

2. **Think:**
   - You are strongly encouraged to approach each reading critically, identifying its major arguments as well as the evidence that supports those arguments, and, if possible, the loopholes or weaknesses (if there are any) in those arguments.

3. **Write:**
   - Your reading and thinking should crystallize into a written work, which is broadly defined ranging from a rough reading note to a polished essay (2-3 pages, no more than 1000 words in length). However, your work will be graded based on a comparative basis.

4. **Discuss:**
   - After completing the above-mentioned stages, we assume you are well prepared for the lecture and the tutorial discussion. You are strongly encouraged to exchange your views with your classmates as well as the course instructor and TA.

5. **Revise:**
   - Please review your written work after class to reflect your thinking developed during the lecture and the subsequent discussion session.

6. **Submit:**
   - You are supposed to submit this finalized weekly written work to the TA before midnight of the next day (namely, before Friday 12 a.m.). Later submission will be subject to a penalty of 20% per day.
CLASS SCHEDULE

Session 1

Introduction: A panoramic view
Readings, Websites or Video Clips

Session 2

China’s Evolving Conceptions of Responsibility
Readings, Websites or Video Clips

Session 3

China-US relations and Global Governance
Readings, Websites or Video Clips

Session 4

China and G20
Readings, Websites or Video Clips

Session 5

China and Global Climate Change
Readings, Websites or Video Clips
Session 6
China’s Global Partnership Network
Readings, Websites or Video Clips

Session 8
Peaceful Development as a Grand Strategy
Readings, Websites or Video Clips

Session 9
China Confronts Global Security Challenges
Readings, Websites or Video Clips

Session 10
China and Global Economic Governance
Readings, Websites or Video Clips

Session 11
China at the United Nations
Readings, Website and Video Clips
Session 12

China’s Global Identity

Readings, Websites or Video Clips


Session 13

Conclusion

Readings, Websites or Video Clips


CV of Instructor

Changwei CHEN, an associate professor at the School of International Studies, Peking University. He is the director of the Master of International Relations (MIR) Program at the school. 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, 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, 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.

Course Description

Chinese Politics and Public Policy

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

Objectives

1. Presentation
2. Readings Review
3. Observation Paper

Assignments (essay or other forms)

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 are available in the course public email.

Instructor

Assistant Professor
Shaohua Lei
雷少华 助理教授

Prerequisites

None

Course Code

02432140

Course Date

2017.09.13 ~ 2017.12.27 (Exam Included)

Credits

3
box. All electronic materials are for this course use only. Out-of-class circulation is not allowed.

2. Presentation (20%)
   Students will be required to do a 15 minutes presentation on selected reading assignment during the course. PowerPoint is strongly recommended. Students are also required to turn in ONE 2 pages review of select reading assignment in class. 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.

3. Observation Paper (20%)
   Students will be required to submit a 10 pages observation paper (China Through My Eyes) by the end of the course. This paper should be relevant for the central theme of this course, but no need to be too academic. Students are expected to write a paper which are basis on personal experience, interview or observation in Beijing or other places in China. Any story or personal experience which may be interested you can be applied for your observation paper, for example, ordinary citizens quarrel with police officers. The due date of the complete paper will be announced toward the end of the semester. Students are strongly encouraged to write the research paper as earlier as you can. Early bird is welcomed.

4. Final Exam (50%)
   The format will be in-class close-book exam. The exam will be based on materials included in readings and lecture.

Text Books and Reading Materials


Academic Integrity (If necessary)

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

Disability Statement

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

Session 1
Course Introduction

Session 2
Legacies and Diversity
Readings, Websites or Video Clips

Session 3
From Revolution to Development
Readings, Websites or Video Clips

Session 4
Political Drivers of Economic Change
Readings, Websites or Video Clips

Session 5
The Chinese Communist Party
Readings, Websites or Video Clips

Session 6
Local Autonomy under Central Authority
Readings, Websites or Video Clips
Tony Saich, Governance and Politics of China, pp. chapter 7

Session 7
States and Society I
Readings, Websites or Video Clips
Tony Saich, Governance and Politics of China, chapter 9

Session 8
States and Society II
Readings, Websites or Video Clips

Session 9
Decision Making in an Authoritarian Regime
Readings, Websites or Video Clips
Tony Saich, Governance and Politics of China, chapter 6

Session 10
Contemporary Critical Social Issues in China I
Readings, Websites or Video Clips
Environmental Issues and Policies in China

Objective

Environmental issues are among the most challenging issues the global community faces. Climate change, ozone depletion, and biodiversity loss are the familiar ones. At regional level, there are many others as well: air pollution, water pollution, soil pollution, forest depletion, and rangeland degradation. These problems are largely the byproducts of human activities. The objective of this course is to help students understand the causes and consequences of, and solutions to these environmental issues, and enable them to make environmentally sound decisions in their daily life and their future career.

Assignments (essay or other forms)

Quizzes: 5 in-class quizzes with each taking 10 min.
Mid-term: A one-page essay describing the causes and consequences of an environmental issue featured in a documentary movie and proposing solutions to the issue.
Final: Pick up an environmental issue and present its causes, consequences, and solutions.

Evaluation Details

Mid-term exam: 20%; Final exam: 40%; Five quizzes: 40% (each quiz accounts for 8%).

Academic Integrity (If necessary)

Students must turn in at least 4 in-class quizzes to get grade for this course.
**Introduction and course overview**

A general introduction to the contents to be covered in this course will be given, including the environmental issues confronting humans, the causes, and solutions of environmental issues, the responsibilities of individuals for the causes and solutions of environmental issues.

**Readings, Websites or Video Clips**


Video: the power of the planet by BBC

**Session 3**

**Water pollution**

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

**Questions**

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

**Readings, Websites or Video Clips**


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

**Session 4**

**Soil pollution**

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

**Questions**

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

**Readings, Websites or Video Clips**


**Assignments for this session**

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

**Session 5**

**Ozone depletion**

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

**Questions**

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

**Readings, Websites or Video Clips**


**Assignments for this session**

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

**Session 6**

**Climate Change**

In these two sessions, the distribution of rangeland and forest globally and in China will be briefed, and the causes and consequences of, and solutions to rangeland degradation and forest depletion will be introduced. Policies for preserving rangeland and forest in China will be described. Basic theories for managing natural resources will be introduced.

**Questions**

How are rangeland and forest distributed in China?  
What is the status of rangeland and forest in China?  
Why are rangeland and forest important?  
What caused the degradation of rangeland and depletion of forest in China?  
What are the consequences?

