

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 number	02432090
Teacher	Assoc. Prof. Chen Changwei
Contact information	Email: changwei.chen@pku.edu.cn / Tel: 010-62760566 Office: Rm A302, SIS / Office hours: by appointment
First day of classes	July 5, 2021
Last day of classes	July 16, 2021
Course Credit	3 credits
Course Description	
Objective:	
<p>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 and is now a crucial actor in global governance. This course will focus on Chinese diplomacy in the era of globalization, and will unravel the role that Chinese diplomacy has played in integrating China into the existing international system. The course will further explore China's desire to be a part of the architecture of global governance and its stated policy of continuing to work within the present international system. This course pays attention to the application of different international relations theories to the problems under study. The course also aims to familiarize students with China's involvement in world affairs from both historical and contemporary perspectives and equip students with an analytical understanding of the dynamics of China's foreign policy.</p>	
Pre-requisites /Target audience	
<p>✧ The course is for students who are interested in China's foreign policy, particularly China's participation in global governance. Although no prior knowledge of international</p>	

relations is assumed, a general understanding of Chinese history and politics will be conducive to classroom discussion.

Proceeding of the Course

Date	Lectures (9am – 12pm)	Discussion (2-4pm)
07/05	One - Introduction	Tutorial
07/06	Two - China and the UN System	Tutorial
07/07	Three - China and Global Financial Governance	Tutorial
07/08	Four - China and the Global Trading System	Tutorial
07/09	Five - Global Policy Coordination	Tutorial
07/12	Six - Sovereignty versus Regionalism	Tutorial
07/13	Seven - Global Climate Regime	Tutorial
07/14	Eight - The Belt and Road Initiative	Tutorial
07/15	Nine – Global Partnership Network in China’s Diplomacy	Tutorial
07/16	Ten - Identities and Cultural Diversities in a Globalized Age (<u>Final paper due</u>)	Final Exam

This schedule is subject to change with prior notice.

Assignments (essay or other forms)

Presentation & Discussion

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

Each student is required to do at least one 20 minutes 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. The paper should be submitted via email with the essay as an attachment in MS-word to the TA no later than the designated due date: Friday, July 16, 2021 at 9 a.m.

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

All papers should be typed in Times News Roman font style, 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 lecture, 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 Professors 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' contributions to class discussion. 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. Research 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 space, bibliography, etc.

5. Final Exam (40%): is scheduled for July, 16, 2021 (to be confirmed).

Text Books and Reading Materials

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

Academic Integrity

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

CLASS SCHEDULE (Subject to adjustment)

Session 1: <i>Introduction: Globalization, Global Governance and China's Role</i>	Date: 05/07/2021
<p>【Description of the Session】 <i>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.</i></p>	
<p>【Key learning points】</p> <ul style="list-style-type: none"> ✧ <i>The concept of global governance</i> ✧ <i>Liberal international order versus an emerging new order</i> ✧ <i>Is it true that the new era of globalization calls for global governance reform and why?</i> ✧ <i>China's growth into a major player in the evolution of global governance</i> 	
<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. He, Yafei. "A Proactive Approach to Global Governance Is China's Historic Choice." <i>China Quarterly of International Strategic Studies</i> 1, no. 2 (2015): 183-204. 2. Parmar, Inderjeet. "The US-Led Liberal Order: Imperialism by Another Name?" <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"> ✧ <i>What is globalization? What are its dynamics? Its principal dimensions?</i> ✧ <i>The concept of global governance; Major differences between global governance and global government; Liberal international order versus an emerging new order</i> 	
Session 2: <i>China and the UN System</i>	Date: 06/07/2021
<p>【Description of the Session】 <i>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 is not 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 the United Nations matters to China's foreign policy? How does China work with the international community to uphold the UN system in coping with global challenges?</i></p>	
<p>【Key learning points】</p> <ul style="list-style-type: none"> ✧ <i>Security Council and its role in maintaining peace and security of the world</i> ✧ <i>Peacekeeping and humanitarian intervention (R2P)</i> 	

- ✧ *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 shape an emerging global order*

【Readings, Websites or Video Clips】

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

【Suggested Presentation Topics】

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

Session 3: *China and Global Financial Governance*

Date: 07/07/2021

【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 dollar-centered global monetary system beginning to show signs of fray, what are the prospects for a multicurrency monetary system?*

【Key learning points】

- ✧ *IMF, World Bank and their inadequacy in dealing with global financing needs both in terms of their recipe for economic reform and resources they can mobilize in crises.*
- ✧ *New mechanisms are in great need for infrastructure-building in developing countries. What has*

been done and what should be done?

- ✧ *Trinity as part and parcel of global financial and trade governance regimes is at a historical cross-road and its future is full of uncertainty. Therefore, its reform and remaking is a must, not an option we can afford not to take.*

【Readings, Websites or Video Clips】

1. Paradise, James F. "The Role of 'Parallel Institutions' in China's Growing Participation in Global Economic Governance." *Journal of Chinese Political Science* 21, no. 2 (June 2016): 149-175.
2. Ren, Xiao. "China as an Institution-Builder: The Case of the AIIB." *The Pacific Review* 29, no. 3 (2016): 435-442.
3. Wu, Chien-Huei. "Global Economic Governance in the Wake of the Asian Infrastructure Investment Bank: Is China Remaking Bretton Woods?" *The Journal of World Investment & Trade* 19 (2018): 542-569.
4. Zangl, B., Heußner F., Kruck, A., Lanzendörfer, X., "Imperfect adaptation: how the WTO and the IMF adjust to shifting power distributions among their members." *The Review of International Organizations* 11, no. 2 (June 2016): 171-196.

【Suggested Presentation Topics】

- ✧ *What are IMF's main roles in global economic governance? What are the main controversies about it? Compare the major goals of IMF (International Monetary Fund) and World Bank operation.*
- ✧ *IMF, World Bank and their inadequacy in dealing with global financing needs both in terms of their recipe for economic reform and resources they can mobilize in crises.*

Session 4: *China and the Global Trading System*

Date: 08/07/2021

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

【Key learning points】

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

【Readings, Websites or Video Clips】

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

【Suggested Presentation Topics】

- ✧ *What are WTO's main roles in global economic governance? What are the main controversies about it?*
- ✧ *Will 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 Organisation play?*

Session 5: Global Policy Coordination: G7 and G20

Date: 09/07/2021

【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 get an upper hand in global governance, can G20 continue to perform as expected and evolve into some "the Economic Security Council"?*

【Key learning points】

- ✧ *G7's dominance in global economic governance and its declining influence, reflecting changing world balance of power*
- ✧ *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 geoeconomical situation continues to grow, G20 faces a stringent need to adapt in order to play the role of a major platform for global governance.*

<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. He, Yafei. "China's New Role in Global Governance Shaping the Emerging World Order." <i>China Quarterly of International Strategic Studies</i> 3, no. 3 (2017): 341-355. 2. Larionova M., Kolmar O. "The Hangzhou Consensus: Legacy for China, G20 and the World." <i>International Organisations Research Journal</i> 12, no. 3 (2017): 53-72. 3. Prodi, Amano. "Global Governance and Global Summits from the G8 to the G20: History, Opportunities and Challenges." <i>China & World Economy</i> 24, no. 4 (July-August 2016): 5-14. 4. Yu, Ye. "Global Economic Governance Reenergized? The Chinese Presidency of the G20 in 2016." <i>China Quarterly of International Strategic Studies</i> 1, no. 4 (2015): 647-665. 	
<p>【Suggested Presentation Topics】</p> <p>✧ <i>What are G7 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.</i></p>	
Session 6: <i>Sovereignty versus Regionalism</i>	Date: 12/07/2021
<p>【Description of the Session】 <i>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?</i></p>	
<p>【Key learning points】</p> <p>✧ <i>European Union</i></p> <p>✧ <i>ASEAN and ASEAN+</i></p>	
<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.” *Global Policy* 8, no. 1 (February 2017): 97-100.

【Suggested Presentation Topics】

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

Session 7: *Global Climate Regime*

Date: 13/07/2021

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

【Key learning points】

- ✧ *Climate Change, energy security, food security and other major challenges*
- ✧ *Global cooperation is withering instead of increasing as the US is retreating from providing global commons. Can any other country or group of countries fill that gap left by the US? Should they do*

so?

【Readings, Websites or Video Clips】

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

【Suggested Presentation Topics】

- ✧ *Climate Change, the evolving of the global climate regime.*

Session 8: *The Belt and Road Initiative*

Date: 14/07/2021

【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 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 will you suggest is the best way forward that will help translate the initiative into reality?*

【Key learning points】

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

【Readings, Websites or Video Clips】

1. Kaplan, Yilmaz, "China's OBOR as a Geo-Functional Institutional Project." *Baltic Journal Of European Studies* 7, no. 1 (June 2017): 3-19.

<ol style="list-style-type: none"> 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"> ✧ <i>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 B&R?</i> ✧ <i>B & R: How to make it work? Any possible obstacles, especially from major powers and China's neighbors?</i> ✧ <i>China's Foreign Aid and Its Role in the International Architecture.</i> 	
Session 9: <i>Global Partnership Network in China's Diplomacy</i>	Date: 15/07/2021
<p>【Description of the Session】 <i>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 will move from non-alignment to global partnership, what are the means of change in China's diplomacy and what impact will they have on global security governance structure? Partnership versus alliance, is it a conceptual difference or something else? Is the idea too idealistic to be successful? To what extent will the US and other western powers accept the idea?</i></p>	
<p>【Key learning points】</p> <ul style="list-style-type: none"> ✧ <i>Global Partnership versus military alliances</i> ✧ <i>Community of nations with Shared Destiny</i> ✧ <i>Global partnership as a way for countries to adapt to the changed world</i> ✧ <i>No more zero-sum game</i> ✧ <i>China from non-alignment to global partnership</i> 	
<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none"> 1. Bang, Jiun. "Why So Many Layers? China's 'State-Speak' and Its Classification of Partnerships." <i>Foreign Policy Analysis</i> 13, no. 2 (April 2017): 380-397. 2. Strüver, Georg. "China's Partnership Diplomacy: International Alignment Based on 	

<p>Interests or Ideology." <i>The Chinese Journal of International Politics</i> 10, no. 1 (March 2017): 31-65.</p> <p>3. Yang, Jiemian. "Seeking for the International Relations Based On the Concept Of the Community of Shared Future." <i>Monde chinois</i> 49, no. 1 (2017).</p> <p>4. Zhao, Xiaochun. "In Pursuit of a Community of Shared Future: China's Global Activism in Perspective." <i>China Quarterly of International Strategic Studies</i> 4, no. 1 (January 2018): 23-37.</p>	
<p>【Suggested Presentation Topics】</p> <p>✧ <i>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?</i></p>	
Session 10: <i>Identities and Cultural Diversities in a Globalized Age</i>	Date: 16/07/2021
<p>【Description of the Session】 <i>Why peaceful development is China's inevitable choice? 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.</i></p>	
<p>【Key learning points】</p> <p>✧ <i>China's Global Identities: The Largest Developing Nation and a Major Power</i></p> <p>✧ <i>Clashes of Civilizations or mutual enrichment among different civilizations</i></p> <p>✧ <i>Cultural diversity and equality among countries</i></p> <p>✧ <i>Good economic developmental model and its cultural background</i></p>	
<p>【Readings, Websites or Video Clips】</p> <p>1. Cha, Chang Hoon. "China's Search for Ideological Values in World Politics: Chinese Adaptation to Liberal Order Drawn from Political Reports of the Chinese Communist Party Congress since 1977." <i>Pacific Focus</i> 32, no. 3 (December 2017): 416-444.</p> <p>2. Chen, Zhimin, Guorong Zhou, and Shichen Wang. "Facilitative Leadership and China's New Role in the World." <i>Chinese Political Science Review</i> 3, no. 1 (March 2018): 10-27.</p> <p>3. De Graaff, Nana, and Bastiaan Van Apeldoorn. "US-China relations and the liberal world order: contending elites, colliding visions?" <i>International Affairs</i> 94, no. 1 (2018): 113-131.</p> <p>4. Zheng, Yongnian, and Wen Xin Lim. "The Changing Geopolitical Landscape, China and</p>	

the World Order in the 21st Century." *China: An International Journal* 15, no. 1 (February 2017): 4-23.

