

北京大学教务部 北京大学国际合作部 北京大学教师教学发展中心

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

Website: [www.oir.pku.edu.cn/goc](http://www.oir.pku.edu.cn/goc)



2023 Spring

# GLOBAL OPEN COURSES

全球课堂



# CATALOG

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# 序言

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

2023年春季，北京大学继续推出“全球课堂”项目—将北大（线下）课程同步分享给海外院校学生，使中外学生“云端”相聚，共同学习。

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

# PREFACE

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

In the spring of 2023, Peking University will continue the "Global Open Courses" program, under which selected Peking University offline courses will be offered to overseas college students to attend synchronously with their peers at PKU, so that Chinese and foreign students can "gather in the cloud" and learn together.

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

课程表  
(北京时间)

课程时间	课程名称	语言	授课教师
星期一	09:00-12:00	中国政治与公共政策	英文 雷少华
	10:10-12:00	中国古代史 B	中文 毛亦可
	15:10-17:00	中国美术史	中文 刘晨
	15:10-18:00	中国与国际法	英文 赖华夏
星期二	18:40-21:30	国际安全研究	英文 祁昊天
星期三	10:10-12:00	中国古代史 B	中文 毛亦可
	13:00-14:50	中国社会与商业文化	英文 李博柏
	15:10-17:00	中国概况	中文 赵杨
	15:10-17:00	当代中国商业与社会： 制度经济学的视角	英文 郭研
	18:40-20:30	教育与人工智能	中文 贾积有
	18:40-21:30	机器道德伦理	英文 SCHOENHERR JULIUS
星期四	18:40-20:30	传统太极拳：哲学与实践	英文 朱效民
星期五	15:10-17:00	机器学习与科学计算	英文 鄂维南, 董彬

备注：  
本手册课程信息仅供参考，请以教师实际授课时公布内容为准。

COURSE SCHEDULE  
(All times are Beijing time)

Course time (Beijing time)	Course name	Language	Instructor
Monday	09:00-12:00	Chinese Politics and Public Policy	English LEI Shaohua
	10:10-12:00	Ancient Chinese History (level 2) (for international students)	Chinese MAO Yike
	15:10-17:00	History of Chinese Fine Arts	Chinese LIU Chen
	15:10-18:00	China and International Law	English LAI Huaxia
Tuesday	18:40-21:30	International Security Studies	English QI Haotian
Wednesday	10:10-12:00	Ancient Chinese History (level 2) (for international students)	Chinese MAO Yike
	13:00-14:50	Chinese Society and Business Culture	English LI Bobai
	15:10-17:00	Introduction to China	Chinese ZHAO Yang
	15:10-17:00	Business and Society in Modern China: An Institutional Perspective	English GUO Yan
	18:40-20:30	Education and Artificial Intelligence	Chinese JIA Jiyou
	18:40-21:30	Machine Ethics	English SCHOENHERR JULIUS
Thursday	18:40-20:30	Traditional Taijiquan: Different Philosophy & Practice	English ZHU Xiaomin
Friday	15:10-17:00	Topics in AI for Scientific Computing	English E Weinan; DONG Bin

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



Course Title

# Topics in AI for Scientific Computing

## 机器学习与科学计算

Instructor

E Weinan / 鄂维南

DONG Bin / 董彬

First day of classes: 2023 / 2 / 24

Last day of classes: 2023 / 6 / 9

Course Code: 00137911

Course Credit: 2

Language: English

## COURSE DESCRIPTION

### 课程简介

#### Objective

Students will be assigned projects on specific topics in AI for Science to help bring them to the frontier of this field. They may work in groups based on their research interests. At the end of the course, each participating student must submit a term paper, and his/her performance will be evaluated based on the quality of the term paper. The term paper needs to demonstrate a good understanding of some aspects of the field and present some suggestions for future research directions. One specific aim of this course is to guide the participating students to find a particular topic of their interest in AI for Science. Students may conduct further in-depth research on the topic during the summer research program.

#### Pre-requisites / Target audience

Machine learning, general physics, linear algebra, and calculus

#### Proceeding of the Course

In-class lectures (80%): given by the lecturer and invited speakers

In-class discussions (20%)

#### Evaluation Details

Final project (written report), 100%

# CLASS SCHEDULE

## 教学大纲

(Subject to adjustment)

### Part I

#### Introduction to Machine Learning for Problems in Scientific Computing

##### 1. Overview of machine learning [2h]

##### 2. Overview of physical models in scientific computations. [4h]

Quantum many-particle problems, Hartree-Fock method, density functional theory, molecular dynamics and coarse graining molecular dynamics, Boltzmann equation, continuum theory, turbulence problems.

### Part II

#### Advanced Topics

##### 1. Machine learning for molecular dynamics [4h]

Potential energy, Free energy, Ensemble statistics, molecular dynamics, Newtonian, Lagrangian, Hamiltonian, Deep Potential, DeePMD, DP-GEN

##### 2. Machine learning for quantum physics [4h]

Schrodinger's Equation, Variational Monte Carlo, Antisymmetric Hartree-Fock wave function, PauliNet, FermiNet

##### 3. Machine learning for protein folding problem [4h]

Uni-Fold, AlphaFold, protein structure prediction, monomer, Multimer, multiple sequence alignments, Free energy landscape, coarse graining,

##### 4. Numerical methods for solving PDEs [4h]

Finite difference, variational methods, Galerkin methods, spectral methods, particle methods, The deep Ritz method, physics-informed neural networks, weak adversarial networks, the deep BSDE method, the random feature method

##### 5. Machine learning for inverse problems [6h]

PDE-Nets, learning moment closure for Boltzmann-BGK equation

Meta-learning for solving PDEs, electromagnetic and fluid simulation

Machine learning approach for computational imaging



E Weinan

Weinan E is a professor in the Center for Machine Learning Research (CMLR) and the School of Mathematical Sciences at Peking University. He is also a professor at the Department of Mathematics and Program in Applied and Computational Mathematics at Princeton University. His main research interest is numerical algorithms, machine learning and multi-scale modeling, with applications to chemistry, material sciences and fluid mechanics. Weinan E was awarded the ICIAM Collatz Prize in 2003, the SIAM Kleinman Prize in 2009 and the SIAM von Karman Prize in 2014, the SIAM-ETH Peter Henrici Prize in 2019, and the ACM Gordon-Bell Prize in 2020. He is a member of the Chinese Academy of Sciences, a fellow of SIAM, AMS and IOP. Weinan E is an invited plenary speaker at ICM 2022. He has also been an invited speaker at ICM 2002, ICIAM 2007 as well as the AMS National Meeting in 2003. He has also been an invited speaker at APS, ACS, AIChE annual meetings and the American Conference of Theoretical Chemistry.



DONG Bin

Bin Dong is a faculty member of the Beijing International Center for Mathematical Research, Peking University. He is also the associate director of the Center for Machine Learning Research at Peking University, and an affiliated faculty member of the National Biomedical Imaging Center and the National Engineering Laboratory for Big Data Analysis and Applications. He received his B.S. from Peking University in 2003, M.Sc from the National University of Singapore in 2005, and Ph.D. from the University of California Los Angeles in 2009. Bin Dong's research interest is in the mathematical analysis, modeling, and computations in computational imaging, scientific computing, and machine learning. He currently serves the editorial board of Inverse Problems and Imaging, CSIAM Transactions on Applied Mathematics, Journal of Computational Mathematics and Journal of Machine Learning. He received the Qiu Shi Outstanding Young Scholar Award in 2014 and was invited to deliver a 45-minute sectional lecture at the International Congress of Mathematicians (ICM) 2022.

**Homepage:** <http://bicmr.pku.edu.cn/~dongbin>



Course Title

# Machine Ethics

## 机器道德伦理

Instructor

SCHOENHERR JULIUS

First day of classes: 2023 / 2 / 22

Last day of classes: 2023 / 6 / 7

Course Code: 02313761

Course Credit: 3

Language: English

## COURSE DESCRIPTION

### 课程简介

#### Objective

1. Develop skills in reading, understanding, and analyzing primary texts.
2. Sharpen skills in philosophical thinking and writing.
3. Gain a comprehensive overview of the key arguments pertaining to debates about human-machine interaction, machine ethics, and the ethics of artificial intelligence

#### Pre-requisites / Target audience

none

#### Proceeding of the Course

Each session, with the exception of the first one, starts with a 20–30-minute presentation in which a student presents one paper of that week's class content. Following this presentation, there will be a short 'question and answer' session. Next, the professor will give a lecture. Lastly, the class ends with a discussion. This discussion is designed to answer questions raised by the lecture, and to discuss students' concerns raised in their homework assignments.

#### Assignments (essay or other forms)

1. 8x homework assignment targeted at facilitating reading comprehension
2. 1x student presentation
3. Final paper (~2500 words for undergraduate students, ~5000 words for graduate students)

#### Evaluation Details

1. paper (50%)
2. weekly homework assignments (30%)
3. In-class presentation (20%)

#### Text Books and Reading Materials

- Anderson, Anderson (2007), *Machine Ethics: Creating an Ethical Intelligent Agent*
- Deng (2015), *The Robot's Dilemma*
- Angwin et al. (2016). *Machine Bias*
- Barrt-Jester, Casselman, Goldstein (2015). *Should Prison Sentences Be Based On Crimes That Haven't Been Committed Yet?*
- Basu (2020). *The Specter of Normative Conflict: Does Fairness Require Inaccuracy?*





- Block (2003). *The Mind as Software in the Brain*. (pp. 15-16.)
- Bonnefon, Shariò, Rahwan (2016). *The social dilemma of autonomous vehicles*
- Bossmann (2016). *Top 9 Ethical Issues in Artificial Intelligence*
- Bostrom (2003). *Are we living in a computer simulation?*
- Bostrom (2014). *Superintelligence: Paths, Dangers, Strategies* (excerpts)
- Bostrom (2019). *The vulnerable world hypothesis*
- Bostrom, Yudkowsky (2014). *The Ethics of Artificial Intelligence*
- Carruthers (2003). *The Architecture of Mind*.
- Chalmers (2010). *The Singularity: A Philosophical Analysis*
- Chalmers (2012). *The Singularity: a reply*
- Colyvan, Steele (2010). *Modelling the moral dimension of decisions*
- Crawford (2017). *The Trouble with Bias* (NIPS 2017 Keynote)
- Double issue of the Journal of Consciousness Studies responding to Chalmers' paper: <https://www.ingentaconnect.com/content/imp/jcs/2012/00000019/f0020001>
- Floridi (2018). *Artificial intelligence, deepfakes and a future of ectypes*
- Friedman, Nissenbaum (1996). *Bias in Computer Systems*
- Godall (2014). *Ethical Decision Making During Automated Vehicle Crashes*
- Goertzel (2015). *Superintelligence: Fears, Promises and Potentials*