**Readings, Websites or Video Clips**

Mid-term  
Watch two documentary films — An Inconvenient Truth, and the Human Scale, and write an essay on climate change or urban planning.

**Assignments for this session**

Write a one-page essay on your understanding of climate change or urban planning.

**Session 7**

**Rangeland degradation and forest depletion**

**Session 8&9**
What policies have been made to preserve natural resources, especially rangeland and forest, in China?
What are the rationales for these policies.

Readings, Websites or Video Clips
The First to the Eighth National Forest Resource Inventory Report released by China’s State Forestry Administration
http://www.fao.org/docrep/ARTICLE/WFC/XII/MS12A-E.HTM

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

Session 10
Desertification

Session 11
Biodiversity loss
In this session, the terminologies on biodiversity will be briefed, and the causes and consequences of, and solutions to biodiversity loss will be introduced.

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

Readings, Websites or Video Clips

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

Session 12
Environmental policy: what?

Session 13
Environmental policy: why? (quiz)

Session 14
Environmental policy: how?

Session 15
Final presentation
Assignments for this session
Each student spends 15 min to present an environmental issue chosen by themselves. Students are required to describe its causes, consequences, and solutions.

CV of Instructor
Jianhua Xu, an environmental policy associate professor in the Department of Environmental Management, College of Environmental Sciences and Engineering, Peking University. She obtained her PhD in engineering and public policy from Carnegie Mellon University in 2007. Before joining Peking University in 2009, she was a research scientist at Pacific Norwest National Laboratory. She has been working in the areas of environmental decision-making and environmental risk governance for more than 10 years. Her early interest was in designing and applying models and methods for aiding decision making in complex environmental issues. Her current focus is on environmental risk governance, exploring how the government, market, and society can work together to better our environment. She studies how the public respond to environmental issues and what are the factors influencing their attitudes and behaviors, probes how institutions shape the behaviors of the public in environmental participation and influence the way the government enforce environmental regulations, and explore how the market can play a role in improving the environmental conditions. She has published more than 30 scholarly articles. She is also a research fellow in the Environmental Economics Program in China, at Peking University, and an adjunct research fellow at the Center for Crisis Management Research, School of Public Policy and Management, Tsinghua University. She taught four courses: risk analysis and management, Environmental Research Method, and Social Sciences Research Method for Environmental Majors.
Course Title 课程名称
China’s Education and Its Cultural Foundations
中国教育及其文化基础

Course Description 课程简介
The course will create modules for international as well as domestic students who are interested in China’s Education in historical context and comparative perspective. The course is devoted to China’s education from antiquity to the contemporary time. In addition to acquiring a general knowledge of China’s education and relevant cultural context, participants in the course are expected to be actively involved in creating materials for the course; including discussing on China’s education and relevance, setting up a platform of dialogues between international students and local students. The course aims to promote the mutual understanding of the nature of Chinese education and others in the way that upcoming participants learn from each other. The course test will rely on their presentation, performance in the group discussion in terms of relevant topics and their final essays on comparing China’s education and their own countries.

Objective 目标
Assignments (essay or other forms) 作业 (论文或其他形式)

Pre-requisites /Target audience 先修课程/目标受众
International students, exchange students as well as local students are welcome and available to choose the course.

Assignments (essay or other forms) 作业 (论文或其他形式)
Paper & presentation 论文与展示

Evaluation Details 评价详情
Class attendance (20%) 出席率 (20%)
Participation and discussion (20%) 参与与讨论 (20%)
Team work and presentation (20%) 团队工作与展示 (20%)
Final paper work (40%) 最终论文工作 (40%)

Proceeding of the Course 课程进程

Time Tuesday Chapters Contents Study hours
Week -1 1 General Introduction: Saga of China Education 3
Week -2 2 Legacy of China ancient education before 1840 3
Week -3 3 Changes of modern education Movement in Qing Dynasty and Republic of China 3
Week -4 4 Reshaping of China modern education after 1949 3
Week -5-6 5 Perform China Education in the New Century 3
Week -7 6 China K-12 education and its problems 3
Week -8-9 7 China higher education and its problems 3
Week -10 8 China other education and its problems 3
Week -11 Conclusion: discussion and assignment 3

Text Books and Reading Materials 文献资料
Yang J.2011, Good or Bad?: Learning Globalization, Postmodernity and a Changing China Education System
Bénéti, Véronique Manufacturing citizenship: education and nationalism in Europe, South Asia and China, Routledge research in education
Seybolt, Peter J Revolutionary education in China: documents and commentary
Weston, Timothy B. 2004. The Power of Position: Beijing University, Intellectuals, and Chinese Political

World Bank (1997)China: higher education reform
**Session 1**

**General Introduction: Saga of China Education**

- **Description of the Session** (purpose, requirements, class and presentations scheduling, etc.)
  - This session makes a general introduction about China’s education from a historical perspective, focusing on several issues, such as Education in Chinese Context: conception and operation; The culture foundation of China Education; Social transformation and China’s education; PISA performance and the secret to success; Challenges and future 2020 vision.

- **Questions**
  - What is the difference between China’s education and western education in both conceptual and operational perspectives?
  - What does PISA mean to China’s education reform?

- **Readings, Websites or Video Clips**
  - Cultural foundations of Chinese Education (Chapter one)

- **Assignments for this session (if any)**
  - Reading material ahead and classroom discussion

**Session 2**

**Legacy of China ancient education before 1840**

- **Description of the Session** (purpose, requirements, class and presentations scheduling, etc.)
  - This session aims to help students to learn about the tradition of China’s education its cultural heritages from ancient time to early modern one.

- **Questions**
  - What did form of schooling system look like?
  - What are the teaching contents included in the period of time?
  - How did the institutions of higher learning evolve from Piyong to Shunyuan?

- **Readings, Websites or Video Clips**
  - Field studies at Guozhijian at Beijing

**Session 3**

**Changes of modern education Movement in Qing Dynasty and Republic of China**

- **Description of the Session** (purpose, requirements, class and presentations scheduling, etc.)
  - This session aims to help students to mastery and understand the history of educational development and reform in late Qing Dynasty and Republic of China periods. Several important events such as westernization movement and Hundred-Day Reform movement.

- **Questions**
  - Why did the Westernization movement and Hundred-Day Movement happen in late Qing Dynasty period?
  - What Christian Universities had contributed at period of Republic of China?

- **Readings, Websites or Video Clips**
  - Education in traditional China (chapter one to chapter three)

**Session 4**

**Reshaping of China modern education after 1949**

- **Description of the Session** (purpose, requirements, class and presentations scheduling, etc.)
  - This session aims to help students to learn about reconstruction and development of education in period of new China. Several important events such as establishment of new institutions of higher education are covered.