【Suggested Presentation Topics】

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

China and Africa: Global Encounters in History and Present

PKU Summer School International 2021

Instructors: Liang Xu (许亮), Ying Cheng (程莹)

Course level: Undergraduate/graduate students

Course Credit: 3 (two weeks)

Dates: From **July 5, 2021** to **July 16, 2021** (two weeks)

Contact: liangxu@pku.edu.cn; cyl@pku.edu.cn

Course Description

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

To address these questions, our course focuses on both the material and nonmaterial dimensions of this fast-developing relationship. On the one hand, we will challenge the often-skewed treatment of China in Africa as a unitary presence by looking closely at three different levels of engagement: the state and the state-owned enterprises, medium and small sized private companies, and the grassroots adventurers and migrants. On the other hand, we will examine China-Africa relations through the lenses of popular media, moving images, contemporary arts, and literary texts. It is our firm belief that the representation and construction of identity and otherness is an essential component of everyday life that fundamentally shapes our experience, perception, and even prejudice in cross-cultural communications and encounters. In this course we will explore:

- The history and the present state of China-Africa relations,
- key myths and rumors about China’s involvement in Africa,
- preliminary development impacts of China’s presence on the continent,
- the role of migration and migrants in China-Africa engagement,
- and the relevance of media, film, art, and literature in contemporary China-Africa relations.

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

Pre-requisites /Target audience: N/A

Assignments and Exams

Student participants are expected to have read at least part of the assigned readings before coming to class and engage in class discussions. Students will be asked to write a three-to-four-page response essay on any discussion topic and present it on the last day of class. There will be a written exam for the course at the end. Detailed instructions regarding the essay and exam will be announced in class.

Evaluation Details

Evaluation details are as follows:

λ Class Participation: 30%

λ Response Essay: 20%

λ Final exam: 40%

Textbooks and Reading Materials

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

CLASS SCHEDULE (Subject to adjustment)

Week 1	Mon (July 5)	Tue (July 6)	Wed (July 7)	Thu (July 8)	Fri (July 9)
9: 00 am – 12:00 pm	Session 1 (Lecture) Study China-Africa: Why and How?	Session 2 (Lecture) Place China-Africa in Context: Does History Matter?	Session 4 (Lecture) A Silent Invasion? From Coolie Trade to New Waves of Chinese Migration in Africa	Session 6 (Lecture) China, African Security, and Developmental Peace	Session 8 (Lecture) China-Africa Industrial Cooperation: Bulldozer or Locomotive?
2:00 pm – 5:00 pm		Session 3 (Discussion) Are Chinese People Racist? Rethinking Race, Gender, and Culture	Session 5 (Discussion) Documentary Screening and Discussion: <i>Guangzhou Dream Factory</i>	Session 7 (Discussion) Film Screening and Discussion: <i>Wolf Warrior II</i>	Session 9 (Field Trip) Visit CCECC + Group Dinner at an African restaurant)
Week 2	Mon (July 12)	Tue (July 13)	Wed (July 14)	Thu (July 15)	Fri (July 16)
9: 00 am – 12:00 pm	Session 10 (Lecture) Rethinking China's Soft Power – The Pragmatic Enticement of Confucius Institutes in Ethiopia	Session 12 (Field Trip) Visit StarTimes Headquarter	Session 13 (Lecture) China-Africa Cooperation in Public Health in the Context of Covid-19	Session 14 (Lecture) “The Agency of Arts”: Interrogating “Chinafrica” in Contemporary African Arts	Session 15 (Lecture) Student Presentations and Conclusion
2:00 pm – 5:00 pm	Session 11 (Lecture) Tracing Africa-China in Moving Images and Literary Representations		(Time to prepare essay)	(Essay submission & prepare presentations)	Session 16 Final Exam (2pm-4pm)

Session 1 Study China-Africa: Why and How?

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

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

【Questions】

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

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

【Readings, Websites or Video Clips】

Required reading:

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

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

Further reading:

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

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

Keguro Macharia. "Visiting Africa: A Short Guide for Researchers."

<https://thenewinquiry.com/blog/visiting-africa-a-short-guide-for-researchers/>

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

Session 2 Place China-Africa in Context: Does History Matter?

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

This session places China-Africa encounter in historical contexts, from the earliest trade routes to Zheng He's famous voyages, from the Bandung moment to the popularity of Maoism on the continent. The goal is not to push the students to digest historical details but ask them to reflect how the past has been remembered, re-emphasized, and reinvented in the present. For instance, why do Chinese leaders keep referring back to history when they talk about China-Africa relations? What are the political afterlives of the Bandung Moment? Do Africans and Chinese perceive their "shared" past differently?

【Questions】

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

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

【Readings, Websites or Video Clips】

Required reading:

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

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

Further reading:

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

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

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

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

Session 3 (Discussion) Are Chinese People Racist? Rethinking Race, Gender, and Culture

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

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

Session 4 A Silent Invasion? From Coolie Trade to New Waves of Chinese Migration in Africa

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

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

【Questions】

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

How do local Africans perceive the presence of Chinese immigrants?

【Readings, Websites or Video Clips】

Required reading:

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

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

Further reading:

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

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

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

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

Session 5 (Discussion) Documentary Screening and Discussion: *Guangzhou Dream Factory*

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

In this session, we will watch *Guangzhou Dream Factory*, a documentary about Africans in Guangzhou. After screening, we will have a follow-up discussion on the current state of African migrants in China as well as their challenges.

Session 6: China, African Security, and Developmental Peace

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

The rise of China as a global power and its deepening engagement in African economies has thrust security to the forefront of its Africa policy. The session focuses on the changing divers and challenges of China's security engagement and examines the roles of different actors (the military and non-state actors) in China's security engagement in Africa. We will invite Lina Benabdallah, Assistant Professor at Wake Forest University and a leading expert on China-Africa security engagement to give a lecture on the "development-security nexus" and analyze whether China has brought new norms into international peace and security practices.

【Questions】

What are the major drivers of China's security engagement in Africa?

What is "development-security nexus"?

【Readings, Websites or Video Clips】

Required reading:

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

Lina Benabdallah and Daniel Large. 2020. "Development, Security, and China's Evolving Role in Mali." CARI Working Paper No. 40, SAIS, Johns Hopkins University.

Further reading:

Lina Benabdallah and Daniel Large. 2019. "China and African Security." In Chris Alden and Daniel Large eds., *New Directions in Africa-China Studies*. Routledge.

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

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

Duchatel's Ecfreport, "Into Africa: China's global security shift,"

link https://www.ecfr.eu/publications/summary/into_africa_chinas_global_security_shift.

Session 7 (Discussion) Film Screening and Discussion: *Wolf Warrior II*

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

In this session, we will watch *Wolf Warrior II*, a film about Chinese military engagement in Africa. After screening, we will have a follow-up discussion on the current state and changing dynamics of China's military engagement in Africa and the challenges for China to protect its overseas interests on the continent.

Session 8 China-Africa Industrial Cooperation: Bulldozer or Locomotive?

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

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

【Questions】

What does the rise of China do for industrialization in Africa?

Will Africa become the next factory of the world?

【Readings, Websites or Video Clips】

Required reading:

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

Carlos Oya and Florian Schaefer. 2019. "Chinese Firms and Employment Dynamics in Africa: A Comparative Analysis." IDCEA Research Synthesis Report, SOAS, University of London.

Further reading:

Justin Yifu Lin. 2015. "China's Rise and Structural Transformation in Africa: Ideas and Opportunities." In Celestin Monga and Justin Yifu Lin eds., *The Oxford Handbook of Africa and Economics, Volume II: Policies and Practices*. Oxford, UK: Oxford University Press.

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

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

Liang Xu. 2019. "Factory, Family, and Industrial Frontier." *Economic History of Developing Regions* 34 (3), pp. 300-319.

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

Session 9 Field Trip

Visit China Civil Engineering Construction Corporation (CCECC) in downtown Beijing, followed by a group dinner at an African restaurant.

Session 10 Rethinking China's Soft Power – The Pragmatic Enticement of Confucius Institutes in Ethiopia

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

As China expands its economic cooperation with Africa, China also begins to promote its "soft power" in the continent through media engagement and the state-sponsored Confucius Institutes. During this session, we will invite Professor Maria Repnikova from Georgia State University to speak on China's soft power in Africa, with a particular focus on Confucius Institutes (CIs). Her talk will challenge the popular imagery of CIs as controversial and ideological by illuminating their practical offerings in developing contexts. Specifically, through the case study of Ethiopia, the presentation demonstrates that China's fusion of practical or tangible benefits with language and cultural promotion invokes support from key participants, including university administrators, students, and Chinese teachers. At the same time, the apparent gaps between rising expectations of Ethiopian administrators and students and the limited resources on the ground, present a challenge for the sustainability of CIs in Ethiopia and beyond.

【Questions】

What is Confucius Institute?

How shall we evaluate and compare China's "soft power" with other powers' "soft power" in Africa?

【Readings, Websites or Video Clips】

Readings suggested by the speaker:

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

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

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

Session 11 Tracing Africa-China in Moving Images and Literary Representations

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

This session shifts from state-owned media to independently or individually produced media products such as Nollywood films and "Quaishou" short videos. We will examine how these popular moving images might provide a more nuanced understanding of China-Africa media interactions beyond the top-down approach often privileged in most international relation studies, and point toward the contested or fluid nature of engagements and perceptions.

【Questions】

What is the current state of Nollywood films?

How otherness is constructed through moving images and literary representations?

【Readings, Websites or Video Clips】

Required reading:

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

Alessandro Jedlowski & Michael W. Thomas. 2017. "Representing 'Otherness' in African Popular Media: Chinese Characters in Ethiopian Video-films." *Journal of African Cultural Studies* 29 (1), pp. 63-80.