- Gogoll, Muller (2017). *Autonomous Cars: In Favor of a Mandatory Ethics Setting*
- Hao et al. (2019). *Can You Make AI Fairer Than a Judge? Play Our Courtroom Algorithm Game*
- Harris (1987). *QALYfying the Value of Life*
- Harris (2021). *Video on Demand: what deepfakes do and how they harm*
- Hellman (2020). *Measuring Algorithmic Fairness* (excerpts)
- Hevelke, Nida-Rumelin (2015). *Responsibility for crashes of autonomous vehicles: An ethical analysis*
- Hudson (2017). *Technology is Biased too. How do we Fix it?*
- Johnson (2020). *Are Algorithms Value-Free? Feminist Theoretical Virtues in Machine Learning*
- Johnson (2021). *Algorithmic Bias: on the implicit biases of social technology*
- Kearns, Roth (2019). *The Ethical Algorithm*.
- Lin (2015). *The Ethical Dilemma of Self-driving Cars* (TED talk)
- Lin (2016). *Why Ethics Matters for Autonomous Cars*
- Long (2021). *Fairness in Machine Learning: Against False Positive Rate Equality as a Measure of Fairness*.
- MacAskill, Bykvist, Ord (2020). *Moral Uncertainty* (excerpts)
- Moor (1995). *What is Computer Ethics?*
- Moural (2003). *The Chinese Room Argument*
- Nyholm (2018). *The Ethics of Crashes with Self-driving cars: A Roadmap*
- Nyholm, Smids (2016). *The Ethics of Accident-*

*Algorithms for Self-Driving Cars: an Applied Trolley Problem?'*

- Prinz (2012). *Singularity and Inevitable Doom*
- Rahwan (2017). *What moral decisions should driverless cars make?* (TED talk)
- Rey (1986). *What's Really Going on in the Chinese Room?*
- Rini (2020). *Deepfakes and the Epistemic Backstop*
- Rini, Cohen (2021). *Deepfakes, Deep Harms*
- Ross (2011). *Belief, Credence, and Pragmatic Encroachment*
- Ruiter (2021). *The Distinct Wrong of Deepfakes*
- Searle (1980). *Minds, Brains and Programs*
- Searle (1990). *Is The Brain a Digital Computer?*
- Sparrow, Howard (2017). *When human beings are like drunk robots: Driverless vehicles, ethics, and the future of transport*
- Sturino (forthcoming). *Deepfake Technology and Individual Rights*
- *The Moral Machine* ( <https://www.moralmachine.net/> )
- Thomson (1976). *Killing, letting die, and the trolley problem*
- Turing (1950). *Computing Machinery and Intelligence*

## Academic Integrity

There are four types of academic dishonesty: cheating, fabrication, facilitating academic dishonesty, and plagiarism. Incidents of academic dishonesty will be taken very seriously.

# CLASS SCHEDULE

## 教学大纲

(Subject to adjustment)



### Session 1

#### Introduction, the Turing Test

##### Description of the Session

This class session will focus on the Turing Test and the Chinese Room thought experiment in an attempt to understand what it is to have artificial intelligence.

##### Questions

What is artificial intelligence?  
Is the Turing test an apt instrument to test for artificial intelligence?  
Can computers truly have intelligence?

##### Readings, Websites or Video Clips

Turing (1950). *Computing Machinery and Intelligence*

##### Assignments for this session

No assignments

### Session 2

#### Are We Just Computers?

##### Description of the Session

Purpose: understand whether computers can, in principle, have intelligence.  
Requirements: 15 min in class presentation, homework assignment  
no presentation

##### Questions

Can computers be truly intelligent?  
How can intelligence be measured?  
Is the mind just a computer?

##### Readings, Websites or Video Clips

Searle (1980). *Minds, Brains and Programs*  
Searle (1990). *Is The Brain a Digital Computer?*  
Block (2003). *The Mind as Software in the Brain*. (pp. 15-16.)

##### Additional

Block (2003). *The Mind as Software in the Brain*. (pp. 15-16.)

##### Assignments for this session

Homework assignment with a focus on reading comprehension  
15 minute in-class presentation

### Session 3

#### What is Machine and AI Ethics?

##### Description of the Session

Purpose: to understand the basic problems of machine and AI ethics  
Requirements: 15 min in class presentation, homework assignment  
Scheduling: TBD

##### Questions

What are the basic problems of machine ethics?  
Are there problems that are genuine to AI ethics and machine ethics?

##### Readings, Websites or Video Clips

Kearns, Roth (2019). *The Ethical Algorithm*. (chapter 1)  
Bostrom, Yudkowsky (2014). *The Ethics of Artificial Intelligence*

##### Additional

Moor (1995). *What is Computer Ethics?*  
Bossmann (2016). *Top 9 Ethical Issues in Artificial Intelligence*

##### Assignments for this session

Homework assignment with a focus on reading comprehension  
15 minute in-class presentation

### Session 4

#### Can Ethics be Computed?

##### Description of the Session

Purpose: to understand whether all ethical systems and theories lend themselves equally well to computational approaches.  
Requirements: 15 min in class presentation, homework assignment  
Scheduling: TBD

##### Questions

Can ethics be computed?  
How to quantify deontology?  
Can the value of life be quantified?

##### Readings, Websites or Video Clips

Harris (1987), *QALYfying the Value of Life*  
Colyvan, Steele (2010). *Modelling the moral dimension of decisions*

##### Additional

Anderson, Anderson (2007), *Machine Ethics: Creating an Ethical Intelligent Agent*  
Deng (2015), *The Robot's Dilemma*

##### Assignments for this session

Homework assignment with a focus on reading comprehension  
15 minute in-class presentation

### Session 5

#### Algorithmic Bias

##### Description of the Session

Purpose: to understand whether algorithmic evaluations and decision making processes are prone to biasing, and to understand how to avoid

possible biases.

Requirements: 15 min in class presentation,  
homework assignment  
Scheduling: TBD

### Questions

Are algorithmic evaluations inherently biased?  
Are biases in algorithmic computations always bad?  
Which biases in algorithmic computer should be avoided?

### Readings, Websites or Video Clips

Johnson (2021). *Algorithmic Bias: on the implicit biases of social technology*

Johnson (2020). *Are Algorithms Value-Free? Feminist Theoretical Virtues in Machine Learning*

### Additional

Friedman, Nissenbaum (1996). *Bias in Computer Systems*

### Additional Material (popular sources)

Crawford (2017). *The Trouble with Bias* (NIPS 2017 Keynote)

Hudson (2017). *Technology is Biased too. How do we Fix it?*

Barr-Jester, Casselman, Goldstein (2015). *Should Prison Sentences Be Based On Crimes That Haven't Been Committed Yet?*

### Assignments for this session

Homework assignment with a focus on reading comprehension  
15 minute in-class presentation

## Session 6

### Bias and Accuracy

#### Description of the Session

Purpose: to understand the extent to which algorithmic decision-making processes should implement statistical accuracy

Requirements: 15 min in class presentation,

homework assignment

Scheduling: TBD

### Questions

Should accurate statistical evaluations guide algorithm based decision making?  
Can statistical inaccuracy be morally required in the context of algorithm based decision making?  
What are the epistemic justifications for inaccuracy?

### Readings, Websites or Video Clips

Basu (2020). *The Specter of Normative Conflict: Does Fairness Require Inaccuracy?*

Ross (2011). *Belief, Credence, and Pragmatic Encroachment*

### Additional

Hellman (2020), *Measuring Algorithmic Fairness* (excerpts)

Long (2021). *Fairness in Machine Learning: Against False Positive Rate Equality as a Measure of Fairness.*

### Assignments for this session

Homework assignment with a focus on reading comprehension  
15 minute in-class presentation

## Session 7

### Bias and Accuracy – The COMPAS Algorithm

#### Description of the Session

Purpose: to understand one famous example – the COMPAS algorithm – for biased, but seemingly statistically accurate, decision making  
Requirements: 15 min in class presentation, homework assignment  
Scheduling: TBD

### Questions

Where does the COMPAs algorithm go wrong?

On which computations should this algorithm be based?

### Readings, Websites or Video Clips

Angwin et al. (2016). *Machine Bias*

Hao et al. (2019), *Can You Make AI Fairer Than a Judge? Play Our Courtroom Algorithm Game*

### Assignments for this session

Homework assignment with a focus on reading comprehension  
15 minute in-class presentation

## Session 8

### Deepfakes

#### Description of the Session

Purpose: to understand ethical implications of deepfake technology  
Requirements: 15 min in class presentation, homework assignment  
Scheduling: TBD

### Questions

Does deepfake technology interfere with our autonomy?  
When, and under what circumstances, is deepfake technology wrongly used for manipulation?  
Does deepfake technology undermine the right of each person to its likeness?

### Readings, Websites or Video Clips

Rini (2020). *Deepfakes and the Epistemic Backstop*  
Rini, Cohen (2021). *Deepfakes, Deep Harms*

### Additional

Sturino (forthcoming). *Deepfake Technology and Individual Rights*

Floridi (2018). *Artificial intelligence, deepfakes and a future of ectypes*

Ruiter (2021). *The Distinct Wrong of Deepfakes*

Harris (2021). *Video on Demand: what deepfakes*

*do and how they harm*

### Assignments for this session

Homework assignment with a focus on reading comprehension  
15 minute in-class presentation

## Session 9

### Love and Friendship with AI

#### Description of the Session

Purpose: to understand whether love and friendship with AI and robots can be genuine.  
Requirements: 15 min in class presentation, homework assignment  
Scheduling: TBD

### Questions

Can we love and be friends with robots?

### Readings, Websites or Video Clips

TBD

### Assignments for this session

Homework assignment with a focus on reading comprehension  
15 minute in-class presentation

## Session 10

### Moral Uncertainty

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

Purpose: to understand how to make decisions when we don't know which normative theory is correct.  
Requirements: 15 min in class presentation, homework assignment  
Scheduling: TBD





### Questions

How should we make moral decisions when we are uncertain which moral theory is correct?

### Readings, Websites or Video Clips

MacAskill, Bykvist, Ord (2020). *Moral Uncertainty* (excerpts)

### Additional

Harman (2015). *The irrelevance of moral uncertainty*

Lockhart (2000). *Moral uncertainty and its consequences*

### Assignments for this session

Homework assignment with a focus on reading comprehension

15 minute in-class presentation

## Session 11

### Automated Driving I

#### Description of the Session

Purpose: to understand the moral implications of automated, and autonomous driving

Requirements: 15 min in class presentation, homework assignment

Scheduling: TBD

### Questions

Who is responsible for accidents caused by autonomous vehicles?

How should autonomous vehicles behave in various situation, for instance, when harm to someone is inevitable?

Can the ethics of autonomous driving be modeled as a trolley problem?