- **Questions**
  - Why did the Westernization movement and Hundred-Day Movement happen in late Qing Dynasty period?
  - What was negative impact of.

- **Readings, Websites or Video Clips**
  - Education in traditional China (chapter four to chapter seven)

**Session 5**

**Reform China Education in the New Century**

- **Description of the Session** (purpose, requirements, class and presentations scheduling, etc.)
  - This session aims to help students to mastery and understand the history of educational development and reform in late 1990s to the early 21 century. Several important events such as pursuit of WCU campaign.

**Session 6**

**China K-12 education and its problems**

- **Description of the Session** (purpose, requirements, class and presentations scheduling, etc.)
  - This session aims to help students to learn about China’s education system and its attainment and realities. Most parts will place emphasis on policies and initiatives launched by MOE since 1990s onwards.

- **Questions**
  - How much do you know China’s higher education?
  - What are major problems facing to Chinese higher education development and reform?

- **Readings, Websites or Video Clips**
  - Basic education in China, Good or Bad? Learning Globalization, Postmodernity and a Changing China Education System

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

- Reading material ahead and classroom discussion
Session 7

China higher education and its problems

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

This session aims to help student learn about China’s higher education system and its attainment and realities. Most parts will place emphasis on policies and initiatives launched by MOE since 1990s onwards.

Questions

How much do you know China’s higher education?
What are major problems facing to Chinese higher education development and reform?

Readings, Websites or Video Clips

Chinese Higher Education: the Legacy of the Past and the Context of the Future
World Bank Report, China: higher education reform
China’s Mass Higher Education: Problem, Analysis, and Solutions

Session 8

China other education and its problems

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

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

Questions

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

Readings, Websites or Video Clips

Manufacturing citizenship: education and nationalism in Europe, South Asia and China.

Session 9

Conclusion: discussion and assignment

Assignments for this session (if any)
Reading materials ahead and discussion in the classroom
Team discussion and presentations based on the discussion

CV of Instructor

Dr. Shi, completed his doctorate of Comparative education at Beijing Normal University in 1998, and sponsored by EU Erasmo Scholarship, Special Award for Canadian Studies and so on.

He has been serving as a professor in the Graduate School of Education, Peking University since 2007, and also one of academic staff/Deputy Director at Peking University, Center of International Higher Education (PKU-CIHE). He also had rich experiences of working as visiting scholars, guest professors and research fellows at some universities worldwide. His academic interests include international and comparative higher education policy; higher education theory. He has (co-)authored or edited many publications in the field of his studies, such as American higher education thoughts (2001), Idea of Western higher education: a historical perspective (2002), Studies on Makiguti Tunezaburo’s Educational Thoughts (2012), and Higher Education in the Globalist Knowledge Economy (2012) and China’s Rising Research Universities: A new Era of Global Ambition (2014) and so on.
Course Title: Chinese Folklore and Culture

Objective:
The purpose of this course is to introduce the Chinese people and their culture from perspectives of myths, folktales, festivals, traditional food, folk belief, folk arts and architectures. Within these topics, we will focus especially on some of the key concepts of Chinese culture such as history, safety, family, sacredness, gods, order, and so on.

Proceeding of the Course:
Participation and discussion constitute a central part in this course. Attendance is mandatory. Students are expected to complete all required readings prior to class meetings and to actively participate in class discussion. Absence without legitimate reasons will lead to deduction in scores for participation and discussion, and in extreme cases, may lead to a student’s failure in the course.

Assignment (essay or other forms):
Students need to write two short papers (3-4 pages each, double-spaced and typed with 12-point font) related to Chinese folklore and culture. The instructor will give the topic of the paper one week before the due date of the paper.

Evaluation Details:
Three parts of the evaluation will be calculated as follows:
- Participation and discussion: 20%
- One oral presentation: 30%
- Papers: 50%

Text Books and Reading Materials:
There is a course reader for this course and it will be available through PKU arrangements.

Academic Integrity (If necessary):
Participation in this class commits the students and instructor to abide by a general norm of equal opportunity and academic integrity. It implies permission from students to submit their written work to services that check for plagiarism (such as Turnitin.com). It is your responsibility to familiarize yourself with the definition of plagiarism. Violations of the norm of academic integrity will be firmly dealt with in this class.

Session 1
Introduction: Folklore and Culture
Questions
What is folklore?
The relationship between folklore and culture?
Readings, Websites or Video Clips
Introduction to Chinese Culture, Chung Mou Si and Yun Cheng Si, Beijing Peking University Press, 2011.

Session 2
Myths and history
Questions
In Chinese myths, how the world, the people, and other things were created?
The function and value of myths in Chinese history.
Readings, Websites or Video Clips
Session 3

Women in Chinese folktales
Questions
Women in Chinese history.
Compare roles of men and women in Chinese folktales.

Readings, Websites or Video Clips


Session 4

Forbidden City
Questions
The meaning of the number of the Forbidden City.
The meaning of the color of the Forbidden City.

Readings, Websites or Video Clips

Session 5

Traditional festivals
Questions
Why are there many women’s festivals in ancient China?
The main activities of Spring Festive Eve and their cultural meanings.

Readings, Websites or Video Clips

Session 6

Siheyuan: traditional Chinese houses

Session 7

Traditional Chinese food: mianhua

Session 8

Visit Gongwanggu

Session 9

Temples and gods

Session 10

Paper-cuts and the idea of sacredness
Questions
The basic structure of Chinese paper-cut.

Session 11

Visit Dongyue Temple

Session 12

Oral presentation

CV of Instructor
Juan WANG, Associate Professor
Peking University
Educational Background
2008 Ph. D., Peking University
1991 M. A., University of California at Berkeley
1985 B. A., Hebei Normal University

Academic Appointments
Since 2003 Associate Professor, Chinese Department, Peking University
1996-1997 Visiting Fellow, Folklore Department, Indiana University
1991-2003 Assistant Professor, Chinese Department, Peking University

GRANTS AND AWARDS
2014 Outstanding Teacher Prize of Peking University
Course Title 课程名称
Business and Society in Modern China: An Institutional Perspective
当代中国商业与社会：制度经济学的视角

Course Code 课程号：02535300

Instructor 授课教师
Associate Professor Yan GUO 郭研 副教授

Prerequisites 先修课程
None 无

Course Date 课程日期
2017.09.13 ~ 2017.12.27
(Exam Included)

Course Description 课程简介

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

Pre-requisites /Target audience
No pre-requisites required. Introductory micro and macro economics will benefit more from this course. Students who are interested in Chinese economy and society are welcome.