Film Screening: Nollywood Film (2016) *Receive Your China Visa*.

Further reading:

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

Alessandro Jedlowski, "The Afterlife of Kung Fu Films in Abidjan" (Forthcoming publication)

Roberto Castillo. "Of 'blackfaces' and SinoAfrican modernities"

<https://africansinchina.net/2018/03/07/opinion-blackface-and-sinoafrican-modernities/>

Abderrahmane Sissako, *Waiting for Happiness* (2002, Original title: Heremakono) (Excerpt)

Session 12 Field Trip

Visit StarTimes Beijing Head Office

Session 13: China-Africa Cooperation in Public Health in the Context of Covid-19

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

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

【Questions】

What can we learn from the history of China-Africa cooperation in health?

What are the achievements and challenges of China-Africa cooperation against Covid-19?

【Readings, Websites or Video Clips】

Required reading:

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

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

Further reading:

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

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

Read Chapter 6.

Session 14 "The Agency of Arts": Interrogating "Chinafrica" ("中非") in Contemporary African Arts

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

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

【Questions】

How China-Africa is represented in African visual and performance arts? How is it different from other forms of representation?

【Readings, Websites or Video Clips】

Required reading:

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

William Kentridge. 2015. "Peripheral Thinking." In William Kentridge: Notes towards a Model Opera, edited by Karen Marta, 81-152. Beijing: Ullens Center for Contemporary Art; London: Koenig Books.

Exhibition Catalogue. 2012. "Making Way: Contemporary Art from South Africa & China"

Video Screening: William Kentridge (2015) Notes Toward a Model Opera

Further reading:

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

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

Mary Pettas. 2016. "A 'Natural' Alliance Between Kenyan And Chinese Artists Flourishes In Venice" <https://theculturetrip.com/africa/kenya/articles/a-natural-alliance-between-kenyan-and-chinese-artists-flourishes-in-venice/>

Abdi Latif Dahir. 2018. "A Kenyan painter's art questions China's deepening reach in Africa" <https://qz.com/africa/1343155/michael-soi-china-loves-africa-paintings-question-chinas-influence-in-africa/>

Session 15 Conclusion and Student Presentations

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

During this last session, we invite the students to join us in reflecting and digesting what has been discussed in the course. Students are expected to prepare a short slides presentation to introduce their essays. In particular, we encourage the students to ponder to what extent the China-Africa story covered in this course gesture toward something broader about the third world, the global south, and the forms of life and systems of meaning that affect all.

【Questions】

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

【Readings, Websites or Video Clips】

Required reading:

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

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

Session 16 Final Exam (Written Exam)

Course Form for PKU Summer School International 2021

Course Title	Development Economics with Applications to China
	发展经济学及其在中国的实践
Instructor	Professor Chengfang Liu
First day of classes	July 5, 2021
Last day of classes	July 16, 2021
Course Credit	3 credits (50 credit hours)
Course Description	
Objective:	
<p>This course will cover topics in development economics through the lens of China's experience. Although the main goal will be for students to gain an understanding of concepts in development economics, the course will cover these concepts with a focus on how they relate to the institutional changes and economic policies and that have shaped China's economic emergence as well as the country's current development challenges. We all understand that development economics is a broad field and impossible to be comprehensively cover within 50 hours. As such, this course will be a survey of selected topics most relevant to China. We will also cover some basic statistical measurement issues and impact evaluation methods important for understanding modern research in development economics. Materials will be covered at the undergraduate level.</p>	
Pre-requisites /Target audience	
None.	
Proceeding of the Course	
<p>Participation, including attending lectures, TA-led sessions and class fieldtrips, constitute an important component of this course. Attendance is mandatory. Students are expected to complete all required readings prior to lectures and to actively participate in class discussions.</p> <p>Absence without permission from the instructor will lead to deduction in scores for participation. Anyone who has a total of three times of absence without permission from the instructor would get a "Failure" in his/her final grade for this course.</p> <p>Students will take 3 quizzes mainly about readings and lectures. Scores for the 3 quizzes would count towards the final grade.</p>	

Email:

I will communicate with the class mainly by email. It is your responsibility to make sure you are receiving emails.

Work Load and Grading:

Students will be expected to do all of the required readings before class, come to all classes, participate in class discussions, give assigned presentations and complete problem sets. Any material covered is fair game for exams.

Assignments (essay or other forms)

There will be two group projects in this course. Group size can range from 2 to 5 members.

The first one is Field-based Exploration of the Economics of Migration in Beijing. For this project, each group is required find some migrant workers in the vicinity of Peking University campus, interview them to understand why would they choose to migrate from their hometowns in rural areas to urban cities. What are the costs and benefits of their migration? The deliverables for this group project includes: a.) One beautiful set of slides; and b.) A well thought out, complete, logical, 15-minute presentation, followed by Q&A and class discussions.

The second group project is to economically explain an institution in China of your choosing by applying the “Behavioral and Material Determinants (BMD)” that we will cover in this course. The deliverables for this group project includes: a.) One beautiful set of slides; b.) A well thought out, complete, logical, 15-minute presentation, followed by Q&A and class discussions; and c.) An essay based on your presentation, no more than 3,000 words. [Note: The word limit does not include the reference list.]

List of Potential Topics for the 2nd group project:

1. Why was there polygamy among rich merchant families in China?
2. Why were almost all marriages arranged in traditional China, but today many kids "marry for love"?
3. Why was there a net bride price in South China and a net dowry in North China?
4. What is the original reason for "Child Brides"?
5. Why was "Delayed Marriage" practiced in the Pearl River Delta?
6. Why were there no rural banks in rural China in the past?
7. Why are most traditional lending contracts among fellow villagers for zero interest rate? Are these loans really free?
8. What did landlords of past times rent out land under sharecropping contracts?
9. How could landlords hire labor for on farm work when in much of the rest of the world "there is no hired labor in agriculture"?
10. Why was there foot-binding? Why isn't there foot-binding any more?
11. Why did Triads (gangs) exist in old China? Why don't they exist today (like they

<p>did before)? Could they return in the future?</p> <p>12. Why is it that Chinese families split their assets evenly among the sons and do not practice primogeniture?</p> <p>13. Why did Chinese farmers during the 1970s and 1980s store so much of their assets as stored grain and not as deposits in the bank?</p> <p>14. Why is China a patriarchal society but some of the minority tribes in remote areas of Yunnan matriarchal?</p> <p>15. Why are rotating credit associations in South China? What role do they fulfill? Why aren't they found in other parts of China?</p> <p>16. Why are private entrepreneurs/self-employed thought of as backward institution in some countries, but is an engine of growth in rural China? Why do people work from themselves rather than get a wage earning job?</p> <p>17. Why are their strong lineage groups in some villages in China and not in others? What might be the consequences of these groups for local governance?</p> <p>18. Why would any loving parent ever send their daughter to be a prostitute?</p> <p>19. Why would any loving parent ever send their son overseas as an illegal immigrant?</p> <p>20. Why are "rural periodic markets" so prevalent in the past and now? Why don't people use Safeway or AM/PM stores? Will there be rural periodic markets in the future?</p> <p>21. Why are there so many family businesses in China?</p> <p>22. Why is there such dense clustering of industries in South China today?</p> <p>23. And ... many ... many ... many ... more ...</p>
<p>Evaluation Details</p> <ul style="list-style-type: none"> ● Participation: 25%; ● Quizzes: 15%; ● Group Project 1: 20%; and ● Group Project 2: 40% (20% for presentation, 20% for essay).
<p>Text Books and Reading Materials</p> <p>There are both required and optional readings for each class. Recommended Texts:</p> <ul style="list-style-type: none"> ● Naughton, Barry. 2007. <i>The Chinese Economy: Transitions and Growth</i>. MIT Press. Somewhat dated, but still insightful text on economic transition in China. ● Banerjee, Abhijit Vinayak, Roland Benabou, and Dilip Mookherjee, eds. 2006. <i>Understanding Poverty</i>. Oxford University Press. Non-technical description of research themes in development economics. ● Debraj Ray. 1998. <i>Development Economics</i>. Princeton University Press. More technical text on topics in development.

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 the students' responsibility to familiarize themselves with the definition of plagiarism. Any violations of the norm of academic integrity will be firmly dealt with in this course.

CLASS SCHEDULE

(Subject to adjustment)

Session 1: *Course Introduction and Overview*

Date: July 5, 2021

Outline:

- Brief self-introduction of the instructor and the TA
- Course syllabus
- Course introduction and overview
- Short survey

Questions:

- What is development economics?
- How are we going to study development economics?
- What is development? How do we measure development?
- What does growth mean for poverty?

Readings:

Notes:

- *Readings marked with a star (*) are required. The rest will be referred to in class, but they are optional – they are included mainly so you can use this list for your future reference.*
 - *Required readings will be provided to you before class. Readings may change over the course of the semester.*
1. *Ravallion, Martin and Shaohua Chen. 2007. China's (uneven) progress against poverty. *Journal of Development Economics* 82: 1-42.
 2. *Chen, S., Ravallion, M., 2010. The Developing World is Poorer than We Thought, But No Less Successful in the Fight Against Poverty. *The Quarterly Journal of Economics* 125:1577–1625.
 3. *Amartya Sen. 1988. The Concept of Development. *Handbook of Development Economics* 1, 9-26.
 4. Video of Esther Duflo Lecture on Rethinking the Approach of Development Economics: <http://mit.tv/z81Jno> (Watch from 56:40, though the entire panel is interesting)
 5. Abhijit Banerjee and Esther Duflo. 2006. The Economic Lives of the Poor. *Journal*

<p><i>of Economic Perspectives</i> 21(1): 141-167.</p> <p>6. Banerjee, A.V., Duflo, E.. 2005. Growth Theory through the Lens of Development Economics. <i>Handbook of Economic Growth</i> 1:473–552.</p> <p>7. UN Human Development Measures Website: http://hdr.undp.org/en/data</p> <p>TA session:</p> <ul style="list-style-type: none"> ■ Self-introduction and warm-up ■ Form groups ■ Watching video: “Poor Us-an animated history-Why Poverty ” 	
<p>Assignments for this session:</p> <ul style="list-style-type: none"> ■ Study the slides on poverty and inequality by yourself; and ■ Finish the readings listed for the next session on the syllabus. 	
<p>Session 2: Some Basic Growth Theory, Measurement Issues and Causality + Geography and development</p>	<p>Date: July 6, 2021</p>
<p>Outline:</p> <ul style="list-style-type: none"> ■ Instruction on the 1st group project ■ Quick and gentle introduction to growth theory ■ Overview of growth in China since 1978 ■ Geography and growth ■ How Plate Tectonics Made China China? 	
<p>Questions:</p> <ul style="list-style-type: none"> ■ What are the sources of growth? In the short run? In the long run? ■ What are the sources of growth in China since 1978? ■ How has geography shaped China? ■ Why are some societies collectivist and others individualistic? 	
<p>Readings, Websites or Video Clips:</p> <ol style="list-style-type: none"> 1. *(pp 179-184) Gallup, J.L., Sachs, J.D., Mellinger, A.D., 1999. Geography and Economic Development. <i>International Regional Science Review</i> 22, 179–232. 2. *Naughton Chapter 1: The Geographic Setting 3. * (Sections 6-8 not required) Rodrik, Dani. 2013. The Past, Present, and Future of Economic Growth. Global Citizen Foundation Working Paper 1. 4. * (pp 112 to 117) Jonathan Temple. 1999. The New Growth Evidence. <i>Journal of Economic Literature</i> 37(1), 112-156. 5. *(pp 407-413) Robert J. Barro. 1991. Economic Growth in a Cross Section of Countries. <i>Quarterly Journal of Economics</i> 106(2), 407-443. 6. *(pp 180 to 182) Xavier X. Sala-I-Martin. 1997. I Just Ran Two Million Regressions. <i>American Economic Review</i> 87(2). 	