### Readings, Websites or Video Clips

Thomson (1976). *Killing, letting die, and the trolley problem*

Nyholm (2018). *The Ethics of Crashes with Self-driving cars: A Roadmap*

Nyholm (2018). *The Ethics of Crashes with Self-*

*driving cars: A Roadmap*

### Videos and websites

Lin (2015). *The Ethical Dilemma of Self-driving Cars* (TED talk)

Rahwan (2017). *What moral decisions should driverless cars make?* (TED talk)

*The Moral Machine* ( <https://www.moralmachine.net/> )

### Additional

Nyholm, Smids (2016). *The Ethics of Accident-Algorithms for Self-Driving Cars: an Applied Trolley Problem?*

Bonnefon, Shariò, Rahwan (2016). *The social dilemma of autonomous vehicles*

Gogoll, Muller (2017). *Autonomous Cars: In Favor of a Mandatory Ethics Setting*

Godall (2014). *Ethical Decision Making During Automated Vehicle Crashes*

### Assignments for this session

Homework assignment with a focus on reading comprehension

15 minute in-class presentation

## Session 12

### Automated Driving II

#### Description of the Session

Purpose: see previous class session

Requirements: 15 min in class presentation, homework assignment

Scheduling: TBD

### Questions

See previous class session

### Readings, Websites or Video Clips

Hevelke, Nida-Rumelin (2015). *Responsibility for crashes of autonomous vehicles: An ethical analysis*

Lin (2016). *Why Ethics Matters for Autonomous Cars*

Sparrow, Howard (2017). *When human beings are like drunk robots: Driverless vehicles, ethics, and the future of transport*

### Assignments for this session

Homework assignment with a focus on reading comprehension

15 minute in-class presentation

## Session 13

### The Singularity

#### Description of the Session

Purpose: to understand philosophical implications of the singularity, i.e., a massively, generally intelligent, supercomputer

Requirements: 15 min in class presentation, homework assignment

Scheduling: TBD

### Questions

Does a singularity pose a threat to human existence?

Can the singularity be of benefit to humans?

How close are we to developing a singularity?

### Readings, Websites or Video Clips

Chalmers (2010). *The Singularity: A Philosophical Analysis*

### Additional

Double issue of the Journal of Consciousness Studies responding to Chalmers' paper: <https://www.ingentaconnect.com/content/imp/jcs/2012/00000019/f0020001>

Chalmers (2012). *The Singularity: a reply*

Prinz (2012). *Singularity and Inevitable Doom*

### Assignments for this session

Homework assignment with a focus on reading comprehension

15 minute in-class presentation

## Session 14

### Transhumanism

#### Description of the Session

Purpose: to understand the possibility and value of transhuman life

Requirements: 15 min in class presentation, homework assignment

Scheduling: TBD

#### Questions

Do we live in a computer simulation?

Could we ever (and should we) upload our consciousness onto a computer?

#### Readings, Websites or Video Clips

Chalmers (2014). *Uploading: a philosophical analysis*

Bostrom (2014). *Superintelligence: Paths, Dangers, Strategies* (excerpts)

Bostrom (2003). *Are we living in a computer simulation?*

#### Assignments for this session

Homework assignment with a focus on reading comprehension

15 minute in-class presentation

## Session 15

### Existential Risk

#### Description of the Session

Purpose: to understand how to best preserve human existence into the distant future

Requirements: 15 min in class presentation, homework assignment

Scheduling: TBD

#### Questions

What are the existential risks, based on the future existence of intelligent machines, of human life?

How can human existence be preserved into the far future?

#### Readings, Websites or Video Clips

Bostrom (2014). *Superintelligence: Paths, Dangers, Strategies* (excerpts)

Goertzel (2015). *Superintelligence: Fears, Promises and Potentials*

#### Additional

Bostrom (2019). *The vulnerable world hypothesis*

#### Assignments for this session

Homework assignment with a focus on reading comprehension

15 minute in-class presentation

## Session 16

### TBD (Adjusted as Class Develops, Based on Need and Student Interest)

#### Description of the Session

Purpose: TBD

Requirements: 15 min in class presentation, homework assignment

Scheduling: TBD

#### Questions

TBD

#### Readings, Websites or Video Clips

TBD

#### Assignments for this session

Homework assignment with a focus on reading comprehension

15 minute in-class presentation



## SCHOENHERR JULIUS

#### Area of Specialization

Value theory, moral psychology, philosophy of mind and cognitive science, feminist epistemology

#### Area of Competence

Bioethics, Ethics of Climate Change

#### Education

August 2019 Ph.D. Philosophy, University of Maryland, College Park

Thesis: Mindreading for cooperation: a moderately minimalist approach

Advisor: Peter Carruthers, Distinguished University Professor

August 2012 M.A. Philosophy, Humboldt University, Berlin

August 2010 B.A. Philosophy, Humboldt University, Berlin

#### Professional Appointments

Nov. 2019 - present Assistant Professor of Philosophy, Peking University, China

#### Peer Reviewed Publications

Schönherr, J. (forthcoming). *Blameless Moral Criticism*. Ethical Theory and Moral Practice.

Schönherr, J. (2022). *Doxastic Justification through Dispositions to Cause*. Synthese. 200 (4):1-18.

Schönherr, J. & Perez Gomez, J. (2022). *Believing on Eggshells: epistemic injustice through pragmatic encroachment*. Philosophical Studies. 179, 593–613.

Schönherr, J. (2021). *Saliency Reasoning in Coordination Games*. Synthese. 199(419–436):1-20.

Schönherr, J. (2020). *Two Problems of Fitting Grief*. Analysis. Volume 81, Issue 2, April 2021, 240–247.

Schönherr, J., & Westra, E. (2019). *Beyond 'Interaction': How to Understand Social Effects on Social Cognition*. The British Journal for the Philosophy of Science, 70(1), 27-52. (Editor's choice)

Schönherr, J. (2019). *When Forgiveness Comes Easy*. Journal of Value Inquiry. The Journal of Value Inquiry, (online first). won the APA's Marc Sanders graduate student prize

Schönherr, J. (2018). *Lucky Joint Action*, Philosophical Psychology, 32:1, 123-142.

Schönherr, J. (2018). *Still Lives for Headaches: A reply to Dorsey and Voorhoeve*. Utilitas, 30 (2):209-218.

Schönherr, J. (2017). *What's so Special About Interaction in Social Cognition?*. Review of Philosophy and Psychology, 8(2), 181-198.



Course Title

# Traditional Taijiquan: Philosophy and Practice

## 传统太极拳：哲学与实践

Instructor

ZHU Xiaomin / 朱效民

First day of classes: 2023 / 2 / 23

Last day of classes: 2023 / 6 / 8

Course Code: 02319642

Course Credit: 2

Language: English

## COURSE DESCRIPTION

### 课程简介

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

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

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

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

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

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





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

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

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

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

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

### Pre-requisites / Target audience

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

### Proceeding of the Course

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

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

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

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

### Assignments (essay or other forms)

Term paper and Taijiquan practice. At the end of

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

### Evaluation Details

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

### Reading Materials

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

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

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

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



# CLASS SCHEDULE

## 教学大纲

(Subject to adjustment)

### Session 1

#### Introduction

##### Description of the Session

1. An overview of the purpose and scope of the course.
  2. Course requirements.
  3. The special philosophy and practice of traditional Taijiquan.
  4. Read *On Taijiquan* by Wang Zongyue
- Taiji exercise:
1. squat before a wall
  2. rotate the shoulders
  3. stretch your body, such as touching your toes

with your same side elbow  
4. one minute breathe in

##### Questions

What do you expect from this class?  
What are your thoughts on: “The masters are those who practice basic *gongfu* everyday”?

##### Readings, Websites or Video Clips

王宗岳，太极拳论，Wang Zongyue, *On Taijiquan*  
[http://blog.sina.com.cn/s/blog\\_d040375c0102xgdr.html](http://blog.sina.com.cn/s/blog_d040375c0102xgdr.html) 20211207

##### Assignments for this session

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



### Session 2

#### Traditional Taijiquan in China Today

##### Description of the Session

1. The status quo of traditional Taijiquan in China today.
  2. New challenges and chances for Taijiquan.
- Taiji exercise:  
Different movements of “cloud hands” in Chen, Yang, Wu, and Wu/Hao style

##### Questions

How could tradition exist and develop in the modern society?  
What do you think that “the tradition is kept well by those who are uneducated”?

##### Readings, Websites or Video Clips

李仲轩口述，徐皓峰整理，逝去的武林（1934 年的求武纪事），当代中国出版社，2006  
Li Zhongxuan, *The Disappearance of the Chinese Martial Arts Community*

##### Assignments for this session

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

### Session 3

#### The Main Schools of Taijiquan

##### Description of the Session

Introduction of 5 main schools of traditional Taijiquan style: Chen, Yang, Wu/Hao, Wu, and Sun style  
Taiji exercise:  
Different fighting scenario of “repulse monkey” in Yang and Wu/Hao styles.

##### Questions

What are the main differences among the 5 main

schools of Taijiquan, and why do those differences exist?

##### Readings, Websites or Video Clips

1. *Chen Style Taijiquan*, Hai Feng Publishing Co. and compiled by Zhao Hua Publishing house, 1984.
2. Yang Chengfu, *The Essence and Applications of Taijiquan*, North Atlantic Books, 2005
- 杨澄甫，太极拳体用全书，中华书局，1948
- We suggest you to read Chinese materials about Taijiquan directly if you can read in the Chinese language.
3. 崔志远，范修学，李建民编著，武氏太极拳全集，河北科学技术出版社，2018
4. 王培生，吴式太极拳诠真，人民体育出版社，2003
5. 孙玉奎等编著，孙禄堂武学论语，人民体育出版社，2010

##### Assignments for this session

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

### Session 4

#### The History of Taijiquan

##### Description of the Session

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

##### Questions

What are the characteristics of the communication history of traditional Taijiquan?  
Why is the history of Taijiquan like a “confusion”?

##### Readings, Websites or Video Clips

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





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

3. 马长勋口述, 王子鹏整理, 吴式太极拳 - 南湖传习录: 吴式太极拳五代人的口述史, 华文出版社, 2016

#### Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

## Session 5

### Taijiquan and Traditional Chinese Medicine

#### Description of the Session

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

Taiji exercise:

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

#### Questions

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

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

#### Readings, Websites or Video Clips

1. Peter M. Wayne, Mark L. Fuerst, *The Harvard Medical School Guide to Tai Chi*, Harvard Health Publication, 2013.
2. 陈小蓉, 李重申编著, 韩丑萍译, *Illustrated Book of Traditional Chinese Life-nurturing Exercise*, 中国大百科全书出版社, 2014.
3. Yang Jwing-Ming, *The Root of Chinese Qigong: Secrets for Health, Longevity & Enlightenment*,

YMAA Publication Center, 1997.

#### Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

## Session 6

### The Communication and Translation of Taijiquan

#### Description of the Session

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

Taiji exercise:

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

#### Questions

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

Can we really understand traditional Taijiquan today?

#### Readings, Websites or Video Clips

1. 白淑萍编著, 罗斌翻译, 学打太极拳, 北京大学出版社, 2009. This book is in both Chinese and English language.
2. 刘金印整理, 王永泉授杨式太极拳语录及拳照, 北京体育大学出版社, 2014.

#### Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

## Session 7

### The Philosophy of Taijiquan: Oriental Gongfu and Occidental Rationality

#### Description of the Session

Introduction of oriental *gongfu* with comparison

with occidental rationality.

Taiji exercise:

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

#### Questions

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

#### Readings, Websites or Video Clips

1. Ni Peimin, *Confucius—the Man and the Way of Gongfu*, Rowman & Littlefield. 2016.
2. 赵泽仁, 张云, 说手: 太极拳静思录, 北京科学技术出版社, 2020.

#### Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

## Session 8

### The Gymnastics of Taijiquan

#### Description of the Session

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

#### Questions

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

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

Taiji exercise:

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

#### Readings, Websites or Video Clips

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

#### Assignments for this session

Practice Taijiquan for at least 20 minutes every day.



## Session 9

### The Expression of Traditional Taijiquan: Poem and Metaphor

#### Description of the Session

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

Taiji exercise:

Crane dancing in the Chen style.

#### Questions

Why Taijiquan uses poems and metaphors to teach and communicate?

#### Readings, Websites or Video Clips

王宗岳等著, 太极拳谱, 人民体育出版社, 1991

#### Assignments for this session

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

## Session 10

### How to Practice Taijiquan: Experience from Traditional Masters of Taijiquan

#### Description of the Session

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

Taiji exercise:

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

#### Questions

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

#### Readings, Websites or Video Clips

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

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

2. 郑曼青, 郑子太极拳自修新法, 时中学社, 2007.

#### Assignments for this session

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

## Session 11

### Taijiquan and Bruce Lee's Jeet Kune Do

#### Description of the Session

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

Taiji exercise:

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

#### Questions

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

#### Readings, Websites or Video Clips

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

#### Assignments for this session

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

## Session 12

### Miracle Feats of Taijiquan: Truth or Myth?

#### Description of the Session

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

Taiji exercise:

“Parrying & punching” — the movement that Yang

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

#### Questions

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

#### Readings, Websites or Video Clips

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

#### Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

## Session 13

### Can Taijiquan be Used to Fight?

#### Description of the Session

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

Taiji exercise:

Pushing hands of Wudang 13-movement Taiji

#### Questions

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

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

#### Readings, Websites or Video Clips

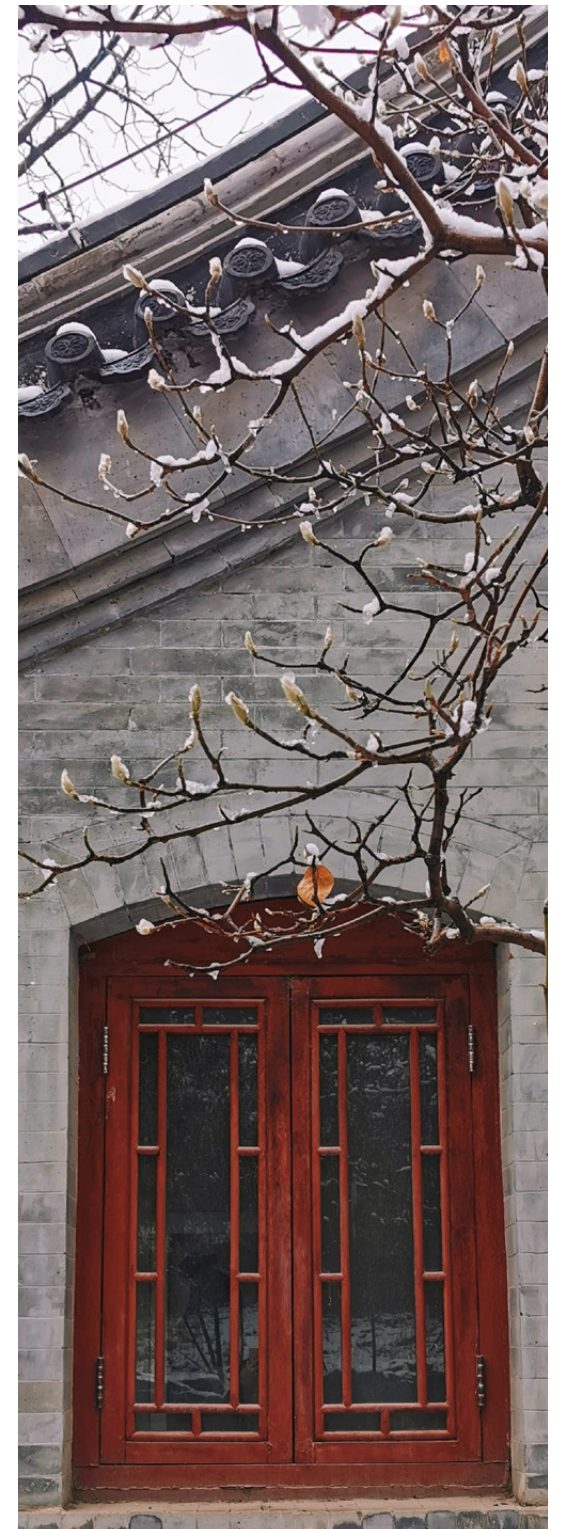
Cheng Man-ching, *Tai Chi Chuan: A Simplified Method of Calisthenics for Health and Self Defense*, Shr-Jung School for Culture and the Arts, Taipei: 2003.

#### Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

## Session 14

### Taijiquan and the Olympics: The



## Experiences of Judo, Taekwondo and Yoga

### Description of the Session

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

Taiji exercise:

Some basic exercise of pushing hands.

### Questions

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

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

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

What do you think about this?

### Readings, Websites or Video Clips

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

### Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

## Session 15

### Taijiquan and the World: International Communication

#### Description of the Session

Discussion on the strategy of international communication of Taijiquan.

Taiji exercise:

"Fan through the back" and flank attack

#### Questions

How could foreigners who have different cultural

backgrounds understand Taijiquan?

#### Readings, Websites or Video Clips

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

#### Assignments for this session

Practice Taijiquan for at least 20 minutes every day.

## Session 16

### The Future of Taijiquan

#### Description of the Session

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

Read *On Taijiquan* by Wang Zongyue again.

Taiji exercise:

Choose any movement of Taiji you like most to practice.

#### Questions

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

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

#### Readings, Websites or Video Clips

王宗岳, 太极拳论, Wang Zongyue, *On Taijiquan* [http://blog.sina.com.cn/s/blog\\_d040375c0102xgdr.html](http://blog.sina.com.cn/s/blog_d040375c0102xgdr.html) 20211207

#### Assignments for this session

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

## Session 17

### Students Reports



## ZHU Xiaomin

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

#### Traditional Taijiquan experience:

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

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

Sept. 2014–now, Yang style,

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

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

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

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

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

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

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

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

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



Course Title

# China and International Law

## 中国与国际法

Instructor

LAI Huaxia / 赖华夏

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**First day of classes:** 2023 / 2 / 20**Last day of classes:** 2023 / 6 / 5**Course Code:** 02432429**Course Credit:** 3**Language:** English

## COURSE DESCRIPTION

### 课程简介

#### Objective

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

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

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





## Pre-requisites / Target audience

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

## Proceeding of the Course

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

## Assignments (essay or other forms)

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

## Evaluation Details

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

## Text Books and Reading Materials

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

# CLASS SCHEDULE

## 教学大纲

(Subject to adjustment)

### Session 1

#### The Fundamentals of International Law

##### Description of the Session

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

### Session 2

#### The Fundamentals of International Organizations

##### Description of the Session

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

### Session 3

#### Understanding Contemporary International Legal Order

##### Description of the Session

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

### Session 4

#### International Law and Domestic Politics

##### Description of the Session

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

### Session 5

#### Midterm Review

##### Description of the Session

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

## Session 6

### China's Historical Engagement with International Law

#### Description of the Session

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

## Session 7

### The Rise of China and International Legal Order

#### Description of the Session

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

## Session 8

### China's Engagement with International Organizations

#### Description of the Session

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

## Session 9

### China Makes International Agreements

#### Description of the Session

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

## Session 10

### China and International Trade Law (I)

#### Description of the Session

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

## Session 11

### China and International Trade Law (II)

#### Description of the Session

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

## Session 12

### The Belt & Road Initiative and International Investment law (I)

#### Description of the Session

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

## Session 13

### The Belt & Road Initiative and

## International Investment Law (II)

#### Description of the Session

This session studies the international legal framework that governs China's outward investment under the Belt & Road Initiative and highlights the legal challenges confronting Chinese investors. It then introduces China's position on the reform of international investment law regime.

## Session 14

### China and International Environmental Law

#### Description of the Session

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

## Session 15

### Student Presentation

#### Description of the Session

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

## Session 16

### Conclusion

#### Description of the Session

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



LAI Huaxia

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



Course Title

# International Security Studies: Perceptions and Practices of China and the World

## 国际安全研究

Instructor

QI Haotian / 祁昊天

First day of classes: 2023 / 2 / 21

Last day of classes: 2023 / 6 / 6

Course Code: 02432110

Course Credit: 3

Language: English

## COURSE DESCRIPTION

### 课程简介

#### Objective

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

#### Pre-requisites / Target audience

None

#### Proceeding of the Course

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

#### Film Club

If there is sufficient class interest, I'd be happy to organize screenings of the relevant movies off the lectures. Novel, film, documentary, biography or any other forms of non-academic recording of security issues can serve as great entry points for us to the world of security related history, theory and practice, with concrete contextual understandings and feelings. Films such as Dr. Strangelove, the Gatekeepers, the Battle of Algiers, No Men's Land, can enrich and contribute to our collective discussion and class experiences. You are encouraged to voluntarily share movies related





to international security in particular or security studies in general. It could be about a part of history, a person, a special occasion, in the form of drama, action, sci-fi, documentary, animation, etc. The shared films will be part of reservoir of our film club.

## Evaluation Details

### Grading

Regular attendance 5%  
Participation and group presentation 10%  
Negotiation Simulation and Policy Memo 15%  
Mid-term exam 25%  
Final exam 45%

### Attendance

According to the regulations of PKU, class attendance is required and mandatory. For excused absence to be granted, qualified permit and/or

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

### Group presentation

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

### Midterm exam

The midterm will be on April 20. It is an open book

in class exam. You will be asked to answer several identification and short answer questions.

### Negotiation simulation and policy memo

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

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

-What are your individual, organizational and

national goals and interests?

-What are your individual, organizational and national sources of power and leverage?

-What are your individual, organizational and national limitations, constraints and sources of weakness?

-Who are your individual, organizational and national allies and/or likely partners?

-Who are your individual, organizational and national adversaries and/or likely competitors?

-What are the core goals, sources of power and weakness of your allies and adversaries?

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

To answer the above questions well and write a



good memo, you should consider the following requirements (not an exhausted list):

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

#### Final exam

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

#### Extensions and late assignments

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

## Academic Integrity

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

## Disability

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

## Electronic Devices in Class

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

# CLASS SCHEDULE

## 教学大纲

(Subject to adjustment)

## PART I

### Security Studies in the Inquiry of International Relations

#### Week 1

#### Introduction and Inquiry of Social Science

##### Contents

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

#### Week 2

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

##### Contents

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

##### Questions

- What are the fundamental role and goal of

security in international relations?

- What are the main and lasting themes in security studies?
- What are the relationship and differences between security studies and military science or strategic studies?

#### Required Readings

Peng Guangqian and Yao youzhi, eds, *The Science of Military Strategy*, pp. 2-38.

Mao Zedong, "On Protracted War," *Selected Works*, Vol. II, May 1938.

Joseph S. Nye, Jr. and David A. Welch, *Understanding Global Conflict and Cooperation*, pp.39-74.