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

Recommended readings:

CLASS SCHEDULE 授课大纲

Session 1
The governance of PRC and institutional theory
General introduction of the course. Introduce intellectual framework of this course

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

Readings, Websites or Video Clips
Required Reading: Xu (2011)
Session 2

The socialist China: 1949-1976

History of economic development and social movement between 1949-1976

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

Readings, Websites or Video Clips
Required Reading: Naughton (2007) Ch.3; Xu (2011)
Video clips showed in class

Session 3

Socialist Market Economy with Chinese Characteristics

Economic transition from central planning to market economy after 1978

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

Readings, Websites or Video Clips
Required Reading: Naughton (2007) Ch.4; Xu (2011)
Video clips showed in class

Session 4

State-owned Enterprises in PRC

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

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

Readings, Websites or Video Clips
Required Reading: Naughton (2007) Ch.13; Gan et al. (2008)
Video clips in Class

Session 5

Township and Village Enterprises

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

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

Readings, Websites or Video Clips
Naughton (2007) Ch.12; Weitzman & Xu (1994)
Video clip in class

Session 6

Trade and FDI

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

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

Readings, Websites or Video Clips
Naughton (2007) Ch.17
Video clips in class

Session 7

Private Sector in China

Development of private sector in China
Challenges faced by private sector in China

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

Readings, Websites or Video Clips
Required Reading: Naughton (2007) Ch.15; Guo et al. (2014)
Video clips in Class

Session 8

Corruptions, Business and Politics

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

Pre-requisites /Target audience

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

Assignments (essay or other forms)

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

Evaluation Details

Grading will be made according to Class Participation (25%), Book reports and Quizzes (25 %), and Final Report/ Essay (50 %).
Text Books and Reading Materials

Suggested Reading and References:


CLASS SCHEDULE

Session 1

Media landscape and media system evolution in China

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

Readings, Websites or Video Clips
Zhao (1998): Chapter 6 (pp.127-150).
Search for stories of early Chinese magazines’ publishers, such as Robert Morrison (1782-1834); try to access the database “Modern English Newspapers in China”.

Assignments for this session (if any)
Find out and comment on one English media report about China’s reform in the 1980s.

Questions
What is the origin of China’s current media system?

Session 2

Media reform and commercialization: Background

Description of the Session
This session discusses the political and economic background of China’s opening up and reform, and discuss the mechanism of China’s media reform.

Readings, Websites or Video Clips
Zhao (1998): Chapter 2-3 (pp.34-71);

Assignments for this session (if any)
Try to understand the uniqueness of China’s media system.

Questions
What is China’s media reform in the 1980s?

Session 3

Media reform and commercialization: Impact

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

Readings, Websites or Video Clips
J. Zhao (1998): Chapter 6 (pp.127-150).

Assignments for this session (if any)
Search for stories of early Chinese magazines’ publishers, such as Robert Morrison (1782-1834); try to access the database “Modern English Newspapers in China”.

Questions
What are the newly developments of China’s print media in the 1980s? What kind of roles the print media played in the development of Chinese society before 1978?

Session 4

Media and Society in China: Print Media

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

Questions
How was China’s early modern press initiated? What kind of roles the print media played in the development of Chinese society before 1978?

Session 5

Media and Society in China: Print Media (II)

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

Questions
What is the driving forces and major process of China’s media commercialization?

Readings, Websites or Video Clips
J. Zhao (1998): Chapter 6 (pp.127-150).

Assignments for this session (if any)
Try to understand the uniqueness of China’s media system.

Questions
What is the background and major mechanism of China’s media reform in the 1980s?
Readings, Websites or Video Clips
Zhao (1998): Chapter 6 (pp.127-150).
Assignments for this session (if any)
Search for the development of China’s English language newspapers and magazines after 1978.

Session 6

Media and Society in China: Electronic Media

Description of the Session
This session traces the development of China’s broadcasting media, radio and television.

Questions
What is the major stages in the development of China’s TV industry? What’s the governing structure of China’s broadcasting?

Readings, Websites or Video Clips
Zhao (1998): Chapter 5 (pp.94-126); Video Clip: Shen Li, China’s first TV anchor.
Assignments for this session (if any)
Access China’s radio and TV programs in English, and comment on one specific program.

Session 7

Media and Society in China: Electronic Media (II)

Description of the Session
This session explores the interaction between China’s electronic media and Chinese society.

Questions
How does investigative journalism develop in China and what is their impact on Chinese society?

Readings, Websites or Video Clips
Zhao (1998): Chapter 5 (pp.94-126); Video Clip: Shen Li, China’s first TV anchor.
Assignments for this session (if any)
Access China’s radio and TV programs in English, and comment on one specific program.

Session 8

Internet, social media and State-Society Relations in China

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

Questions
How has China’s internet evolved since the 1990s? What’s the governing structure of China’s internet?

Readings, Websites or Video Clips
Chen (2015): Chapter 1 (pp.19-36); deLisle (2016): Chapter 3 (pp.71-85)
Assignments for this session (if any)
Experience and comment on China’s Weibo and WeChat.

Session 9

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

Description of the Session
Using specific cases, this session will focus on social media’s impact on Chinese society.

Questions
What’s the nature of social media and what should be the principles of social media governance?

Readings, Websites or Video Clips
Chen (2015): Chapter 1 (pp.19-36); deLisle (2016): Chapter 3 (pp.71-85)
Assignments for this session (if any)
Experience and comment on China’s Weibo and WeChat.

Session 10

Media and Reunification of Greater China

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

Questions
How does investigative journalism develop in China and what is their impact on Chinese society?

Readings, Websites or Video Clips
Lee (1990): Chapter 8 (pp.140-164); Lee (2000): Chapter 8 (pp.245-270); Chapter 11 (pp.337-365)
Assignments for this session (if any)
Explore Hong Kong and Taiwan’s English language media, look into their coverage on specific topic and compare with the mainland media coverage.

Session 11

Foreign Media in China

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

Questions
How foreign media outlets get into Chinese market and society? And what are their influences in Chinese audience?

Readings, Websites or Video Clips
Lee (2003): Chapter 1-2 (pp.1-56)
Assignments for this session (if any)
Explore the international media available in nearby newsstands and in websites.

Session 12

China’s global communication initiatives

Description of the Session
This session turns to the role of media in China’s international relations, explores China’s global communication initiatives in recent years and the relationship between China’s media and China’s international public relations.

Questions
What’s the conceptual differences among diplomacy, public diplomacy and international public relations? What’s the role the Chinese media play in China’s international relations?