<p>7. * (technical bits not required) Chapter 4 of Peters, Michael, Alp Simsek, and Daron Acemoglu. 2009. <i>Solutions manual for introduction to modern economic growth</i>. Princeton University Press.</p> <p>8. Mellinger, Andrew D., Jeffrey D. Sachs, and John L. Gallup. 1999. Climate, Water Navigability, and Economic Development. CID Working Paper No. 24.</p> <p>9. *(Intro Only) Nunn, Nathan, and Diego Puga. 2010. Ruggedness: The Blessing of Bad Geography in Africa. <i>Review of Economics and Statistics</i> 94 (1): 20–36.</p> <p>10. Sokoloff, Kenneth L., and Stanley L. Engerman. 2000. History Lessons: Institutions, Factors Endowments, and Paths of Development in the New World. <i>Journal of Economic Perspectives</i> 14 (3): 217–32.</p> <p>11. Talhelm, T., Zhang, X., Oishi, S., Shimin, C., Duan, D., Lan, X., Kitayama, S., 2014. Large-Scale Psychological Differences Within China Explained by Rice Versus Wheat Agriculture. <i>Science</i> 344, 603–608</p> <p>12. Hoff, Karla, and Joseph Stiglitz. 2001. Modern economic theory and development. <i>Frontiers of Development Economics</i> 389-459.</p>	
<p>Assignments for this session:</p> <ul style="list-style-type: none"> ■ Finish the readings listed for the next session on the syllabus; and ■ Watching video: “Guns, Germs and Steel-Part I.” 	
<p>Session 3: <i>Institutions & Why Didn't China Industrialize Before the West?</i></p>	<p>Date: July 7, 2021</p>
<p>Outline:</p> <ul style="list-style-type: none"> ■ Institutions ■ China versus Europe before 1500 AD / 1900 ■ Explanations of why China missed the Industrial Revolution – Demand-side hypotheses ■ Population, Science and Innovation (Theory of technological change) ■ Explanations of why China missed the Scientific Revolution – A New Supply-side Hypotheses 	
<p>Questions:</p> <ul style="list-style-type: none"> ■ What is an institution? Why do institutions matter? ■ Why was China one of the richest countries in the world in 1500 and far ahead of Europe, but by 1900 was one of the poorest nations in the world and had fallen far behind Europe and some of its European dominated colonies? 	
<p>Readings, Websites or Video Clips:</p> <ol style="list-style-type: none"> 1. *<i>Understanding Poverty</i> Chapter 2: "Understanding Prosperity and Poverty: Geography, Institutions, and the Reversal of Fortune" 2. * Chapter 6 of Acemoglu, D., Johnson, S., Robinson, J.A.. 2005. Institutions as a Fundamental Cause of Long-Run Growth, <i>Handbook of Economic Growth</i> 	

385–472.

3. *Engerman, Stanley L, and Kenneth L Sokoloff. 2005. Institutional and Non-Institutional Explanations of Economic Differences. *Handbook of New Institutional Economics* 639–65. Springer, Boston, MA.
4. * (Introduction Only) Glaeser, Edward L., et al. 2004. Do institutions cause growth? *Journal of Economic Growth* 9(3): 271-303.
5. *Lin, Yifu. 1995. The Needham Puzzle: Why the Industrial Revolution Did Not Originate in China, *Economic Development and Cultural Change* 43(2): 269-292.
6. Besley T. & M. Ghatak. 2010. Property rights and economic development. *Handbook of Development Economics* 5: 4525-4595
7. * Landes, D. S. 2006. Why Europe and the West? Why Not China? *Journal of Economic Perspectives* 20(2): 3-22..
8. Acemoglu, Daron, Simon Johnson, and James Robinson. 2003. Disease and Development in Historical Perspective. *Journal of the European Economic Association* 1(2-3): 397-405.
9. North, D. C. 1990. *Institutions, institutional change, and economic performance*. Cambridge, Cambridge University Press.
10. Acemoglu, Daron, Simon Johnson and James A. Robinson .2001. The Colonial Origins of Comparative Development: An Empirical Investigation. *American Economic Review* 91:1369-1401.
11. Nunn, Nathan, and Nancy Qian. 2010. The Columbian Exchange: A History of Disease, Food, and Ideas. *Journal of Economic Perspectives* 24 (2): 163–88.
12. Rodrik, D., A. Subramanian and F. Trebbi. 2004. Institutions Rule: The Primacy of Institutions Over Geography and Integration in Economic Development. *Journal of Economic Growth* 9(2):131-165, 06.

Assignments for this session:

- Finish the readings listed for the next session on the syllabus; and
- Watching video: “Guns, Germs and Steel-Parts II&III.”

Session 4: *Labor Markets and Migration*

Date: July 8, 2021

Outline:

- Labor markets and migration
- Economics of labor migration
- Evolvment of rural labor market in China over the past four decades

Questions:

- What is the process and the role of the labor in the rural economy in the modernization of an economy?
- What is the nature of labor markets in rural China?
- How has the rural labor market evolved over the past 4 decades?
- Why is migration important for China?

- With higher wages, can China move itself up the productivity ladder?
- Has China hit the Lewis turning point?
- Other than wages, why do people decide to migrate?

TA session:

- **Preparation for/undertaking the Field-based Exploration of the Economics of Migration in Beijing.**

Readings, Websites or Video Clips:

1. Michael Clemens. 2009. Think Again: Brain Drain”, *Foreign Policy*. http://www.foreignpolicy.com/articles/2005/07/01/think_again_homeland_security.
2. Kristof, N. and S. WuDunn. 2000. “Two Cheers for Sweatshops,” *New York Times Magazine* 24: 6-7.
3. *Chi, Wei, Richard Freeman, and Hongbin Li. 2012. Adjusting to Really Big Changes: The Labor Market in China, 1989–2009. *The Chinese Economy*. Palgrave Macmillan, London 93-113.
4. Li, Shi and Chunbing Xing. 2010. China’s Higher Education Expansion and its Labor Market Consequences. IZA DP No. 4974, Institute for the Study of Labor, Bonn
5. *DeBrau, Alan, Linxiu Zhang, Chengfang Liu, Qiang Li, Scott Rozelle. 2008. Feminization of Agriculture in China? Myths Surrounding Women’s Participation in Farming. *China Quarterly* 194(6): 327-334.
6. *Liu, Chengfang, Ye Li, Shaoping Li, Renfu Luo, Linxiu Zhang, Scott Rozelle, Spencer Hagist, Jack Hou. 2019. The returns to education in rural China: Some new estimates. *Australian Journal of Agricultural and Resource Economics* 59: 1-20.
7. *Zhang, Linxiu, Yongqing Dong, Chengfang Liu, Yunli Bai. 2018. Off-Farm Employment over the Past Four Decades in Rural China, *China Agricultural Economic Review* 10(2):190-214.
8. Gollin, Douglas, 2014. The Lewis Model: A 60-Year Retrospective. *Journal of Economic Perspectives* 28 (3): 71–88.

Assignments for this session (if any):

- Finish the readings listed for the next session on the syllabus; and
- Watching video: “China A Century of Revolution 1911-1949.”

Session 5: Agriculture, the Power of Incentives and Rural Reform

Date: July 9, 2021

Outline:

- “Behavioral and Material Determinants (BMD)” of Production Relations in Agriculture...and of Institutions
- Instruction on the 2nd group project: To economically explain an institution in China of your choosing by applying the BMD

- China 1911 to 1978
- The Role of Agriculture

Questions:

- Needham Puzzle II: Could China have grown in the first half of the 20th century?
- What is the role of agriculture in development?
- Why did Sub-Saharan Africa miss the green revolution?
- Why do banks tend to enter rural areas at a very late stage of development?
- Why did collectivization of agriculture fail in China?
- Why did rural reforms (the household responsibility system, HRS) work so well in China?
- Why do those in England practice primogeniture and those in China practice multi-geniture?
- Why was there polyandry in Tibet (and polygamy in West Africa)

TA session:

- **Undertaking the Field-based Exploration of the Economics of Migration in Beijing.**

Readings, Websites or Video Clips:

1. *H. Binswanger and M. Rosenzweig. (Pp 503-517) "Behavioral and Material Determinants of Production Relations in Agriculture," *Journal of Development Studies*. 22, 1986, pp. 503-37
2. *Lin, Yifu. 1992. Rural reforms and agricultural growth in China. *American economic review* : 34-51..
3. *Jacoby, Hanan G., Guo Li, and Scott Rozelle. 2002. Hazards of expropriation: tenure insecurity and investment in rural China. *American Economic Review* 92.5: 1420-1447.
4. Lin Yifu. Demystifying the Chinese Economy. 2013. *Australian Economic Review*. 46:259-268.
5. UP Chapter 8: "The Role of Agriculture in Development"
6. DE Chapters 11&12
7. Naughton Chapter 7: "The Socialist Era, 1949-1978: Big Push Industrialization and Policy Instability"
8. Eswaran, M. and Kotwal, A. 1986. Access to capital and agrarian production organization. *Economic Journal* 96(482):482-498.

Assignments for this session:

- Watching video: "China A Century of Revolution 1949-1976."