#### Recommended Readings

Carl von Clausewitz, *On War*, Book VIII (abridged version pp.140-156) Michael Howard and Peter Paret, eds. & trans. (Princeton: Princeton University Press, 1994).

Kenneth Waltz, "Structural Realism After the Cold War," *International Security*, Vol.25, No.1 (2000): 5-41.



### Week 3

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

##### Contents

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

##### Questions

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

##### Required Readings

Robert Keohane, "International Institutions: Can

Interdependence Work?" *Foreign Policy*, Spring 1998: 82-98.

Alexander Wendt, "Anarchy is What States Make of It," *International Organization*, Vol. 46, No.2 (1992): 391-425.

Zhang Tiejun, "Chinese Strategic Culture: Traditional and Present Features," *Comparative Strategy* 21 (2002): 73-90.

##### Recommended Readings

Michael C. Williams, "Words, Images, Enemies: Securitization and International Politics," *International Studies Quarterly*, Vol. 47, No. 4 (2003): 511-531.

John Mearsheimer, "The False Promise of International Institutions," *International Security*, Vol. 19, No.3 (1994/1995): 5-14.

Robert Keohane and Lisa Martin, "The Promise of Institutional Theory: Response to John

Mearsheimer," *International Security*, Vol. 20, No.1 (1995): 39-51.

## PART II

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

#### Week 4

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

##### Contents

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

##### Questions

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

##### Required Readings

Peng Guangqian and Yao Youzhi, eds, *The Science of Military Strategy*, pp. 377-393.

Joseph S. Nye, Jr. and David A. Welch, *Understanding Global Conflict and Cooperation*, pp.85-104.

##### Recommended Readings

Thomas Schelling, *The Strategy of Conflict* (Harvard University Press, 1980), Chapter 1.

Stuart J. Kaufman, Richard Little and William C. Wohlforth, *The Balance of Power in World History* (New York: Palgrave, 2007): 1-21.

Jack S. Levy, "The Causes of War: A Review of Theories and Evidence," in Philip Teitlock et al, eds., *Behavior, Society, and Nuclear War*, Vol.1 (New York: Oxford University Press, 1989).

#### Week 5

##### War as an Information Problem?

##### Contents

- Information as a problem in international stability and security
- Information in the rational model of security studies
- Information as a factor of "strategem" in China's security tradition

##### Questions

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

##### Required Readings

James Fearon, "Rationalist Explanations of War," *International Organization*, Vol. 49, No. 3 (1994): 379-386 & 409-410.

Dan Reiter, "Exploring the Bargaining Model of War," *Perspectives on Politics*, Vol.1, No.1 (2003): 27-43

##### Recommended Readings

Erik Gartzke, "War is in the Error Term," *International Organization*, Vol. 53, No.3 (1999): 567-587.

Robert Powell, "War as a Commitment Problem," *International Organization*, Vol.60, No.1 (2006): 169-203.

#### Week 6

##### How Can Peace Last?

##### Contents

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



### Questions

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

### Required Readings

Robert Jervis, "Cooperation Under the Security Dilemma," *World Politics*, Vol. 30, No.2 (1978): 167-214.

Zeev Maoz & Bruce Russett, "Normative and Structural Causes of Democratic Peace, 1946-86," *American Political Science Review*, Vol. 87, No.3 (1993): 624-627.

Li Jijun, "Traditional Military Thinking and The Defensive Strategy of China," an address at the United States War College, August 1997.

### Recommended Readings

Edward Mansfield & Jack Snyder, "Democratization and the Danger of War," *International Security*, Vol. 20, No. 1 (1995): 5-8 & 19-38.

Sebastian Rosato, "The Flawed Logic of Democratic Peace Theory," *American Political Science Review*, Vol. 97 (2003): 585-602.

### Week 7

#### Midterm

## PART III

### Medium and Operational Level Issues, and China's Practices

### Week 8

#### Are We Really Rational?

#### Contents

- The alternatives to rationalist model

- The logics of seemingly irrational behaviors
- Rationality in China's strategic beliefs and practices

### Questions

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

### Required Readings

Scott D. Sagan, "Why Do States Build Nuclear Weapons?" *International Security*, Vol. 21, No.3 (1996/1997): 54-86.

Joseph S. Nye, Jr. and David A. Welch, *Understanding Global Conflict and Cooperation*, pp.126-135.

### Recommended Readings

Barry Posen, "The Security Dilemma and Ethnic Conflict," *Survival*, Vol. 35, No.1 (1993): 27-47.

Robert Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review*, Vol. 97 (2003):343-361.

### Week 9

#### When Do You Attack or Not?

#### Contents

- Offense-defense balance
- Alliance politics

### Questions

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

### Required Readings

Peng Guangqian and Yao Youzhi, eds, *The Science of Military Strategy*, pp. 274-294.

Thomas J. Christensen and Jack Snyder, "Chain

Gangs and Passed Bucks: Predicting Alliance Patterns in Multipolarity," *International Organization*, Vol.44, No.2 (1990): 137-168.

### Recommended Readings

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

### Week 10

#### How do Technology and Operations Influence International Security?

#### Contents

- The operational level studies of security

- The role of technology

### Questions

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

### Required Readings

Thomas C. Schelling, *Arms and Influence* (Yale University Press, 1966): 1-18.

Peng Guangqian and Yao Youzhi, eds, *The Science of Military Strategy*, pp. 423-433.

Bang Quan Zheng, "A Rising China: Catalysts for Chinese Military Modernisation", in Sujian Guo (ed.), *China's Peaceful Rise in the 21st Century: Domestic and International Conditions*, Ashgate Publishing



House, Hampshire, 2006, pp. 183–210.

### Recommended Readings

Robert Work & Shawn Brimley, “20YY: *Preparing for War in the Robotic Age*,” Center for New American Security, January 2014: 1-44.

Eliot Cohen, “*Technology and Warfare*,” in John Baylis, James J. Wirtz, Eliot A. Cohen, and Colin S. Gray, eds., *Strategy in a Contemporary World*, Second Edition (Oxford: Oxford University Press, 2010).

### Week 11

#### Does Power Transition Lead to Instability?

##### Contents

- Power transition
- Great power competition

##### Questions

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

### Required Readings

Graham Allison, “*The Thucydides Trap: Are the U.S. and China Headed for War?*” *The Atlantic*, September 24, 2015: 1-20.

David C. Kang, “*Why China’s Rise Will be Peaceful: Hierarchy and Stability in the East Asian Region*,” *Perspectives on Politics*, 2005, 3(3): 551-554.

Aaron Friedberg, “*The Future of U.S.-China Relations: Is Conflict Inevitable?*” *International Security*, 2005, 30(2): 7-45.

### Recommended Readings

Robert A. Pape, “*Soft Balancing Against the United States*,” *International Security*, Vol. 30, No.1 (2006): 7-45.

Alexander Lanoszka, “*Russian Hybrid Warfare and Extended Deterrence in Eastern Europe*,” *International Affairs*, Vol. 92, No.1 (2016): 175-195.

## PART IV

### “New” Security and China’s Perspective

#### Week 12

##### Are Conflicts and Security Manageable?

##### Contents

- Conflict management
- International peacekeeping and peacebuilding

##### Questions

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

### Required Readings

R. James Ferguson, “*Inclusive strategies for restraining aggression - lessons from classical Chinese culture*,” *Asian Philosophy*, 1998, 8(1): 31-46.

Joseph S. Nye, Jr. and David A. Welch, *Understanding Global Conflict and Cooperation*, pp.299-319.

### Recommended Readings

Virginia Page Fortna, “*Interstate Peacekeeping: Causal Mechanisms and Empirical Effects*,” *World Politics*, Vol. 56, No. 4 (2004): 481-519.

Fiona Adamson, “*Globalisation, Transnational Political Mobilization, and Networks of Violence*,” *Cambridge Review of International Affairs*, 2005,18(1): 35-53.

#### Week 13

##### The Demise and Rebirth of “Security”?

##### Contents

- Human security
- Future of security studies

##### Questions

- Does human security offer a necessary new

approach to security studies?

- What are the remaining values of traditional approaches in security studies?

### Required Readings

Xi Jinping, “*A Holistic View of National Security*,” *The Governance of China*, April 15, 2014.

Steve Walt, “*The Renaissance of Security Studies*,” *International Studies Quarterly*, Vol. 35, No.2 (1991): 211-239.

Joseph S. Nye, Jr. and David A. Welch, *Understanding Global Conflict and Cooperation*, pp.337-344.

John Choo, George R. Wilkes. (2016) *Chinese Just War Ethics: Origin, Development, and Dissent*, edited by Ping-Cheung Lo and Sumner B. Twiss. *Journal of Military Ethics* 15:1, pages 65-68.

### Recommended Readings

Lawrence Freedman, “*The Future of Strategic Studies*,” in John Baylis, James J. Wirtz, Eliot A. Cohen, and Colin S. Gray, eds., *Strategy in a Contemporary World*, Second Edition (Oxford: Oxford University Press, 2010).

Lloyd Axworthy, “*Human Security and Global Governance: Putting People First*,” *Global Governance*, Vol. 7, No.1 (2001): 19-23.

Gunhild Hoogenson and Kristi Stuvoy, “*Gender, Resistance, and Human Security*,” *Security Dialogue*, Vol. 37, No.2 (2006): 207-228.

## PART V

### Simulation

#### Week 14

##### Crisis Simulation Day 1

##### Contents

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

#### Week 15

##### Crisis Simulation Day 2 and Final Review

##### Contents

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



Qi Haotian

Qi Haotian is assistant professor at Peking University's School of International Studies, Deputy Director of Center for International Security and Peace Studies (CISAP), and Secretary General of Institute for Global Cooperation and Understanding (IGCU), Peking University. He teaches courses on international security, IR theory, military science, international public policy and game theory. His research interests cut across S&T and national security, military strategy and technology, conflict management, U.S. military, and methodology of social sciences.



Course Title

# Chinese Politics and Public Policy

## 中国政治与公共政策

Instructor

LEI Shaohua / 雷少华

First day of classes: 2023 / 2 / 21

Last day of classes: 2023 / 6 / 6

Course Code: 02432140

Course Credit: 3

Language: English

## COURSE DESCRIPTION

### 课程简介

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

### Evaluation Details

#### 1. Class attendance and participation (10%)

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

#### 2. Presentation (20%)

Students will be required to do a 15-minute presentation on selected reading assignment during the course. PowerPoint is strongly recommended. Students are also required to turn in ONE 2-page review of select reading assignment

in class individually. Before turning in the hardcopy in class, the student should circulate his or her review (presentation PowerPoint, if available) to the whole class (to the course public email) by Monday, 5 p.m.