Readings, Websites or Video Clips
Zhang (2003); Kurtlanzick (2007): Chapter 1 (pp.1-11), Chapter 3 (pp.37-60)
Assignments for this session (if any)
Watch CGTN programs and comment on one of them.
Course Title 课程名称
Labor Economics 劳动经济学

Course code 课程号：02532730

Credits 学分：2

Instructor 授课教师
Assistant Professor 石菊 助理教授

Course Date 课程日期
2017.09.13 ~ 2017.12.27 (Exam Included)

Course Description 课程简介
This course focuses on topics in health economics and labor economics, including four specific aspects:
– Understand health care system
– Understand topics in labor market
– Learn methods in academic research
– Learn ways to analyze research topics

Objective 目标
Pre-requisites 先修课程
Intermediate microeconomics
Intermediate econometrics

Assignments (essay or other forms) 作业
Class presentation and research proposal

Evaluation Details 评价
Final grade = 45% on class presentation on economic literature + 45% on research proposal + 10% class participation

Text Books and Reading Materials
Health Economics, Frank A. Sloan and Chee-Ruey Hsieh, MIT Press, 2012

Session 13 课堂
Class Presentation on Essay Topics 课堂报告
Students present and exchange ideas on the topics and structures of their essays.

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

Description of the Session 课堂
Students present and exchange ideas on the topics and structures of their essays.
Session 1
Introduction
Instructor
Prerequisites
Course target
Textbook
Introduction
Grading policy

Session 2
International Health Care Systems
Classification of health care systems
Health care financing system
Readings, Websites or Video Clips

Session 3
Health Economics and Institutional Features of Health Care
The structure of health care system
The origin of health economics
Institutional features of health care
Readings, Websites or Video Clips

Session 4
Frontier of Health Care Research
The Oregon Health Insurance Experiment
Selection in insurance market
The response of drug expenditure to nonlinear contract design
Readings, Websites or Video Clips

Session 5
Chinese Health Care System: Part 1
Health care system
Health insurance system
Readings, Websites or Video Clips

Session 6
Chinese Health Care System: Part 2
Government documentation on health care reform
Health care reform in pilot cities: Sanming and Suqian
Readings, Websites or Video Clips

Session 7
Chinese Health Care System: Part 3
Comparison of US and Chinese Health Care System
Overall Ranking
Inpatient and Outpatient Care
Health Insurance
Health Care Cost
Readings, Websites or Video Clips

Session 8
Introduction to Micro-level Data Sets
Chinese data sets, public available
Chinese data sets, unavailable to public
American data sets, public available
Data sets in other countries
Tips for using data sets
Readings, Websites or Video Clips

Session 9
US Health Care Reform
Obama Health Care Reform
Purposes
Policy
Impact
Readings, Websites or Video Clips
Kaiser Family Foundation, 2013, Summary of the Affordable Care Act
Sommers, Benjamin D., 2015, New England Journal of Medicine, 373;25 (Oct. 21, 2015)
Fein, Molly, Jonathan Gruber, Benjamin Sommers, 2016, New England Journal of Medicine
Dr. Julie SHI, assistant professor in School of Economics in Peking University. She is a research fellow of China Center for Health Economic Research (CCHER) and China Center for Insurance and Social Security Research (CCISSR). Prior to joining Peking University, she worked at Department of Health Care Policy in Harvard Medical School as a postdoctoral fellow. She received her bachelor degree and master degree in economics from Tsinghua University, and PhD in economics from Boston University.

Dr. Shi teaches labor economics for undergraduate students and advanced econometrics for graduate students. Dr. Shi’s research fields are health economics, labor economics, and industrial organization. Her work focuses on the Chinese health care reform, with special attention on the design and impact of health care payment systems, the impact of health insurance, and the trend of health care expenditures. Her studies are published on top international journals, including the Journal of Health Economics, American Journal of Health Economics, and Geneva Papers on Risk and Insurance - Issues and Practice. One of her publications is rewarded as the paper of year 2014 by the US National Institute for Health Care Management (NIHCM). She is the Principal Investigator of project “Individual Health Care Spending Prediction and China’s Payment System Reform”, which is supported by the National Natural Science Foundation of China.

Examples of Literature Review and Potential Research Topics

A review on what researches have been analyzed by previous papers on the topic you’re interested in. Help to avoid doing duplicate research and make it clear the research contribution.
The course will be delivered through lectures, student presentations and discussions. Students’ participation is strongly encouraged. In each lecture, 1-2 students will be requested to present the assigned SAS computer exercise for demonstration purpose, in which they should summarize the programming techniques and comment on the outputs. In the last session of the course, 4-6 students will be invited to present their term paper summarizing the research topic, econometric methods and major findings. Each presentation lasts for 20-30 minutes, and sign-ups are on a first-come-first-served basis.

Academic integrity is highly expected. Cheating of any sort will result in an automatic Fail for the course, and will be reported to the university authorities.

Computer programming exercises will be assigned for each lecture. The final deliverable of this course is a term paper based on the student’s independent empirical research.

Assignments

1) Research Proposal: 30%
2) Term Paper: 50%
3) Class Attendance and Presentation: 20%

Evaluation Details

1) Research Proposal: 30%
2) Term Paper: 50%
3) Class Attendance and Presentation: 20%

Proceeding of the Course

This session serves as a general introduction to econometrics, its main modelling approaches, and the commonly seen data types and programming tools.

Session 1

Introduction to Econometric Modeling

Questions
What are the major steps in carrying out an empirical research project? What are the four forms of data commonly seen in econometric analysis? What are the three main types of estimation models? What are the main categories of computer software for the implementation of econometric models?

Session 2

Introduction to SAS Programming

Questions
How to set up a data library in SAS? How to create a permanent / temporary dataset? How to read in the data from various sources? How to use DATA step for data management tasks and to combine multiple datasets? How to use PROC step to perform descriptive statistical analysis?

Session 3

Ordinary Least Squares and Hypothesis Testing

Questions
What are the key assumptions and steps for OLS estimation? What are the statistical properties of OLS estimator? How to interpret the results of regressions of four types of functional forms? How to use the t / F tests for linear hypotheses on single / multiple parameters?

Session 4

Dummy Variables, Time Trend and Seasonality

Questions
What are the purposes of using dummy variables? How to interpret the coefficient estimates of dummy variables and their higher order terms? What are the impacts of time trend and seasonality in a regression model? What are the common approaches for de-trending and de-seasonality? What are the consequences of the following model specification errors: omitting a variable in a regression, including irrelevant explanatory variable in a regression, measurement errors in the dependent/ independent variables, and Multicollinearity? The purposes and choices of the goodness of fit measures.