Session 6: Presentation of the Field-based Exploration of the Economics of Migration in Beijing	Date: July 12, 2021
<p>Outline:</p> <p>Based on our field-based explorations over the past several days, in a 15-minute presentation, each group is supposed to answer the following three questions. There will be Q&A after each presentation.</p> <ul style="list-style-type: none"> ■ Why would any one in their right mind decide to leave the pristine countryside and move to the city? ■ Why have 288+ million individuals already done so? ■ What are the costs and benefits of China's current migration patterns? <p>Please note: Your score in this project = Base score + Bonus Points, where</p> <ul style="list-style-type: none"> ■ Base score will be the same for members in the same group [team efforts] ■ Bonus points vary from person to person [individual efforts], which depend on: <ul style="list-style-type: none"> ◆ Your presentation skill; ◆ The # of questions you answer about your own presentation; and ◆ The # of questions you ask about the presentations of other groups. 	
<p>Questions:</p> <ul style="list-style-type: none"> ■ Please see above in the "Outline" of the same session. <p>TA session:</p> <ul style="list-style-type: none"> ■ Preparing for the 2nd group project: To economically explain an institution in China of your choosing by applying the BMD 	
<p>Readings, Websites or Video Clips:</p> <ul style="list-style-type: none"> ■ *(pp03-517) H. Binswanger and M. Rosenzweig. Behavioral and Material Determinants of Production Relations in Agriculture. <i>Journal of Development Studies</i>. 22, 1986, pp. 503-37 	
<p>Assignments for this session (if any):</p> <ul style="list-style-type: none"> ■ Finish the readings listed for the next session on the syllabus; and ■ Watch Video "Dreams to Fulfill". 	
Session 7: Population and Family Planning	Date: July13, 2021
<p>Outline:</p> <ul style="list-style-type: none"> ■ Population and economic growth ■ Demographic Transition in China ■ Family Fertility Decisions ■ The One Child Policy & Consequences 	

Questions:

- Why has population never really been put back in check by natural disasters?
- How is family fertility target rate decided? In other words, what are the benefits and costs of kids?
- What are the consequences of the One-child policy in China?
- What is demographic dividend?
- What are the consequences of dependency ratios?

TA session:

- **Preparing for the 2nd group project: To economically explain an institution in China of your choosing by applying the BMD**

Readings, Websites or Video Clips:

1. *Gary Becker and Gregg Lewis .1973. On the interaction between the Quantity and Quality of Children. *Journal of Political Economy* 81(2).
2. *Michael Kremer.1993. Population Growth and Technological Change: 1,000,000 B.C. to 1990. *Quarterly Journal of Economics* 108(3): 681-716.
3. **Understanding Poverty* Chapter 9: “Fertility and Income”
4. *Understanding Poverty* Chapter 10: “Fertility in Developing Countries”
5. Naughton Chapter 7: Population Growth and the One-Child Policy
6. Nancy Qian.2008. Missing Women and the Price of Tea in China: The Effect of Sex-Specific Income on Sex Imbalance. *Quarterly Journal of Economics* 123(3): 1251-1285.
7. Qin, Xuezheng, Castiel Chen Zhuang, and Rudai Yang. 2017. Does the one-child policy improve children's human capital in urban China? A regression discontinuity design. *Journal of Comparative Economics* 45 (2): 287-303.
8. Whyte, Martin King, Wang Feng, and Yong Cai. 2015. Challenging myths about China’s one-child policy. *The China Journal* 74: 144-159.
9. Zhang, Junsen. 2017. The evolution of China's one-child policy and its effects on family outcomes. *Journal of Economic Perspectives* 31(1): 141-60.

Assignments for this session:

- Please finish the readings listed for the next session on the syllabus.
- Watch Video “Not one less”.

Session 8: *The Middle income trap and inequality*

Date: July 14, 2021

Outline:

- Human capital inequality and the middle income trap;
- What is the nature of China’s human capital?
- What is the source of low levels of human capital?

Questions:

- What is one of the fundamental difference between graduates and those that are trapped in the middle income trap?
- Will it get caught in the “middle income trap”?
- Can China continue to go? If yes, what will be the major sources?
- What will China’s inequality be like in the coming years (when growth slows)?
- What is the nature of China’s human capital?
- What is the source of low levels of human capital?

Readings, Websites or Video Clips:

1. *Heckman, James J. and Junjian Y. 2012. Human Capital, Economic Growth, and Inequality in China”, NBER Working Paper No. 18100
2. * Dollar, David. 2007. Poverty, Inequality and Social Disparities During China’s Economic Reform. World Bank Policy Research Working Paper 4253
3. * Persson, T. and G. Tabellini. 1994. Is Inequality Harmful for Growth. *American Economic Review* 84(3):600-621
4. * Banerjee, A. and E. Duflo. 2003. Inequality and Growth: What Can the Data Say? *Journal of Economic Growth* 8(3): 267-99.
5. *Zhang, Linxiu, Hongmei Yi, Renfu Luo, Chengfang Liu, Scott Rozelle. 2013. The Human Capital Roots of the Middle Income Trap: The Case of China. *Agricultural Economics* 44(2013): 151-162.
6. Rozelle, Scott and Natalie Johnson, 2019. *China's Invisible Crisis: How a Growing Urban-Rural Divide Could Sink the World's Second-Largest Economy*. Hachette UK.

TA session:

- Preparation for the 2nd group project: Economically explaining an institution in China of your choosing by applying the “Behavioral and Material Determinants (BMD)”

Assignments for this session:

- Finish the readings listed for the next session on the syllabus.

Session 9: Human capital: Education

Date: July 15, 2021

Outline:

- Benefits of Education: Private vs Social
- Private and Social Returns in China
- Barriers to Educational Attainment
- Quantity vs Quality of Education
- The Educational Production Function
- Examples of Searching for solutions to improve the access and quality of education in rural China

Questions:

- What are the benefits/returns of education?
- What do the levels of private and social returns imply about 1) How much schooling people decide to get and 2) Who should pay for it?
- What affects an individual's decision of how much schooling to get?
- Is there anything we could do to improve the access and quality of education in rural China?

Readings, Websites or Video Clips:

1. Hanushek, E.A., Woessmann, L.. 2007. The Role of Education Quality for Economic Growth (SSRN Scholarly Paper No. ID 960379). *Social Science Research Network*, Rochester, NY.
2. * Li, Hongbin, Pak Wai Liu, and Junsen Zhang. 2012. Estimating returns to education using twins in urban China. *Journal of Development Economics* 97(2): 494-504.
3. *Glewwe, P. 2002. Schools and skills in developing countries: Education policies and socioeconomic outcomes. *Journal of Economic Literature* 40(2):436–482
4. * Liu, Chengfang, Linxiu Zhang, Renfu Luo, Scott Rozelle, Brian Sharbono, Jennifer Adams, Yaojiang Shi, Ai Yue, Hongbin Li, Xiaobing Wang, Thomas Glauben. 2011. Early Commitment on Financial Aid and College Decision Making of Poor Students: Evidence from a Randomized Evaluation in Rural China, *Economics of Education Review* 30: 627–640.
5. * Yi, Hongmei, Yingquan Song, Chengfang Liu, Xiaoting Huang, Linxiu Zhang, Yunli Bai, Baoping Ren, Yaojiang Shi, Prashant Loyalka, James Chu, Scott Rozelle. 2015. Giving Kids a Head Start: The Impact and Mechanisms of Early Commitment of Financial Aid on Poor Students in Rural China. *Journal of Development Economics* 113: 1-15.
6. Li, Hongbin, Prashant Loyalka, Scott Rozelle, and Binzhen Wu. 2017. Human capital and China's future growth. *Journal of Economic Perspectives* 31(1): 25-48.

Assignments for this session:

- Finish the readings listed for the next session on the syllabus.

Session 10: Human capital: Nutrition and Health

Date: July 16, 2021

Outline:

- Benefits of health and nutrition
- Demand for health and nutrition
- Supply of health and nutrition
- Example of Searching for solutions to build up health and nutrition in rural China
- Concluding thoughts about the course.

Questions:

- Why might good health and nutrition affect economic growth?
- How does the quality of healthcare look like in rural China?

- Is there anything we could do to improve the access and quality of education in rural China?

【Readings, Websites or Video Clips】

1. * Alsan, Marcella, David E. Bloom, and David Canning. 2006. The effect of population health on foreign direct investment inflows to low-and middle-income countries. *World Development* 34 (4): 613-630.
2. Dupas, P., 2011. Health Behavior in Developing Countries. *Annual Review of Economics* 3: 425-449.
3. *Miguel, E. and Kremer, M. 2004. Worms: Identifying impacts on education and health in the presence of treatment externalities. *Econometrica* 72(1):159-217.
4. * Liu, Chengfang, Louise Lu, Linxiu Zhang, Renfu Luo, Sean Sylvia, Alexis Medina, Scott Rozelle, Darvin Scott Smith, Yingdan Chen, and Tingjun Zhu. 2017. Effect of Deworming on Indices of Health, Cognition, and Education among Schoolchildren in Rural China: A Cluster-Randomized Controlled Trial. *American Journal of Tropical Medicine and Hygiene* 96(6): 1478-1489.
5. *Strauss, J. and Thomas, D. 1998. Health, nutrition, and economic development. *Journal of Economic Literature* 36(2):766-817.
6. Zhang, Xin, Xi Chen, and Xiaobo Zhang, 2018. "The Impact of Exposure to Air Pollution on Cognitive Performance," *Proceedings of National Academy of Science* 115(37): 9193-9197.

TA Session: Presentation of the 2nd group project

In a 15-minute presentation, each group is supposed to economically explain an institution in China of your choosing by applying the "Behavioral and Material Determinants (BMD)" that we have covered in this course.

Again please note: Your score in this project = Base score + Bonus Points, where

- Base score will be the same for members in the same group [team efforts]
- Bonus points vary from person to person [individual efforts], which depend on:
 - ◆ Your presentation skill;
 - ◆ The # of questions you answer about your own presentation; and
 - ◆ The # of questions you ask about the presentations of other groups.

【Assignments for this session (if any)】

Your course paper: An essay based on your presentation for the 2nd group project, which has taken into account the comments and suggestions that you have collected during the presentation. No more than 3,000 words [Note: The word limit does not include the reference list.]

Please attach your CV of 250-300 words and a high-resolution personal photo for introduction of the course instructor.

Course Form for PKU Summer School International 2021

Course Title	Title in English: Introduction to Chinese Economy
	Title in Chinese: 中国经济导论
Teacher	Dr. Xi Ji
First day of classes	July 5, 2021
Last day of classes	July 16, 2021
Course Credit	3
Course Description	
Objective: <p>China's fast economic growth has generated great interest among media, scholars and ordinary people around the world. The aim of this course is to provide students with an overview of the Chinese economy and a detailed understanding of China's economic transition. The topics covered in this course include an introduction of the Chinese economic history, the urban-rural divide, the rural economy and urban economy, patterns of growth and development, demographic transition, population policy and the related labor market issues, poverty and inequality, sustainability, etc. Upon completion of the course, students are expected to be familiar with China's economic history, its current economic reforms, and the challenges that the country faces in the future.</p>	
Pre-requisites /Target audience <p>A university-level introductory course in Economics (e.g. Principles of Economics).</p>	
Proceeding of the Course <p>The course will be delivered through a mix of lectures, student presentations, debates and field trips. Students' participation is strongly encouraged. Specifically, students are expected to discuss the assigned reading materials and current events in class.</p>	
Assignments (paper or other forms) <p>Reading assignment will be given before each lecture, and students will be requested to write a term paper on a topic related to the Chinese economy.</p>	
Evaluation Details	

Class Attendance: 25%
Midterm Presentation: 15%
Debate & Class Pre: 20%
Field Trip: 10%
Final Term Paper: 30%

Note:

Class Attendance:

A basic requirement of this course is to attend the weekly lectures on time. Absence without prior notice is allowed only in case of sickness. In such a case, however, a written explanation (with your signature) should be submitted afterwards. If you have no choice but to miss a lecture out of some reason, a written application is required before the lecture. Absence without notice for reasons other than sickness will result in a reduction of your attendance by 10% for each offence (out of ten lectures).