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

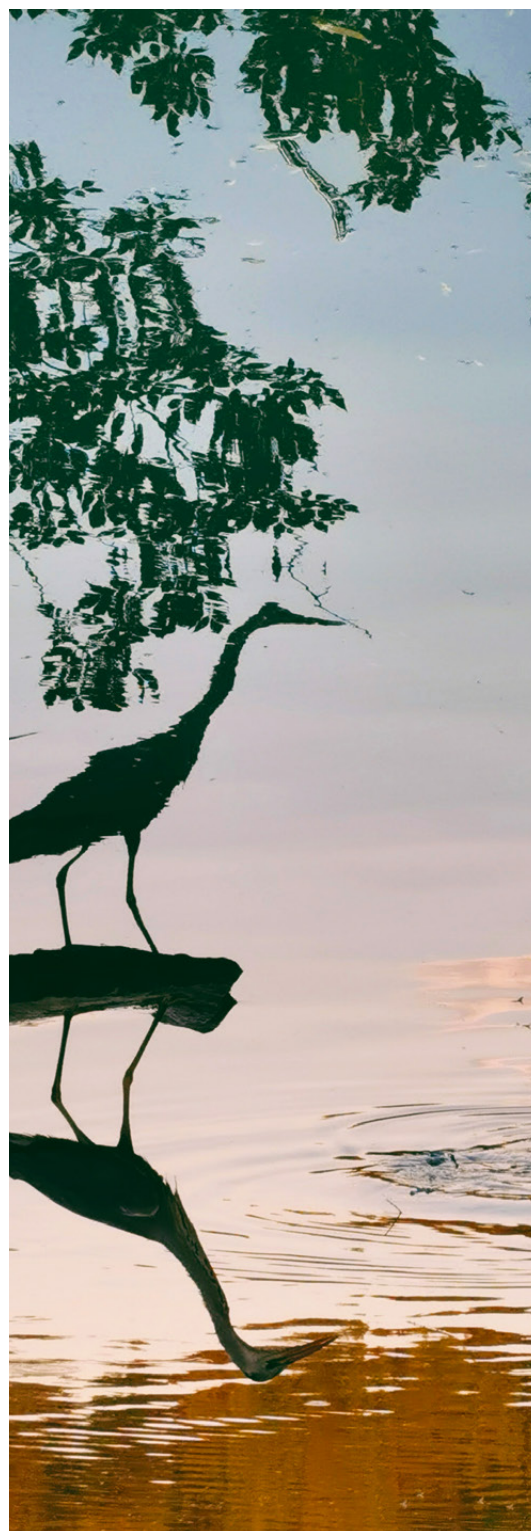
#### 3. Term Paper (20%)

To domestic and international regular students: Students will be required to submit a 10-page term research paper by the end of the course. Term paper should be relevant to the central theme of this course, and that should focus on one or more specific issues or topics.

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

The due date of the complete paper will be announced toward the end of the semester. Students are strongly encouraged to submit the





completed paper as early as possible. Early birds are welcomed.

#### 4. Final Exam (50%)

The format will be an in-class, closed-book exam.

The exam will be based on materials included in readings and lecture.

### Formatting

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

### Academic Integrity

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

### Disability Statement

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

### Recommended Movies and Videos

PBS: "China from the Inside"

KBS: "Super China"

Discover Channel: "The People's Republic of Capitalism"

# CLASS SCHEDULE

## 教学大纲

### 1. Introduction and Methodology for Researching Chinese Politics

Course description; syllabus discussion; presentation assignments

## Part I Overview

### 2. Legacies and Diversity

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

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

### 3. From Revolution to Development

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

### 4. Political Drivers of Economic Change

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

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

## Part II

### Political System and State-Society Relations

#### 5. The Chinese Communist Party

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

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

#### 6. Local Autonomy under Central Authority

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

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

#### 7. Decision Making in an Authoritarian Regime

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

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

#### 8. State and Society I

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

Recommend: Zhao Dingxin, *The Power of*



*Tiananmen*, University of Chicago Press, pp. 39-52.

### 9. State and Society II

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

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

## Part III

### Chinese Politics and Public Policy

#### 10. Contemporary Critical Social Issues in China

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

#### 11. Nationalism

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

#### 12. Ethnicity and Identity

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

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

#### 13. Cyberspace and Censorship

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

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

#### 14. China Faces the Future

Tang Wenfang, "The Surprise of Authoritarian Resilience in China," *American Affairs*, Feb 20, 2018.  
Recommended: Barry Naughton, *China's Economy: Complacency, Crisis & the Challenge of Reform*, pp.14-25.

#### 15. Field Trip in Beijing (TBA)



**LEI Shaohua**

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



Course Title

# Business and Society in Modern China: An Institutional Perspective

## 当代中国商业与社会：制度经济学的视角

Instructor

GUO Yan / 郭研

First day of classes: 2023 / 2 / 22

Last day of classes: 2023 / 6 / 7

Course Code: 02535300

Course Credit: 2

Language: English

## COURSE DESCRIPTION

### 课程简介

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

### Pre-requisites / Target audience

No pre-requisites are required. Students who have some knowledge of introductory microeconomics and macroeconomics will benefit more from this course. Students who are interested in the Chinese economy and society are welcome.

### Proceeding of the Course

Lecture: Instructor will give lectures on major concepts and issues.

Discussion: TA will organize classroom discussions.

### Assignments (essay or other forms)

Students are required to participate in-class discussions;

Presentation by groups;

Term report

### Evaluation Details

Participation in Tutorials: 20 %

Presentation: 30 %

Course reports: 50 %

### Text Books and Reading Materials

#### Required reading

Afridi, F., Li, S. X., & Ren, Y. (2015). *Social identity and inequality: The impact of China's hukou system*. *Journal of Public Economics*, 123, 17-29.

Cai, H., Fang, H., & Xu, L. C. Forthcoming. "Eat, Drink, Firms, Government: An Investigation of Corruption from Entertainment and Travel Costs of Chinese Firms." *Journal of Law and Economics*.

Gan, J., Guo, Y., & Xu, C. (2017). *Decentralized Privatization and Change of Control Rights in China*. *Review of Financial Studies*, 05 September 2017. <https://doi.org/10.1093/rfs/hhx100>.

Gan, J., Guo, Y. & Xu, C. (2008). *A nationwide survey of privatized firms in China*. *Seoul Journal of Economics*, 2008, v. 21 n. 2, p. 311-331.

Guo, D., Jiang, K., Kim, B. Y., & Xu, C. (2014). "Political economy of private firms in China". *Journal of Comparative Economics*, 42(2),



286-303.

Guo, D., Guo, Y., Jiang, K. (2016). "Government-subsidized R&D and firm innovation: Evidence from China", *Research Policy*, 45 (2016) 1129–1144.

Naughton, B. (2007). *The Chinese economy: Transitions and Growth*. Cambridge, Mass.: MIT Press. [Refer to Course schedule above]

Weitzman, M. L., & Xu, C. (1994). *Chinese township-village enterprises as vaguely defined cooperatives*. *Journal of Comparative Economics*, 18(2), 121-145.

Xu, C. (2011). *The fundamental institutions of China's reforms and development*. *Journal of Economic Literature*, 1076-1151.

Xu, C., & Zhang, X. (2009). *The evolution of Chinese entrepreneurial firms: Township-village enterprises revisited* (Vol. 854). Intl Food Policy Res Inst.

#### Recommended Readings:

Fukuyama, F (2011, March 12). *Is China Next?* *The Wall Street Journal*. Retrieved from <http://online.wsj.com>

Gupta A.K, Wang H. (2011, July 28) *China as an Innovation Center? Not So Fast*. *The Wall Street Journal*. Retrieved from <http://online.wsj.com>

Oi, J, Bebenek, C, Spar, D.L. (2006) China: "Building Capitalism with Socialist Characteristics." HBS 9-706-041.

Pei, M. (2007, October) *Corruption Threatens China's Future*. Retrieved from <http://carnegieendowment.org>

Shi, L., Li, S., Sato, H., & Sicular, T. (Eds.). (2013). *Rising inequality in China: Challenges to a harmonious society*. Cambridge University Press

Zhang L. (2013, October 24). In China, everyone is guilty for corruption. CNN. Retrieved from <http://edition.cnn.com>



# CLASS SCHEDULE

## 教学大纲

(Subject to adjustment)

### Session 1

#### The Governance of PRC and Institutional Theory

Date: week 1-2

##### Description of the Session

General introduction of the course. Introduce intellectual framework of this course

##### Questions

What is an institutional perspective?

How to understand 'modern China'?

How did the institutions, business activities and the society interact with each other in Modern China?

May we predict China's future under the institutional framework?

##### Readings, Websites or Video Clips

Required Reading: Xu (2011)

### Session 2

#### Socialist China:1949–1976

Date: week 3

##### Description of the Session

History of economic development and social movement between 1949–1976.

##### Questions

What happened in Chinese economy and society before 1978 reform?

What are the impacts of the institutional framework

on social economy?

##### Readings, Websites or Video Clips

Required Reading: Naughton (2007) Ch. 3; Xu (2011)

Video clips to be shown in class

### Session 3

#### Socialist Market Economy with Chinese Characteristics

Date: week 4-5

##### Description of the Session

Economic transition from central planning to market economy after 1978.

##### Questions

What is Socialist Market Economy with Chinese Characteristics?

How did it come?

How does it work?

How does it affect business activities and society?

##### Readings, Websites or Video Clips

Required Reading: Naughton (2007) Ch. 4; Xu (2011)

Video clips to be shown in class

### Session 4

#### State-owned Enterprises in PRC

Date: week 6

##### Description of the Session

Development and reform of state-owned

enterprises in Modern China.

### Questions

The governance of State-owned Enterprise (SOEs) under central planning system.

SOEs' transitions in the reform era

The outcomes of the SOEs' restructuring

### Readings, Websites or Video Clips

Required Reading: Naughton (2007) Ch. 13; Gan et al. (2017); Gan et al (2008)

Video clips to be shown in class

## Session 5

### Township and Village Enterprises

Date: week 7-8

#### Description of the Session

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

#### Questions

The significance of township and village enterprises (TVEs)

The rise and decline of TVEs

Different TVE models

The transformation of TVEs

The theoretical challenges left behind: 'The boundary of the firm'

### Readings, Websites or Video Clips

Naughton (2007) Ch. 12; Weitzman & Xu (1994)

Video clip to be shown in class

## Session 6

### Trade and FDI

Date: week 9

#### Description of the Session

Open door policy and its impact on trade and FDI in China.

#### Questions

How did China become the most favorite destination of foreign direct investments (FDIs)?

Selling China?

Made in China

How did China become the most attractive market and the most powerful buyer in the world?

Sold in China

Buying the world?

### Readings, Websites or Video Clips

Naughton (2007) Ch. 17

Video clips to be shown in class

## Session 7

### Private Sector in China

Date: week 10

#### Description of the Session

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

#### Questions

Private sector in the past three decades

Origin

Rise

Political economy of private sector

### Readings, Websites or Video Clips

Required Reading: Naughton (2007) Ch. 15; Guo et al. (2014)

Video clips to be shown in class

## Session 8

### Corruption, Business and Politics

Date: week 11

#### Description of the Session

Background of anti-corruption  
Its impact on business activities and economy

#### Questions

What is corruption?

Why do we care about corruption? (the consequences of corruption)

What are the causes for corruption?

What is special with corruption in China?

Can China fight corruption under current institutions?

### Readings, Websites or Video Clips

Required Reading: Cai et al. (2013)

## Session 9

### Innovation in China: The Case of Innofund

Date: week 12

#### Description of the Session

Understanding China's innovation program  
How interactions between private sector and public sector, local and central government work to influence the effects of innovation policy.