Required Textbook:

Supplemental Materials (Optional):

Ordinary Least Squares and Hypothesis Testing

In this session, we will discuss the Ordinary Least Squares method to estimate linear regression models and the common methods for testing linear hypothesis.

Assignments for this session (if any)
Computer Exercise 1-1

Assignments for this session (if any)
Computer Exercise 3-1, 3-2

Assignments for this session (if any)
Computer Exercise 4-1, 4-2

Assignments for this session (if any)
Computer Exercise 2-1
In this session, we will discuss the impacts and correction methods of heteroskedasticity and serial correlation.

Questions
What are the definition and impacts of heteroskedasticity and serial correlation? How to test on the existence of heteroskedasticity and serial correlation? How to correct for heteroskedasticity and serial correlation? How to implement the (Feasible) Generalized Least Squares estimation?

Readings, Websites or Video Clips
Wooldridge (2015): Chapter 8, 12
Assignments for this session (if any)
Computer Exercise 5-1, 5-2

Classical Time Series Models
In this session, we will discuss the basic structure and classical estimation models for time series data.

Questions
What are the basic structure of a time series? What are the properties and testing methods for a stationary time series? How to transform a non-stationary series to a stationary series? How to use the Box-Jenkins approach to estimate an ARIMA model?

Readings, Websites or Video Clips
Wooldridge (2015): Chapter 10, 11
Assignments for this session (if any)
Computer Exercise 6-1

Pooling Time Series and Cross Sections
In this session, we will discuss the estimation models for pooled cross-section data, including structural break tests, Difference-in-Difference estimation, etc.

Questions
What are the purposes of pooling independent cross-section datasets? How to use the separate / pooled regression approaches to test for structural breaks within pooled cross-sections? How to use the separate / pooled sample approaches to perform the DID estimation? What are the strengths and limitations of the DID estimator?

Readings, Websites or Video Clips
Wooldridge (2015): Chapter 13
Assignments for this session (if any)
Computer Exercise 8-1, 8-2

Panel Data Models
In this session, we will discuss the commonly used techniques in dealing with panel data, including the first-difference estimation, the fixed and random effect models, etc.

Questions
What are the main features of panel data? How to use the FD, FE, and RE models to account for time-invariant heterogeneity in the panel data, and what are the main differences between these models? How to use the Hausman’s specification test to choose between the FE and RE models?

Readings, Websites or Video Clips
Wooldridge (2015): Chapter 14
Assignments for this session (if any)
Computer Exercise 9-1

Binary Choice Models
In this session, we will discuss the estimation approaches for binary choice models, including the Linear Probability Model, the Probit Model, and the Logit Model.

Questions
What are the advantages and disadvantages of using LPM to model a binary response? How to use the MLE method to estimate a Probit / Logit model? How to calculate the partial effects and perform MLE-based hypothesis tests in a Probit / Logit model?

Readings, Websites or Video Clips
Wooldridge (2015): Chapter 15
Assignments for this session (if any)
Computer Exercise 11-1

Simultaneous Equation Models
In this session, we will discuss the models for the system of regression equations, including the Seemingly Unrelated Regressions Model and the Simultaneous Equations Model.
Questions
What are the differences between the system estimation approach and the single equation approach? How to use the SUR model to control for contemporaneous correlation among equations? How to use the SEM model to address the simultaneity bias in an equation system? How to use the order condition and rank condition to verify if a structural equation is identifiable? What are the differences between the 2SLS and 3SLS approaches in estimating an SEM model?

Readings, Websites or Video Clips
Wooldridge (2015): Chapter 16
Assignments for this session (if any)
Computer Exercise 12-1, 12-2

CV of Instructor
Xuezheng Qin is an associate professor and the assistant dean in the School of Economics at Peking University. He earned his B.S. from Peking University and his Ph.D. in Economics from the State University of New York at Buffalo. Dr. Qin's primary research interests include health economics, labor economics, and applied econometrics. He has published numerous papers in international peer-reviewed journals such as Journal of Comparative Economics, Health Economics, Health Policy and Planning, China Economic Review, Health Economics Policy and Law, and Geneva Papers on Risk and Insurance. He is also the author of several books, including Principles of Economics (2014), Applied Econometrics (2016), and Migrant Workers in China's New Health Insurance System (2017). His research is funded by National Natural Science Foundation of China, Ministry of Education of China, International Development Research Centre (Canada), and others.

Dr. Qin is a guest editor of China Economic Review and Emerging Markets Finance and Trade, and he also serves on the editorial board of China Health Review and as an external reviewer for many renowned academic journals. He is included in the Beijing Higher Education Young Elite Teacher Project and has gained other recognitions. In Peking University, Dr. Qin teaches Econometrics, Health Economics and Chinese Economic Transition; his teaching has won national awards in China's multimedia course competition.
Four Homeworks and Three Case Studies on the topic of Capital Budgeting and Capital Structure Decisions.

The grade will be based on class participation and presentation (20%), homework (20%) and a final exam (60%).

The success of the course will depend on your effort and participation.

**TEXT BOOKS AND READING MATERIALS**

**Required Text:**
Ross, Westerfield and Jaffe, Corporate Finance.

**Supplemental Reading:**
1. Malkiel, A Random Walk Down Wall Street Ch6, 7, 8
2. Cui, Wei Behavioral Finance Ch2, 13, 14, 15

**RWJ looks mainly at Corporate Financial decisions, while the Malkiel text uses some of the ideas learned in the course to individual investment decisions in the stock market.**

**CLASS SCHEDULE**

**Session 1**
**Introduction to Corporate Finance**
Topics cover the Forms of Business organization; The Goal of Financial Management; The main topics of Corporate Finance; The identification of Cash Flows; The Principal-Agent Problem

**Readings, Websites or Video Clips**

**Assignments for this session (if any)**
Homework 1.

**Session 2**
**Interest Rate Mathematics and Net Present Value**
Topics cover the one-period and multi-periods Case; Compounding Periods; The Net Present Value (NPV) and its Decision Rule with some Simplifications.

**Session 3**
**The Real World Applications of NPV**
Topics cover the ways to calculate operating cash flows and total cash flows; Inflation and Cash Flows; Investments of Unequal Lives; Decision Tree; Sensitivity Analysis; the Real Options.

**Session 4**
**The Alternative Investment Criteria**
Topics cover the Paypack Period; The Internal Rate of Return; The Profitability Index.

**Session 5**
**The Valuation of Financial Obligations: Bonds and Stocks**
Topics cover the Types of Bonds; Valuation of Bonds; Bond Market Reporting; Valuation of Stocks: DDM Model and NPVO model; Stock Market Reporting.