Final Term Paper:

The expected length of the Final Term paper is 3,000 to 5,000 words. Your essay will be graded by the following criteria:

- a) Relevance and originality of the topic (10%)
- b) Soundness of theoretical and (or) empirical evidence (15%)
- c) Thoroughness of reasoning and analysis (15%)
- d) Organization and format, including referencing & bibliography (10%)
- e) Writing and presentation skills (10%)

The final essay is due at 8:00 AM on August 5, 2019 (Beijing Time). You are required to submit the electronic version (in PDF format) to 755784966@qq.com. Those submitted after that will not be accepted.

Bonus Points for Class Participation:

In each lecture session, the instructor will invite a student to give an in-class presentation of the assigned article in the reading list, which should summarize the article's main findings and the presenter's own comments. During the last day of the course, 5-6 students will have the opportunity to present their term papers in front of the class. Up to 5 bonus points will be awarded to those who volunteer to give the above presentations. The length of each presentation should be limited to 20-25 minutes with no more than 15 PowerPoint slides. The assignment of presentation is on a first-come, first-served basis.

Text Books and Reading Materials

Naughton, Barry, 2017, *The Chinese Economy: Adaptation and Growth* / Barry Naughton., 2nd edition, MIT Press, Cambridge.
 Authur R. Kroeber, 2016, *China's Economy-what everyone needs to know*. Oxford University Press.
 Wu, Jinglian, 2005, *Understanding and Interpreting Chinese Economic Reform*, Thomson South-Western, Singapore.
 Chow, Gregory C., 2007, *China's Economic Transformation*, 2nd edition, Blackwell Publishing, Oxford

Academic Integrity (If necessary)

Plagiarism is strictly prohibited in this course. Plagiarism is defined as presenting others' work as one's own. Any ideas or materials taken from another source must be fully acknowledged, unless the information is common knowledge. Any evidence of plagiarism will lead to zero credit to your work submitted and will be reported to university authorities.

CLASS SCHEDULE

(Subject to adjustment)

Session 1: An overview of Chinese economy

Date:

【Description of the Session】

In this session, the lecture will give the students an overview of the Chinese economy, mainly of its natural resources and its legacies, covering the geographical information and comparison between China and America and etc.

【Questions】

None

【Readings, Websites or Video Clips 】

Documentary: The Road to Revival

1.1Readings_China OECD Economic-Survey Overview2019

1.2Readings_China Economic Update DEC.2018(World Bank Group)

1.3Readings_China Outlook 2018 (KPMG)

【Assignments for this session (if any)】

None

Session 2: The history of Chinese economy

Date:

【Description of the Session】

This lecture will mainly summarize the development history of the Chinese economy before 1949. We will watch and explain part of the documentary “The Road to Revival”.

【Questions】

None	
【Readings, Websites or Video Clips】 2.1 Readings Brandt, Loren, and Thomas G. Rawski. 2014. "From Divergence to Convergence: Reevaluating the History Behind China's Economic Boom"	
【Assignments for this session (if any)】 None	
Session 3: Market Transition: Strategy and Process	Date:
【Description of the Session】 This lecture will mainly cover China's market transition from socialist economy. Field Trip: A tour in The Road to Revival in China's National Museum	
【Questions】 None	
【Readings, Websites or Video Clips】 . To be updated	
【Assignments for this session (if any)】 Reading assignments for the midterm presentation.	
Session 4: The urban-rural divide	Date:
【Description of the Session】 The difference between urban and rural society is especially pronounced in China. In China, urban and rural areas often seem like two different worlds, running on different technologies, organized in different ways, and having a different standard of living. While some urban-rural gap is inevitable in a developing economy, the urban-rural gap in China is unusually large. Extensive administrative barriers were set in place during the 1950s as part of the command economy. For 60 years, urban and rural areas have had different governance structures and different systems of property rights. This lecture will focus on the consequences of the separate rural and urban institutional structures.	
【Questions】 None	
【Readings, Websites or Video Clips】 Readings: Wu, Jinglian, 2005, <i>Understanding and Interpreting Chinese Economic Reform</i> , Thomson	

South-Western, Singapore.

Chow, Gregory C., 2007, China's Economic Transformation, 2nd edition, Blackwell Publishing, Oxford

Brandt, Loren and Rawski, Thomas G., 2008, China's Great Economic Transformation, Cambridge University Press, Cambridge.

Lin J Y, Cai F, Li Z. The China Miracle: Development Strategy and Economic Reform[J]. China Journal, 1999, 32(39):233-235.

Lo D. MAKING SENSE OF CHINA'S ECONOMIC TRANSFORMATION[J]. Review of Radical Political Economics, 2006, 43(1):33-55.

Zhang Z. Conservation and efficient utilization of resources: a major indicator of China's economic transformation[J]. China Finance & Economic Review, 2015, 3(1):1-6.

【Assignments for this session (if any)】

None

Session 5: Land-use policy

Date: July 5

【Description of the Session】

This session provides an overview of the concepts, major reforms, timeline, and guidelines of land-use policies, which will help understand what they have become today. Since 1978, China has gone through multiple industrial revolutions. Whatever the ultimate impact of China's land-use policies is, it is important to recognize the problems that are facing China today.

Field Trip: A visit to Yizhuang Low-carbon Industrial Park and Coco-Cola , Daxing District

【Questions】

None

【Readings, Websites or Video Clips】

Readings:

China's ecological civilization program—Implementing ecological redline policy[J].Land Use Policy Volume 81, February 2019, Pages 111-114

Wang Y, PhD. Urbanization Path Selection Toward Harmonious Urban-Rural Development[J]. China City Planning Review, 2010(1):48-53.

Liu Y, Long H, Chen Y, et al. Progress of research on urban-rural transformation and rural development in China in the past decade and future prospects[J]. 地理学报(英文版), 2016, 26(8):1117-1132.

Ma L. Urban Transformation in China,1949-2000:A Review and Research Agenda[J]. Environment & Planning A, 2016, 34(9):1545-1569.

【Assignments for this session (if any)】

Reading assignments for the debate.

Session 6: Midterm presentation

Date: July 8

【Description of the Session】

Students are expected to demonstrate the history and future of land-use policies in a number of selected countries. A comparative perspective with China's is encouraged. Each student will be given 6-10 minutes to present.

The midterm presentations will be graded upon the following:

- a) Relevance of the topic (20%)
- b) Structure (20%)
- c) Evidence (20%)
- d) Insight (30%)
- e) Performance of presenters (10%)

【Questions】

【Readings, Websites or Video Clips】

To be updated

【Assignments for this session (if any)】

None

Session 7: Economic growth and poverty-alleviation

Date: July 9

【Description of the Session】

This session begins with a brief characterization of China's long-run growth experience, followed by a short discussion of the data on which it is based. Moreover, it will cover the topics of "China's Targeted measures lift people out of poverty".

Field Trip: A visit to Baidu

【Questions】

None

【Readings, Websites or Video Clips】

Dr. Tan Weiping, China's Approach to Reduce Poverty: Taking Targeted Measures to Lift

<p>People out of Poverty, 2018</p> <p>Yansui Liu and Yuanzhi Guo, Yang Zhou, Poverty alleviation in rural China: policy changes, future challenges and policy implications.</p>	
<p>【Assignments for this session (if any)】</p> <p>None</p>	
<p>Session 8: Demographic transition and aging problem</p>	<p>Date: July 10</p>
<p>【Description of the Session】</p> <p>The demographic transition in China is an un-normal process. It is the results of socioeconomic development and implementation of a rigid family-planning program, which have made the transition not only the world's largest, but also the world's fastest.</p> <p>One part of this session is a debate on the population policy in China. Before that, a lecture on demographic transition in China will be delivered to present some basic concepts and theories on demographic transition, and to give a detailed introduction on the demographic transition and the population policy in China.</p> <p>The whole class will be divided into two groups, each electing 5-6 representatives. Each group is expected to give a presentation on a self-chosen side-pro or side-con of whether we should permit the full openness in population policy. Each side's presentation will be given equal amount of time.</p>	
<p>【Questions】</p> <p>None</p>	
<p>【Readings, Websites or Video Clips】</p> <p>To be updated</p>	
<p>【Assignments for this session (if any)】</p> <p>None</p>	
<p>Session 9: Part1 Demographic transition and aging problem</p> <p>Part 2 China and the world economy</p>	<p>Date:</p>
<p>【Description of the Session】</p> <p>This session mainly focus on the discussion of ecological imbalance caused by international trade. Also, we will be learning China's foreign-trade policies.</p> <p>Field Trip: A visit to Byte Dance</p>	
<p>【Questions】</p> <p>None</p>	

【Readings, Websites or Video Clips】 To be updated	
【Assignments for this session (if any)】 None	
Session 10: Sustainability and China's future	Date: July 12
【Description of the Session】 <p>Part of this session is reserved for student term paper presentations. 4-5 students will have the opportunity to present their term papers in front of the class, which will be based on their original research on Chinese economy (students are free to choose their research topics). The sign-up of the presentation is voluntary and on a first-come, first-served basis. Up to 5 bonus points will be awarded to the presenting students.</p> <p>The challenges of water availability, soil pollution, resilience of the natural environment, and atmospheric degradation and climate change are among the most serious that China confronts. Few natural landscapes remain in the PRC because culturally the emphasis is on managed and reshaped landscapes and the control of ecological processes. There is still an opportunity for improved environmental policy-making to make a significant difference before further environmental catastrophes develop.</p> <p>We will discuss the two topics of the development of new energies and the environmental governance. Then, the whole class will be divided into two groups, each selecting 5-6 representatives (hopefully different from previous debate). Each group is expected to give a presentation on a self-chosen side of whether the government or the market should dominate the environmental governance. Each side's presentation will be given an equal amount of time.</p>	
【Questions】 None	
【Readings, Websites or Video Clips】 To be updated	
【Assignments for this session (if any)】 None	

Syllabus

China in Global Economy

Lecturer: Shaofeng CHEN

Tel: 010-62751634

Time: 13:30-16:20pm, Friday

Consultation hours: 9:30-11:00am Friday

Office: A303, SIS Building

Email: sky-blue-red@QQ.com

Venue: Room 233, Building 5

Introduction:

The central theme of this course is China's role in world economy. Specifically, it includes three major types of contents. Firstly, it aims to help international students to understand the global economic structure, institutions and mechanisms where the Chinese economy is sitting; Secondly, it aims to help them to understand Chinese economic reform, covering some major issues of Chinese economy, such as the roadmap of China's reform and opening-up, urban-rural divide, SOE reform, financial reform, demographic change, FDI in China, sustainable development, economic growth mode etc.; Thirdly, emphasis of this course is the interaction between China and the rest of world in terms of trade, finance, investment, energy, and participation in international economic institutions, and the implications of Chinese economic reform on the global economy.