#### Questions

How governments encourage innovation?

What are the effects of public policy on innovation?

What factors determine or moderate the effects of innovation subsidy.

### Readings, Websites or Video Clips

Required Reading: Guo et al. (2016)

## Session10

### Wrap-up

Date: week 13

#### Description of the Session

Summaries of the course

#### Questions

Main framework of the course

Economic journey of modern China

### Readings, Websites or Video Clips

## Session 11

### Presentation of Students' Work

#### Description of the Session

Students' presentation week

#### Questions

Students are required to report their understandings of this course based on one of the topics of this course.



GUO Yan

Associate Professor, School of Economics, Peking University

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



Course Title

# Chinese Society and Business Culture

## 中国社会与商业文化

Instructor

LI Bobai / 李博柏

**First day of classes:** 2023 / 2 / 22**Last day of classes:** 2023 / 6 / 7**Course Code:** 02838130**Course Credit:** 2**Language:** English

## COURSE DESCRIPTION

### 课程简介

#### Objective

This course analyzes the historical, structural, and cultural roots of China's unparalleled social and economic transformation since the early 1980s. We will identify the key features of Chinese society, analyze the fundamental differences between China and other countries, and discuss the social, economic, and cultural implications of such differences. After establishing basic analytical perspectives, we will focus on Chinese business culture and explore emerging patterns in areas, such as market ecology, labor processes, consumer behaviors, work relations, and management. We will adopt an interdisciplinary perspective and analyze Chinese society and culture using concepts and theories from various social science disciplines, such as sociology, economics, psychology, philosophy, and political science. Our purposes are to understand the unique features of Chinese society and business culture on the one hand, and to develop a broad theoretical perspective for cross-cultural analyses on the other. Therefore, this class can be conceived as a general social science course with an empirical emphasis on China.

#### Pre-requisites / Target audience

None/Any student who is interested in understanding cross-national social and cultural differences.

#### Proceeding of the Course

Given the nature of the course, there will be minimum amount of reading materials. Instead, we will rely heavily on real world issues and phenomena to guide our discussion. Each class will begin with one or two important empirical issues or phenomena and move on to analyze their social and cultural logic. Students are required to draw on their direct observations, to compare to their experiences in other countries, and thus to understand cross-cultural similarities and differences. Before class, students are required to gather necessary information about the topic, compare it to the closest phenomena in other countries, and prepare for class discussion. A typical class will be organized into two parts: 1) class presentation and class discussion of selected issues; and 2) lecture on background, key concepts

and theories, and comparative analysis of cross-national differences.

## Assignments (essay or other forms)

One case study  
One short essay  
One final essay

## Evaluation Details

### Class Participation (20%):

Class participation is critical for satisfactory learning of the course topics. Therefore, students are expected to attend classes and participate in class discussions.

### Case Study (20%):

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

- 1) Collect facts, information, and data for selected issues through real life experience, internet and new media, field trips, public statistics, scholarly reports, and so forth.
- 2) Compare China to another country, highlight cross-national similarities and differences, and raise questions for class discussion.

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

NOTE: Students who select the same topic are encouraged to work in teams (two to four persons)

### Short Essay (20%):

Each student is required to write a short essay (four to six double-spaced pages). Short essays should have the same components (i.e., facts and cross-national comparisons) as case studies, but instead of raising questions, you should try to analyze cross-national similarities or differences using related concepts or theories covered in the readings and the lecture. Students should select their essay topics from the weekly class schedule and turn in their essays 10 days after the selected topic is covered in class (e.g., by 5:00PM the following Friday).

### Final Essay (40%):

In the end of the course, each student is required to submit a final essay that analyzes a particular issue or phenomenon related to the course topic. Describe, and compare the phenomenon in China and another country, and analyze cross-national similarities and differences by using concepts and/or theories covered in the lectures. The final essay should run 10 to 12 double-spaced pages, due by June 14.

## Text Books and Reading Materials

- Weekly reading materials, study guidelines, and lecture notes (PDF copy)
- *The Story of China*, by Michael Wood (2016), BBC documentary.
- *China: A Century of Revolution*, by Sue Williams, Zeitgeist Video (2007)

# CLASS SCHEDULE 教学大纲

(Subject to adjustment)

## Session 1

Course Introduction, Understanding China's Transformation

Date: Feb 22

## Session 2

Modern China from the 2020 Population Census

Date: March 1

## Session 3

Chunyun and Empty Villages: Urbanization and Labor Mobility

Date: Mar 8

## Session 4

Gates & Walls: Social Segregation and Urban Ecology

Date: Mar 15

## Session 5

Guanxi: Trust and Morality

Date: Mar 22

## Session 6

E-Commerce and Platform Economy: Dynamics of Chinese Marketplaces

Date: Mar 29





## Session 7

Delivery and Takeout Service: The Importance of the Secondary Labor Market

Date: April 5

## Session 8

Made-in-China: Industrial Development

Date: April 12

## Session 9

Mianzi and Conspicuous Consumption

Date: April 19

## Session 10

Involution: Education and Competition Dilemma

Date: Apr 26

## Session 11

Lying Flat: Cultural Homogeneity and Social Competition

Date: May 10

## Session 12

996 and Overtime Working: Work Relations and Management

Date: May 17

## Session 13

Promotion from Within: The Chinese Internal Labor Market

Date: May 24

## Session 14

Public Notice of Promotion: Leadership and Political Meritocracy

Date: May 31

## Session 15

Common Prosperity: The Chinese Moral Economy

Date: June 7

## Session 16

No Class, Final Paper Due by June 14th



LI Bobai

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



课程名称

# 中国古代史 B

Ancient Chinese History  
(level 2)  
(for international students)

授课教师：毛亦可

课程开始日期 2023 年 2 月 20 日

课程结束日期 2023 年 6 月 7 日

课程编号 02180012

课程学分 4

授课语言 中文

先修课程 无

## COURSE DESCRIPTION

### 课程简介

本课将通过较为系统的讲授，帮助同学把握中国古代隋朝至鸦片战争 1200 余年间的的基本变迁线索和重大问题，以及这段时期政治、经济、制度、文化、民族等方面的必要历史知识；帮助学生学习中国历史研究的基本方法，了解重要学术论著、研究者和最新学术动态；培养专业意识，为进一步学习各个断代史和专门史课程，进入本学科领域的研究与实践，打下基础。通过讲授、作业与讨论等多种互动形式，综合养育学生的人文精神与创新能力。

With systematic teaching, we will help students to learn the basic changing clues and major issues of the 1200 years between the Sui Dynasty in ancient China and the Opium War, as well as the necessary historical knowledge of political, economic, institutional, cultural, nationality and other aspects of this period; moreover, the course will help students to learn the basic method of historical research, the important academic works, famous experts and the latest academic trends; to train their professional awareness, and to lay the foundation for further study of the various dynastic histories and history of particular subjects, as well as the research and practice of the field. By a variety of interactive forms of lecture, assignment and discussion, to develop students' humanistic spirit and creativity.

### 基本目的

通过较为系统的讲授，帮助同学把握中国古代隋朝至鸦片战争 1200 余年间的的基本变迁线索和重大问题，以及这段时期政治、经济、制度、文化、民族等方面的必要历史知识；帮助学生学习中国历史研究的基本方法，了解重要学术论著、研究者和最新学术动态；培养专业意识，为进一步学习各个断代史和专门史课程，进入本学科领域的研究与实践，打下基础。通过讲授、作业与讨论等多种互动形式，综合养育学生的人文精神与创新能力。





## 授课对象

全校学生及国外友好院校学生

## 课程进度

2023 春季学期 1-16 周  
每周周一、周三 3-4 节（10:10-12:00）

## 教学方式

讲授为主，助教辅导。

## 成绩构成

1. 平时成绩（考勤、讨论）：10%。
2. 期中成绩（作业）：40%。
3. 期末闭卷考试：50%。

## 教材与阅读资料

### 教材：

《中国史纲要（增订本）》，翦伯赞主编  
《中国古代简史》，张帆

### 阅读资料：

《中国历代政治得失》，钱穆  
《国史大纲》，钱穆  
《隋唐五代简史》，吴宗国  
《宋史》，余蔚  
《元朝史》上下册，韩儒林主编  
《明史新编》，傅衣凌  
《清朝简史》，杜家骥

# CLASS SCHEDULE

## 教学大纲

### 第一讲

#### 隋朝的兴亡

3 学时

#### 简介

- 一、隋朝统一南北
- 二、隋炀帝的成与败
- 三、隋末群雄起义与隋朝的覆亡

#### 阅读资料、网页链接或视频资料

- 1、崔瑞德等：《剑桥中国隋唐史》第一章“导言”、第二章“隋朝”，中国社会科学出版社，1990 年。
- 2、陈寅恪：《唐代政治史述论稿》上篇《统治阶级之氏族及其升降》，三联书店，2001。

#### 作业一（4 月 17 日以前提交）

A、【北京大学历史学系学生必选，其他选课学生可选】在第一讲至第六讲阅读资料中任选一篇论文，完成一份读书报告（包括论文缩写 1000~2000 字 + 感想 1000 字）；  
B、【其他选课学生可选】在钱穆《中国历代政治得失》一书中任选唐、宋中的一朝，完成一份读书报告（包括原书缩写 1000~2000 字 + 感想 1000 字）。

### 第二讲

#### 从贞观之治到开元盛世

6 学时

#### 简介

- 一、唐朝的建立与唐初制度
- 二、“天可汗”与“贞观之治”
- 三、唐高宗与武则天的时代
- 四、唐玄宗与“开元盛世”

#### 阅读资料、网页链接或视频资料

- 1、崔瑞德等：《剑桥中国隋唐史》第三章“唐王朝的建立：唐高祖”，中国社会科学出版社，1990 年。

- 2、黄永年：《说李武政权》，《人文杂志》1982 年第 1 期。

### 第三讲

#### 从安史之乱到五代十国

6 学时

#### 简介

- 一、安史之乱与藩镇割据
- 二、唐代后期的政治纷扰
- 三、唐朝的灭亡与五代十国
- 四、“唐宋变革”

#### 阅读资料、网页链接或视频资料

- 1、荣新江：《安禄山的种族、宗教信仰及其叛乱基础》，收入《中古中国与粟特文明》，三联书店，2014 年。
- 2、张国刚：《唐代藩镇研究（增订版）》引言《唐代藩镇的历史真相》，中国人民大学出版社，2010 年。
- 3、内藤湖南：《概括的唐宋时代观》，收入刘俊文主编《日本学者中国史研究论著选译》第一卷，中华书局，1992 年。

### 第四讲

#### 辽宋国家的建立

4 学时

#### 简介

- 一、辽朝的建立与统治
- 二、北宋的建立与“祖宗之法”
- 三、宋辽战争与“澶渊之盟”

#### 阅读资料、网页链接或视频资料

- 1、邓广铭：《论赵匡胤》，收入《邓广铭治史丛稿》，北京大学出版社，1997 年。
- 2、曾瑞龙：《经略幽燕：宋辽战争军事灾难的战略分析》绪论部分，香港中文大学出版社，2003 年。