**Assignments for this session (if any)**
Homework 2.

**Session 6**
**Risk and Return**
Topics cover historical Information on Risk and Return; Relationship Between risk and Expected Return.

**Readings, Websites or Video Clips**

**Assignments for this session (if any)**
Case Study 2.

**Session 7**
**Capital Structure Decision: Part I**
Topics cover the Weighted Average Cost of Capital; Financial Leverage and Firm Value; taxes; MM Proposition

**Session 8**
**Capital Structure Decision: Part II**
Topics cover the Costs of Financial Distress; Integration of Tax Effects and Financial Distress Costs; Pie theory; The Peking Order Theory

**Readings, Websites or Video Clips**

**Assignments for this session (if any)**
Case Study 3

**Session 9**
**Valuation and Capital Budgeting for the Levered Firm**
Topics cover the three valuation approaches: the APV, FTE and WACC methods. Beta and Leverage

**Assignments for this session (if any)**
Homework 4

Shefrin, Hersh, 2007, Behavioral Corporate Finance

Readings, Websites or Video Clips

Cui, Wei (1978-), an associate professor in School of Economics in Peking University of P.R. China.
Cui, Wei received her PhD degree in Economics from University of California, Santa Barbara in 2006. She began economic research in her graduate study supervised by the famous professors Mehra, Rajnish and Leroy, Stephen, and attended many international academic conferences.
Her main research fields include behavioral finance, investments, and macroeconomics. Cui, Wei is a project leader of many important research funds, such as National social science fund project, humanities and social science fund project by Ministry of Education, social science fund project by Beijing City. She has published two books on behavioral finance and her research has been published in leading academic journals.

World archaeology: selected readings

The aim of the course is to provide students with a broad-ranging introductory synthesis of the major patterns of global, social, cultural, economic and political changes that can be inferred from archaeological evidence from across the world.

On successful completion of this course, a student should:

1) have an overview of the major archaeological themes through class attendance and reading;
2) understand and be able to discuss relevant issues in class;
3) demonstrate a basic familiarity with the archaeological records in the areas of the world covered in the lectures.

Undergraduate students fluent in English interested in world archaeology. Students who take 'World Archaeology: the Deep History of Human Societies' are strongly advised to take this course as well.

The course consists in lectures centered on geographical areas: Southwest Asia, East Asia Southeast Asia and Australia, Mediterranean, Africa, South Asia, and the Americas. For each area, a different theme will be chosen, to cover a variety of key topics.
Assignments (essay or other forms)

Students should attend all lectures. There will be coursework each week. Students are required to translate selected reading materials. Students also need to watch English documentaries and listen to the BBC – A History of the World in 100 Objects (provided by the instructors).

Each coursework contributes to the final grade for the course.

1. Class attendance (15%): students should attend ALL lectures and seminars.
2. Reading and discussion (15%): students are required to discuss the readings and to share their opinions in class.
3. Weekly translation (60%): the instructors will assign approximately 500 words from the selected readings.
4. Oral examination (10%) with the instructors at the end of term.

Text Books and Reading Materials


Further readings:


Integrative readings in the form of short articles will be handed by the instructors.

Questions

Environmental changes and human response, development and spread of agriculture, technological development. Uruk period, urbanization, Indo-European languages and the Hittites, Phoenicians.

Readings, Websites or Video Clips
Scarre: The human past - sections of Ch. 6 and 12.

Assignments for this session (if any)
Translation ca. 500 words.

Session 3

East Asia, Southeast Asia, and Australia

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

Week one introduces the origin and expansion of rice cultivation, and Korean and Japanese archaeology. Week two introduces Australia and Southeast Asia archaeology.

Questions

The origin and expansion of rice cultivation, Korean and Japanese archaeology, Australia and Southeast Asia archaeology.

Readings, Websites or Video Clips
Scarre: The human past - sections of Ch. 13.
BBC - A History of the World in 100 Objects Video clips TBA.

Assignments for this session (if any)
Translation ca. 500 words.

Session 4

The Mediterranean World

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

Week one introduces the Bronze Age civilization of the Aegean, followed by an overview of Greek archaeology. Week two introduces selected topics of Roman and middle age archaeology.

Questions

Introduction to main themes of the Aegean Bronze Age, Greece, Roman empire, European Middle Ages, and Christianity.

Readings, Websites or Video Clips
Scarre: The human past - sections of Ch. 13.
BBC - A History of the World in 100 Objects Video clips TBA.

Assignments for this session (if any)
Translation ca. 500 words.

Session 5

Africa

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

Week one introduces ancient Egypt. Week two introduces urbanization and state formation in the rest of Africa, and the connection between Africa and the outside world.

Questions

Egyptian civilization, urbanization and state formation, exchanges with the Mediterranean and Indian Ocean.
**Session 6**

**South Asia: from early villages to Buddhism**

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

Week one introduces early farming, regionalization, and the Indus civilization. Week two introduces early cities, historic empires, and Buddhism.

*Questions*

- Early farming, regionalization, Indus civilization; early cities, early historic empires and Buddhism.

*Readings, Websites or Video Clips*

- Scarre. The human past - sections of Ch. 9.
- BBC - A History of the World in 100 Objects
- Video clips TBA.

*Assignments for this session (if any)*

- Translation ca. 500 words.

---

**Session 7**

**The Americas**

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

Week one introduces the food-producing economies in the Americas, and the empires in South America. Week two introduces Mesoamerican civilizations and the complex societies of North America.

*Questions*

- Food-producing economies, Andean civilizations and Amazonia; Olmec, Maya, Toltec, Aztec, the complex societies of North America.

*Readings, Websites or Video Clips*

- Scarre. The human past - sections of Ch. 16, 17, and 18.
- BBC - A History of the World in 100 Objects
- Video clips TBA.

*Assignments for this session (if any)*

- Translation ca. 500 words.

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**Session 8**

**Crossing boundaries: Silk Road archaeology**

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

Silk Road west of Xinjiang, comprising of Central and West Asia to the Mediterranean.

*Questions*

- Trans-civilizational and trans-ecological exchanges, Caravanserais in Islamic period.

*Readings, Websites or Video Clips*

- Reading handouts.

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**Session 9**

**Course conclusion**

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

Overview of the course; summary of the main topics; collect feedbacks from the students.