Meanwhile, it is my strong conviction that to learn China, we cannot simply focus on China. Thus, the course will expand its scope into the outside world or big events that have strong impact on China through the form of case studies, trying to develop a comparative angle to see how neighboring countries conduct their economic reforms.

Course Objectives:

- a. To understand the roadmap of Chinese reform and the logic behind it;
- b. To understand the uniqueness of China's transition and its economic implications;
- c. To learn how China interacts with the world;
- d. To build the capability of studying Chinese economy.
- e. Upon completing this course, students are expected to get familiar with China model, China's economic interaction with the outside world, challenges the Chinese economy is facing, as well as the world economic system.

Proceeding of the Course:

Based on a philosophy that effective learning hinges not only upon teacher-student interaction, but also upon inter-student interaction, this course will be carried out in a variety of forms. Besides lectures offered by the instructor, students are encouraged to engage in class discussions, learning from each other and self-learning. Hence, there will be some team projects like debates and presentations on some case studies. Hinging the covid-19 situation, we will have some study trips.

1) Debates: students will be divided into two groups

2) Presentation: Throughout the course, students are required to present on one topic. Presentations will count toward final grades. The students who prepare presentations should circulate the PPT slides to other students and the instructor before class. Topic presentation should be around 20 minutes, followed by class discussion. Students' performance in debates and presentations will be counted.

3) Study trips

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.

Requirements:

Students are required to

- a. complete the compulsory readings before class;
- b. actively participate in class discussions;
- c. present case studies
- d. read a book and write a book review
- e. class attendance is required.

Hinging upon the number of students, students will be divided into different groups and each group will be responsible for the presentation or debate.

Evaluation:

Attendance: 20%

Presentation: 10%

Debate: 10%

Quiz: 20%

Final paper or exam: 40%

Reference Books:

Barry Naughton, *The Chinese Economy: Transitions and Growth*, Cambridge: The

MIT Press, 2017.

Students are required to finish the compulsory readings (those highlighted in **bold with ***) for each class, but it is their option whether to complete the *recommended* readings. No book purchase needed. All the compulsory readings will be available in the office.

Academic Integrity:

Taking this course implies that students and the instructor abide by a general norm of equal opportunity and academic integrity. Plagiarism will directly lead to the failure in this course. It is your responsibility to familiarize yourself with the definition of plagiarism.

Syllabus:

Part 1: China's Domestic Economic Reform

Topic 1: Logic and Rationale of China's Reforms and Opening-up

Why did China launch the reform in 1978? What is notable about China's reform path? Why has China adopted a gradualism approach to economic reform? What is distinctive about China's reform path?

Group Discussion: Market transition: a comparison between China and Russia

Readings:

***Barry Naughton, pp. 55-107.**

*** Jeffery Sachs and Wing Thye Woo, "Structural factors in the economic reforms of China, Eastern Europe, and the former Soviet Union," *Economic Policy*, Vol. 18, No. 1, 1994, pp. 102-145.**

Leong H. Liew, "Gradualism in China's Economic Reform and the Role for a Strong Central State," *Journal of Economic Issues*, Vol. 29, No. 3 (Sep., 1995), pp. 883-895.

Justin Yifu Lin, "Lessons of China's Transition from a Planned Economy to a Market Economy," Distinguished Lectures Series no. 16, Warsaw, 17 December 2004.

Vincent Benziger, "Can China's gradualist reform strategy be applied in Eastern Europe?" *Journal of the Asia Pacific Economy*, Vol. 3, Iss. 1, 1998, pp. 38-60.

Wing Thye Woo, "THE REAL REASONS FOR CHINA'S GROWTH," *The China Journal*, Vol. 41, January 1999, pp115-137.

Topic 2: China's State-owned Enterprises (SOEs) Reform

How has China carried out its SOE reform? How shall we evaluate the SOEs' performance? What are the problems? How has China carried out reform over its financial sector? Who are the major actors and what their major concerns are? Any problems left? What is the impact of the reform on Chinese economy?

Group Discussion: SOEs are more a solution than a problem for China's economic growth? or: Should China privatize all SOEs?

Debate 1: Will American supremacy be overtaken by China?

Student presentation 1: China's demographic trend and its impact on the Chinese economy

Readings:

***Barry Naughton, pp. 297-328.**

***Justin Yifu Lin, Fang Cai and Zhou Li, " Competition, Policy Burdens, and State-Owned Enterprise Reform," *The American Economic Review*, Vol. 88, No. 2, May, 1998, pp. 422-427.**

***Fan Gang and Nicholas C. Hope, "Chapter 16 The Role of State-Owned Enterprises in the Chinese Economy," in China-United States Exchange Foundation (ed.), *US-China 2022: Economic Relations in the Next 10 Years*, China-United States Exchange Foundation, 2013.**

***Nicholas Borst and Nicholas Lardy, "Maintaining Financial Stability in the People's Republic of China during Financial Liberalization," Peterson Institute for International Economics, Working Paper, WP 15-4, revised August 2015.**

Franklin Allen, Jun "QJ" Qian, et al, "China's Financial System: Opportunities and Challenges," in Joseph P.H. Fan and Randall Morck (eds), *Capitalizing China*, University of Chicago Press, 2012.

Cheng Hsiao, Yan Shen, and Wenlong Bian, Evaluating the Effectiveness of China's Financial Reform — The Efficiency of China's Domestic Banks (May 27, 2015). USC-INET Research Paper No. 15-15.

Robert Cull and Lixin Colin Xu, “Who gets credit? The behavior of bureaucrats and state banks in allocating credit to Chinese state-owned enterprises,” *Journal of Development Economics* 71 (2003), pp. 533-559.

Xiao Geng, Xiuke Yang and Anna Janus, “State-owned enterprises in China: Reform dynamics and impacts”, Ross Garnaut, Ligang Song and Wing Thye Woo (eds.) , *China’s New Place in a World in Crisis: Economic, Geopolitical and Environmental Dimensions*, Canberra: The Australian National University E Press, 2009, chapter 9.

Andrew Szamosszegi and Cole Kyle, “An Analysis of State-owned Enterprises and State Capitalism in China,” U.S.-China Economic and Security Review Commission, October 26, 2011, Prepared by Capital Trade, Incorporated Washington, DC .

Topic 3: China’s Sustainable Development

How does China perceive and deal with energy security? Why has environmental pollution in China become so serious? What are the major drivers? Can China’s economic mode sustainable?

Group Discussion: How can Beijing be more effective to tackle the heavy haze?

Student presentation 2: China’s financial reform (can choose any one area, such as banking, securities, monetary policy, exchange rate) and impact on the Chinese economy

Readings:

*Barry Naughton, pp. 487-502.

*Damien Ma, “China’s Search for A New Energy Strategy,” *Foreign Affairs*, June 4, 2013.

Li, Jie, and Jintao Xu, 2011, “Climate Change in China: Policy Evolution, Actions Taken and Options Ahead”, *Journal of Natural Resources Policy Research*, 1939-0467, Volume 3, Issue 1: 23 – 35.

Jian Zhang, “China’s Energy Security: Prospects, Challenges, and Opportunities,” The Brookings Institution, Center for Northeast Asian Policy Studies,
http://www.brookings.edu/~media/research/files/papers/2011/7/china%20energy%20zhang/07_china_energy_zhang_paper.pdf

Jenny Lin, “China’s Energy Security Dilemma”,
http://project2049.net/documents/china_energy_dilemma_lin.pdf

Shaofeng Chen, "China's Energy Rise and Implications to Southeast Asia," *China: An International Journal*, vol. 12, No. 2, 2014, pp. 46-65.

Part 2: China and the World

Topic 4: Global Imbalance: Is China the Sole Beneficiary?

What is global imbalance? Why did it occur? What was the role of China in that process?

Student presentation 3 : Will China fall into the "Middle income trap"?

Student presentation 4 : China-US trade war: why it happened and what the global impact is?

Readings:

- * Justin Yifu Lin , Hinh T. Dinh & Fernando Im (2010), "US–China external imbalance and the global financial crisis," *China Economic Journal*, 3:1, 1-24, DOI: 10.1080/17538963.2010.487348.
- * Mi Dai, Madura Maitra and Miaojie Yu, "Unexceptional Exporter Performance in China? Role of Processing Trade," *Journal of Development Economics*, 2016, 121, pp.177-189.
- * Yu Yongding, "Global Imbalances: China's Perspective," Paper prepared for international conference on Global Imbalances, Organized by IIE Washington, 8 February 2007.
- * Cheung, Yin-Wong and Jakob de Haan, chapter 2.

Miaojie Yu, "Does Revaluation of the Chinese Yuan Decrease Imports to the U.S. from China?" *Contemporary Economic Policy*, 2012, 30(4), pp. 533-547.

Steven Dunaway, *Global Imbalances and the Financial Crisis*, Council Special Report No. 44, Council on Foreign Relations Press, March 2009.

Andrew Walter, "Global economic governance after the crisis: The G2, the G20, and global imbalances,"

<http://personal.lse.ac.uk/wyattwal/images/Globaleconomicgovernanceafterthecrisis.pdf>

Claudio Borio and Piti Disyatat, "Global imbalances and the financial crisis: Link or no link," Bank for International Settlements (BIS) Working Papers No. 346, May 2011, <http://www.bis.org/publ/work346.pdf>

Martin Feldstein, "Resolving the Global Imbalance: The Dollar and the U.S. Saving Rate," *Journal of economic perspectives* 22(3): 113-125.

Topic 5: China and economic regionalization in East Asia

What progress has East Asia made in economic regionalization? What are the mechanisms? What role has China played? And how the US and Japan see China's regional influence?

Student presentation 5: Biden's economic policy and impact on world economy

Readings:

* Françoise Nicolas, "East Asian Regional Economic Integration: A Post-Crisis Update," IFRI Center for Asian Studies, ASIIE Visions 43, September 2011.

* C. Fred Bergsten, "Chapter 9 China and Economic Integration in East Asia: Implications for the United States," http://csis.org/files/media/csis/pubs/090212_09china_and_economic.pdf

Dilip K Das, "The Role of China in Asia's Evolution to Global Economic Prominence," *Asia & the Pacific Policy Studies*, Volume 1, Issue 1, January 2014, pp. 216–229.

Meredith Kolsky Lewis, "The TPP and the RCEP (ASEAN+6) as Potential Paths Toward Deeper Asian Economic Integration," *Asian Journal of WTO & International Health Law and Policy*, Vol. 8, No. 2, pp. 359-378, September 2013. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2385517

Sanchita Basu Das, "RCEP and TPP: Comparisons and Concerns," ISEAS Perspective, No. 2, 7 Jan 2013. www.iseas.edu.sg/documents/publication/ISEAS%20Perspective%202013_2.pdf

Topic 6: China's One Belt, One Road Initiative

What is China's One Belt, One Road Initiative? Why has China put forth such an initiative? What are the implications to the world? Any potential risks?

Debate 2: Will EU dissolve in the next 10 years?

Student presentation 6: Rising populism and its impact on world economy

Readings:

* *Vision and Actions on Jointly Building Silk Road Economic Belt and 21st-Century Maritime Silk Road*, Issued by the National Development and Reform Commission, Ministry of Foreign Affairs, and Ministry of Commerce of the People's Republic of China, with State Council authorization, 28 March 2015.