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**CV of Instructor**

Vignato Giuseppe, Italian, is a Professor of Archaeology at the School of Archaeology and Museology, Peking University. He teaches Mediterranean Archaeology, Roman Archaeology and Buddhist Archaeology of Xinjiang at the School of Archaeology and Museology, Peking University. He also teaches Archaeology of cultural exchanges between China and the West at the Yenching Academy of Peking University. Research field focuses on the Buddhist rock monasteries of Kucha.

*Other Positions*

- Center for the Study of Chinese Archaeology at Peking University - Researcher
- International Association of Studies on the Mediterranean and the East (ISMEO) - Co-director of EurAsia Series, by the International Association of Mediterranean and Oriental Studies and the School of Archaeology and Museology, Peking University.

*Visiting Professor at Ca’ Foscari, Venezia.*

*CAHIM fellow (Max Planck Foundation), Berlin.*

*Publications*

- Vignato, G. & A.F. Howard, Archaeological and Visual Sources of Meditation in the Ancient Monasteries of Kuča, Brill, 2014
- Authored several academic articles published in China and abroad

*Translation*

- in collaboration with other scholars
- G. Tucci Ind-Tibetica, Shanghai Classics Publishing House, 2009
- D, Faccenna, A, Filigenzi Repertory of Terms for the Cataloguing of Gandharan Sculptures, Shanghai Classics Publishing House, 2014
- P. Callieri, A. Filigenzi, L M Olivieri At the Origin of Gandharan Art, Shanghai Classics Publishing House, 2015

*Project*

- Chinese Ministry of Education. Humanities and Social Sciences Key Research Base, major projects: Investigation and study of the rock monasteries of Kucha
The aim of this course is to provide a deep understanding of the Greek reality from a social, economic, political and cultural perspective. It covers the period from the foundation of the modern Greek State (1830) until today and examines the main historical events, including the civil war (1946-1949) and the military dictatorship (1967-1974), the debt crisis and the refugees’ problem.

It highlights the persistence of the tradition and the demand for modernization, the social and political conflicts and the relations (not always smooth) with USA, European Union and Turkey.

It is stressed the complexity of modern Greece, as well as the geopolitical and geostrategic importance of the country being at the crossroad of three continents, namely Europe, Asia and Africa. It will be underlined how its geography affected not only the development of its civilization but it also attracted the interest of the Great Powers willing to include it in their spheres of influence.

Moreover, Greek historical events are discussed with reference to analogous ones in other European countries. Thus, through the course the students will be more familiar not only with the Greek reality but also with the Southeast Mediterranean Region.

The course is addressing to all students willing to have some notions on modern Greece, especially those interested in History, Cultural and Regional Studies, as well as European and International Relations.
The course consists of 15 lectures. Students are advised to attend the class and participate in the discussion. They will be asked to write a mid-paper and one assignment. One writing assignment will be requested (questions).

Evaluation Details:
1) Final exam - 50%;
2) mid-term paper - 30%;
3) class participation and writing assignment - 20%.

Text Books and Reading Materials:
- 约翰·科里奥普罗斯、萨诺斯·维莱米斯著, 《希腊的现代进程——1821年至今》，郭云艳译。上海: 人民出版社, 2008年。
- 宋晓敏编著: 《列国志: 希腊》, 北京: 社会科学文献出版社, 2008年。
- ppt given by the teacher

Session 1
Greece: past and present
Description of the Session
An overview of the purpose of the course - The recent and the ancient past - Geography and people - Geopolitical and geostrategic importance of Greece

Session 2
Greek society before and after the War of Independence
Description of the Session
Social, economic and cultural situation - Social transformations from 1820's till 1920's.

Session 3
Emergence of the Greek State
Description of the Session
Tradition vs modernity - The role of the intellectuals - The Great Powers - Priorities of the new state - Rise of the middle class - Differences between West European middle class and Greek middle class - Nationalism and irredentism

Session 4
Territorial integration and disaster in Asia Minor

Session 5
Greece in WWII
Description of the Session
Triple occupation by Axis Powers - The devastation of the country - Resistance - Forced Nazis loans

Session 6
Civil War and post war governments
Description of the Session
Greeks divided in two parts - Communists and Soviet Union, Nationalists and Great Britain and USA - Torture islands - Containment of the ‘enemy within’

Session 7
Social, economic and cultural transformations in ‘50s and ‘60s
Description of the Session
Economic reconstruction - Urbanization - Demands for better education - Flourishing of Arts and Letters - Noble Prize in Literature to George Seferis - Right-wing extremism

Session 8
The military regime of April 21st
Description of the Session
Characteristics of the regime, its collapse and return of the democracy

Session 9
The Cyprus Issue
Description of the Session
From a colony to an independent state - An unresolved ‘colonial problem’

Session 10
The Cyprus Issue
Description of the Session
Turkey: from a conqueror to a neighbor - The delicate relations of the two countries

Session 11
Relations with USA
Description of the Session
Britain's abdication from the Middle East - Truman Doctrine and containment of communism - Cold War - American military bases

Session 12
Relations with European Union
Description of the Session
Greece's full membership of European Community - Pros and cons - From the European integration to “Grexit” - Philo-Europeans and Euro-skeptics - The rise of nationalism, racism, ultra-right and fascist political parties
**Debt crisis**

*Description of the Session*
Access to the Euro zone and sovereign debt crisis - Austerity measures and consequences - European political and social crisis.

**From a country of emigrants a country of refugees**

*Description of the Session*
Description: Greeks of Diaspora - Greek emigration - Refugees in Greece from 1922 to our days.

**Final exam**

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**CV of Instructor**

Elena Avramidou is Associate Professor at the Department of History, Peking University. She is member of the Center for Hellenic Studies and the Center for Mediterranean Area Studies and in charge of the Examination Centre for Greek Language at PKU.

She studied Law and Philosophy at the University of Turin (Italy) and Aristotle University of Thessaloniki (Greece) and got her Ph.D. in Philosophy at Aristotle University of Thessaloniki (Greece).

Her research area comprises Greek History and Culture and Chinese Culture and Society, including the Cultural perspectives on the One Belt One Road Initiative, as well as Greek and Chinese Philosophy with emphasis in Plato and Confucius.

She gave lectures and has participated in conferences and international congresses in Asia, Europe, America, and Australia, and has contributed hundreds of articles to magazines and newspapers. She has been editor-in-chief of the Greek cultural review ENEKEN and is member of the Editorial Board of the cultural magazine SERINDIA.

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**2017 年秋季学期本科英文授课课程**

**English Instructed Undergraduate Courses for Fall 2017**

For more information, please visit http://dean.pku.edu.cn/englishcourses/.

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### 2017年秋季学期本科生英文授课课程
*English Instructed Undergraduate Courses for Fall 2017*

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