* Yiping Huang, "Understanding China's Belt & Road Initiative: Motivation, framework and assessment," *China Economic Review*, 2016, vol. 40(C), pages 314-321.

European Council on Foreign Relations, "'One Belt, One Road'-China's great leap outward," June 2015.

The Economist Intelligence Unit, "Prospects and challenges on China's 'one belt, one road': a risk assessment report," 2015.

Shuaihua Wallace Cheng, "China's New Silk Road: Implications for the US," *Yale Global*, 28 May 2015.

Topic 7: China Model: Debates and Prospect

How to explain China's economic success? What is Chinese model? Is Beijing consensus a substitute of Washington consensus? What challenges is China facing?

Student presentation 7: Will China become the Japan of the 1980s?

Student presentation 8: Sino-US economic decoupling: Is it likely?

Readings:

*Joshua Cooper Ramo, "The Beijing Consensus", *The Foreign Policy Centre*, May 2004.

time.dufe.edu.cn/wencong/washingtonconsensus/beijingconsensusen.pdf

*Yang Yao, "The End of the Beijing Consensus," *Foreign Affairs*, February 2, 2010. <http://www.foreignaffairs.com/articles/65947/the-end-of-the-beijing-consensus>

Shaun Breslin, "The 'China model' and the global crisis: from Friedrich List to a Chinese mode of governance?" *International Affairs* 87:6 (2011) 1323–1343.

Economist Debate: China Model, <http://www.economist.com/debate/overview/179>

Rowan Callick, "The China Model," *The American*, November/December 2007,

<http://www.american.com/archive/2007/november-december-magazine-contents/the-china-model>

Final Exam

Syllabus of Summer course 2021

Course Title	Chinese Traditional Identity and its transformation after 1949
	Title in Chinese: 中国传统认同与其现代变迁
Teaching Staff	Dr. Sun, Feiyu (Associate Professor of Sociology Dept., Peking University) sunfeiyu@pku.edu.cn
First day of classes	19 th . July
Last day of classes	30 th . July
Course Description	
Objective:	
<p>Who are Chinese? How did Chinese people think about themselves? How did this identity change throughout the Revolution? This course will lead you explore several key phenomenon of the identity transformation in 20th century China. The first target of this introductory course is to help students to understand the basic structure of Chinese traditional social identity from a perspective of sociology. Based on this understanding, this course will further the topic into the transformation of Chinese society and traditional identity after 1949, especially during the Land Revolution and today's Reform and Open policy period. Required readings include both Chinese classical texts and modern sociological/anthropological works. Two study tours will be arranged for students' understanding of this transformation.</p>	
Pre-requisites /Target audience	
None.	
Proceeding of the Course	
<p>Participation, presentation 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.</p> <p>The proceeding of the course will be based on students' presentation of the required texts related to the general themes and specific topics. Throughout the course, each student is expected to do two presentations. The first one (10-15 minutes) is to briefly summarize and critique required texts for a particular session. And the second is to report a deep-interview that you've done with you family member about your family history. By the end of each presentation, each student is required to join the discussions in class.</p>	
Assignments (paper or other forms)	
Two presentations.	

Evaluation Details	
1. Attendance and class discussions (20%) 2. Midterm presentation (40%) 3. The Final Presentation (40%)	
Texts	
There are both <i>required</i> and <i>recommended</i> readings for each class. No book purchase needed. All the required texts (those highlighted in bold) will be available on class.	
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.	
CLASS SCHEDULE (Subject to adjustment)	
Session 1: <i>General Introduction</i> / Chinese traditional rural society	July. 19 th
The purpose and scope of the course. Course requirements. Class and presentations scheduling. The purpose of this class is to discuss what is China's traditional identity as well as its traditional community. Some classical chapters will be introduced and discussed.	
【Questions】	
Questions: How should we study China's society?	
【Assignments for this session (if any)】	
Reading required: T'UNG-TSU CH'U, Law and Society in Chinese Traditional Society. Chapter 1, 2 & 6; Suggested reading: Chapter, 3, 4, & 5;	
【Questions】	
1. To understand China's traditional society from a rural sociology perspective; 2. How to analyze individual identity from a collective perspective in China? 3. Why rural society was so important to understand traditional China's society?	
【Assignments for next session (if any)】	
Reading Required: Fei Xiaotong, <i>From the Soil, the Foundations of Chinese Society: a Translation of Fei Xiaotong's Xiangtu Zhongguo, With an Introduction and Epilogue.</i> Translated by Gary G. Hamilton and Wang Zheng. Berkeley: University of California Press.	
Session 2: Law and Society in Chinese Traditional Society	July. 20 th
【Description of the Session】	

This class will introduce the most important study of modern China's sociology: Fei Xiaotong's study on Rural Chinese society in Contemporary China.	
Questions: <ol style="list-style-type: none"> 1. What is Cha-Xu-Ge-Ju (差序格局) ? 2. How is the Chinese traditional family different from a modern family? 	
【Assignments for this session (if any)】 Required Reading: Philip Huang, (1985). <i>The Peasant Economy and Social Change in North China</i> . Stanford, Calif. : Stanford University Press. Chapter 1, 15&16 Lu, Xun. (1990). <i>Diary of a Madman and Other Stories</i> . Translated by William A. Lyell. Honolulu: University of Hawaii Press. Intellectuals and the state in modern China : a narrative history. Chapter 6.	
Session 3: Continued Law and Society... Society before the Revolution:Poverty.	July. 21 st
【Description of the Session】 In this session, we will explore the historical circumstances, the beginning, the procedure and the effects of the New Cultural Movement. It's influence on China's revolution will be focused.	
Questions: <ol style="list-style-type: none"> 1. How do we understand the New Cultural Movement from both a historical sociological perspective as well as a Revolutionary perspective? 2. The change of the Chinese intellectual identity throughout the movement; 	
【Assignments for this session (if any)】 Required reading: Suggested Reding: Thaxton, R. (1983), China Turned Rightside Up: Revolutionary Legitimacy in the Peasant World. New Haven: Yale University Press.	
Session 4. Continued: Society before the Revolution:Poverty. New Cultural Movement;	July. 22nd
【Description of the Session】 In order to understand the society and the change of the individual identity before China's revolution, a study on Northern China's society will be introduced and discussed.	
Questions: <ol style="list-style-type: none"> 1. What the difference between the Northern China and Southern China in terms of the structure of local society? 2. What made the Northern Chinabecome social basis of China's revolution? 	
【Assignments for this session (if any)】 Required readings: Sun, Feiyu, 2012, <i>Social Suffering and Political Confession: Suku in Modern China</i> . Chapter 1. Suggested readings: Mao, Tse-Tung. (1926). Analysis of the Classes in Chinese Society. In Mao, Tse-Tun, <i>Selected Works of Mao, Tse-Tung</i> Vol. 1 (pp.13-21). Beijing: Foreign Languages Press 1965. _____.(1927). Report On An Investigation Of The Peasant Movement In Hunan. In Mao, Tse-Tun, <i>Selected Works of Mao, Tse-Tung</i> , Vol. 1 (pp.23-59). Beijing: Foreign Languages Press 1965. Snow, E. (1973), Red Star Over China. New York: Random House.	
Session 5. China's Revolution as a background of the Land Revolution	July. 23rd .

【Description of the Session】 A brief description of China's revolution will be introduced and discussed.	
Questions: 1. In what sense the land revolution became necessary for China's revolution? 2. How did the revolution represent a change of Chinese identity?	
【Readings, Websites or Video Clips】 Sun, Feiyu, 2012, <i>Social Suffering and Political Confession: Suku in Modern China</i> . Chapter 1. Mao Tse Tun, (1927). Report On An Investigation Of The Peasant Movement In Hunan. In Mao, Tse-Tun, <i>Selected Works of Mao, Tse-Tung</i> , Vol. 1 (pp.23-59). Beijing: Foreign languages Press 1965.	
Mid-term exam: Presentation on Depth-interview transcriptions	July. 26th
Session 6. The Land Revolution and its emotion works.	July.27th.
Students are required to organize small groups and each group is required to read one specific depth interview of an ordinary peasant which was done by professor Sun. And each group is required to present the story based on the theories that they learned from the course. 【Assignments for this session (if any)】 Required readings: Mao, 1937. How to Differentiate the Classes in the Rural Areas. In Mao, Tse-Tun, <i>Selected Works of Mao, Tse-Tung</i> . Vol. 1 (pp137-39). Beijing: Foreign Languages Press 1965. Perry Elizabeth. Moving the Masses: Emotion work in the Chinese Revolution. Suggested readings: Sun, Feiyu. <i>Social Suffering and Political Confession</i> . Chapter 2.	
Session 7. From Land Revolution to the Big Famine	July. 28th.
【Description of the Session】 In this session, we will explore the basic idea of China's revolution and its complexity, from a perspective of Emotion works— Revolutionary technique; Movie: <i>Farewell, my concubine</i> .(homework)	
Questions: 1. Why emotion works became a necessary political technique for China's revolution? 2. How did this technique relate with the change of Chinese identity?	
Assignments: Required readings: Beinstein, Thomas P_ Stalinism, Famine, and Chinese Peasants: Grain Procurements during the Great Leap Forward. <i>Theory and Society</i> , Vol 13, No.3, 1984. Lin, J. Y. (1990).Collectivization and China's Agricultural Crisis in 1959-1961, in <i>Journal of Political Economic</i> , Vol.98, No.6, pp1228-1252.	
Session 8. Urbanization, Globalization... Modernization of China.	July. 29th.

【Description of the Session】 In this session, we will introduce in a briefly way the ten-years history after 1950. We will explore how did China move from the Land Revolution to the big famine.	
Questions: <ol style="list-style-type: none"> 1. How could the big famine happen in around 1960? 2. The effects of Collectivization on individual identity. 	
【Assignments for this session (if any)】	
【Assignments for this session (if any)】 Required Readings: Zhou Feizhou and Camille Bourguignon, “Land Reform throughout the 20th Century China” in Hans P. Binswanger-Mkhize, Camille Bourguignon, and Rogier van den Brink (Eds.) <i>Agricultural Land Redistribution: Toward Greater Consensus</i> . 2009, The world Bank, Washington, D.C. —— “Creating Wealth: Land Seizure, Local Government, and Farmers”, in D. Davis and F. Wang eds, <i>Creating Wealth and Poverty in Postsocialist China</i> . 2009, Stanford University Press. Pun Ngai and Lu Huilin. The Foxconn production model and the new era of student Workers. in Rudolf Traub-Merz and Kinglun Ngok (eds) <i>Industrial Democracy in China</i> . China Social Sciences Press.	
Session 10. Fieldwork and Presentations	July 30th.
【Description of the Session】 In this session we will talk about the phenomenon of “the CPC”.	
Questions: <ol style="list-style-type: none"> 1. What happened to them? 2. How did their identity change after they migrated into the urban area? 	