## 第五讲 北宋中后期的危机与变革

4 学时

### 简介

- 一、宋夏战争与北宋中期的危机
- 二、神宗朝与熙宁新法
- 三、北宋末年的新旧党争

### 阅读资料、网页链接或视频资料

- 1、邓广铭：《宋朝的家法和北宋的政治改革运动》，收入《邓广铭治史丛稿》，北京大学出版社，1997 年。
- 2、邓小南：《试论宋朝的祖宗之法：以北宋时期为中心》，收入《朗润学史丛稿》，中华书局，2010 年。
- 3、漆侠：《王安石变法》第三章《变法的内容和实质》，上海人民出版社，1979 年。

## 第六讲 宋金战争与南宋政局

6 学时

### 简介

- 一、金朝的建立
- 二、靖康之难与绍兴和议
- 三、宋金对峙的时代
- 四、金朝的灭亡与宋蒙对峙

### 阅读资料、网页链接或视频资料

- 1、刘浦江：《德运之争与辽金王朝的正统性问题》，《松漠之间——辽金契丹女真史研究》，中华书局，2008 年。
- 2、刘子健：《略论南宋的重要性》，收入《两宋史研究汇编》，台北，联经出版公司，1987 年。

## 第七讲 大蒙古国的兴起与扩张

4 学时

### 简介

- 一、成吉思汗与蒙古兴起
- 二、大蒙古国时期的国家制度
- 三、大蒙古国的扩张

### 阅读资料、网页链接或视频资料

- 1、萧启庆：《蒙古帝国的崛起与分裂》，收入《内北国而外中国》，中华书局，2007 年。

### 作业二（6 月 1 日以前提交）

- A、【北京大学历史学系学生必选，其他选课学生可选】在第七讲至第十二讲阅读资料中任选一篇论文，完成一份读书报告（包括论文缩写 1000~2000 字 + 感想 1000 字）；
- B、【其他选课学生可选】在钱穆《中国历代政治得失》一书中任选明、清中的一朝，完成一份读书报告（包括原书缩写 1000~2000 字 + 感想 1000 字）。

## 第八讲 元朝的统治

4 学时

### 简介

- 一、元朝的建立
- 二、元朝制度的特色
- 三、元代中后期的政治

### 阅读资料、网页链接或视频资料

- 1、姚大力：《论蒙元王朝的皇权》，收入《蒙元制度与政治文化》，北京大学出版社，2011 年。
- 2、张帆：《论蒙元王朝的“家天下”政治特征》，《北大史学》第八辑（北大出版社，2001 年 12 月）。
- 3、萧启庆：《元代的儒户：儒士地位演进史上的一章》，收入《内北国而外中国》，中华书局，2010 年。

## 第九讲 明朝的建立与明前期政治

4 学时

### 简介

- 一、明朝的建立与朱元璋的统治
- 二、靖难之役与永乐朝
- 三、“土木之变”前后的明朝

### 阅读资料、网页链接或视频资料

- 1、祝总斌：《试论明代内阁制度的非宰相性质——兼略说明代以前密疏咨询官员权力的特点》，《文

史》2002 年第 3 辑。

- 2、吴晗：《明代的军兵》，收入《吴晗史学论著选集》第一卷，人民出版社，1984 年。

## 第十讲 明代中后期的发展、危机与变革

6 学时

### 简介

- 一、明中叶的社会经济发展
- 二、嘉、隆两朝的内政与外患
- 三、万历朝与晚明政局

### 阅读资料、网页链接或视频资料

- 1、和田清：《俺答汗的霸业》，收入《明代蒙古史论集》，商务印书馆，1984 年。
- 2、戴裔煊：《明代嘉隆间倭寇海盗与中国资本主义萌芽》，中国社会科学出版社，1982 年。
- 3、梁方仲：《释一条鞭法》，收入《明清赋役制度》，中华书局，2008 年。

## 第十一讲 明清鼎革

4 学时

### 简介

- 一、女真复兴：从“后金”到“大清”
- 二、1644：大明、大顺与大清

### 阅读资料、网页链接或视频资料

- 1、小林一美：《中国农民战争史论的再思考》，收入森正夫主编《明清时代史的基本问题》，商务印书馆，2013 年。
- 2、王锺翰：《关于满族形成中的几个问题》，收入《清史新考》，辽宁大学出版社，1997 年。

## 第十二讲 “康乾盛世”

6 学时

### 简介

- 一、“盛世”的开始
- 二、清世宗与清朝制度
- 三、清朝的极盛与转衰

### 阅读资料、网页链接或视频资料

- 1、宫崎市定：《雍正皇帝——中国的独裁君主》，收入《宫崎市定亚洲史论考》，上海古籍出版社，2017 年。
- 2、傅衣凌：《清代中叶川陕湖三省边区手工业形态及其历史意义》，收入《明清社会经济史论文集》，中华书局，2008 年。



## 毛亦可

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

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

**开设本科生课程：**中国古代史 B（下）、清代政治制度史专题。

**开设研究生课程：**清史研究、清代史料研究。



课程名称

# 中国美术史

## Chinese Art History

授课教师：刘晨

课程开始日期 2023 年 2 月 20 日

课程结束日期 2023 年 6 月 5 日

课程编号 04330051

课程学分 2

授课语言 中文

先修课程 无

## COURSE DESCRIPTION

### 课程简介

“中国美术史”课程以中国朝代史为基本线索，涵盖从史前到 20 世纪的中国美术发展面貌。课程内容涉及绘画、雕塑、建筑和工艺美术这四个传统美术领域，以各时期代表性艺术品为纲，辅以重要人物和相关理论。课程将以美术史为中心，探讨艺术与政治、经济、宗教和文化等社会生活各层面的立体关系。课程目的有二：一是帮助学生建构较为完备的对于中国艺术发展脉络与框架的认知，理解各时期中国艺术的特点与承前启后的关系，从艺术的角度深入理解中国历史与文化；二是帮助学生初步了解图像、形式与风格等艺术史研究视角和语汇，提高他们的艺术修养与审美认知。

### 基本目的

“中国美术史”课程的基本目的有二：

一是帮助学生建构起较为完备的对于中国艺术发展脉络与框架的认知，理解各时期中国艺术的特点与承前启后的关系，从艺术的角度深入理解中国历史与文化；

二是帮助学生初步了解图像、形式与风格等艺术史研究视角和语汇，提高他们的艺术修养与审美认知。

### 授课对象

全校本科生及国外友好院校学生

### 课程进度

2023 年春季学期 1-16 周，每周一次  
(周一下午 7—8 节, 15:10—17:00)

### 教学方式

教师讲授为主，鼓励学生提问与交流，辅以线上答疑与助教辅导

### 成绩构成

平时出勤：占 10 分（随机四次考勤）  
期末艺术品述评：占 90 分

### 教材与阅读资料

中央美术学院美术史系中国美术史教研室编著,《中国美术简史（新修订本）》，中国青年出版社，2010 年

# CLASS SCHEDULE

## 教学大纲

（可能依据授课实际进度调整）

### 第一讲 新石器 – 周

日期: 2 月 20 日

本讲主要内容有：新石器时代各主要文化遗址出土的陶器与玉器，先秦时期中原与西南等其他地区的青铜器等，讨论将涉及主要器型和纹样。

### 第二讲 秦汉

日期: 2 月 27 日

本讲主要内容有：秦始皇陵兵马俑、汉代石棺、石祠与石刻，画像石，帛画与壁画，漆器与玉器等，讨论将涉及艺术与国家政治、思想与信仰体系的关系等问题。

### 第三讲 南北朝（上）

日期: 3 月 6 日

本讲主要内容有：包括石窟、壁画与雕塑等在内的佛教艺术的传入，涉及克孜尔、敦煌、云冈与龙门等遗址，讨论将涉及艺术与宗教的关系等问题。

### 第四讲 南北朝（下）

日期: 3 月 13 日

本讲主要内容有：墓葬壁画与砖画、青白瓷器、卷轴画的早期面貌与绘画理论的出现，书法等

### 第五讲 隋唐（上）

日期: 3 月 20 日

本讲主要内容有：佛教艺术的发展与在地化，城市规划与建筑，三彩陶器与金银器等，讨论将涉及艺术与国力的关系等问题。

### 第六讲 隋唐（下）

日期: 3 月 27 日

本讲主要内容有：壁画，卷轴画、书法及唐代艺术对周边国家与地区的影响，讨论将涉及多元、多民族艺术等问题。

### 第七讲 从晚唐到宋初

日期: 4 月 3 日

本讲主要内容有：包括人物、花鸟和山水题材的卷轴画的发展，尤其是山水画的成型，以及浮雕等

### 第八讲 辽宋金（上）

日期: 4 月 10 日

本讲主要内容有：汝窑、均窑、官窑、哥窑等主要窑址的瓷器，辽与宋的壁画、卷轴画与书法等，讨论将涉及多元与多民族艺术互鉴等问题。

### 第九讲 辽宋金（下）

日期: 4 月 17 日

本讲主要内容有：建筑、雕塑、大足石窟与砖墓，宋代的宫廷画、禅画与文人画等，讨论将涉及“再现”与“表现”的艺术等问题。

### 第十讲 元代

日期: 4 月 24 日

本讲主要内容有：元四家的绘画、元大都的营建理念与妙应寺白塔、永乐宫与道教艺术、元青花等

### 第十一讲 劳动节放假

日期: 5 月 1 日

### 第十二讲 明代（上）

日期: 5 月 8 日

本讲主要内容有：宫廷画、文人画（明四家），小说与戏剧插图等，讨论将涉及精英与大众艺术等问题。

### 第十三讲 明代（下）

日期: 5 月 15 日

本讲主要内容有：瓷器、家具与园林，商业绘画及其市场等，讨论将涉及艺术品的审美与消费等问题。

### 第十四讲 清代（上）

日期: 5 月 22 日

本讲主要内容有：明清之际的个性绘画、紫禁城的营建、肖像画的成熟，画谱的出版等，讨论将涉及艺术的象征性等问题。

### 第十五讲 清代（下）

日期: 5 月 29 日

本讲主要内容有：瓷器（粉彩等）的新发展、宫廷艺术与西画东渐、外销画与外销瓷等，讨论将涉及中西艺术交流等问题。

### 第十六讲 19–20 世纪

日期: 6 月 5 日

本讲主要内容有：油画的传入与“国画”的提出，年画与民间艺术，版画及其社会影响等，讨论将涉及全球艺术的概念与展望等问题。



刘晨

刘晨，艺术史博士，北京大学艺术学院研究员、助理教授；在北京大学哲学系获哲学学士学位后，于美国亚利桑那州立大学相继获得艺术史硕士和博士学位；主要研究领域为中国艺术史，尤其是中国古代叙事性绘画、肖像画及图文关系等；已在《美术研究》《故宫博物院院刊》等国内外重要学术期刊上发表中英文论文十余篇；独立承担北京市社科基金青年项目及作为子课题负责人参加国家级社科项目；开设 Art of China ( 研究生英文课程 )、Overseas Studies of Chinese Art History ( 博士生英文课程 ) 和《世界美术简史》等中英文课程数门；曾获得北京大学第十四届青年教师教学基本功比赛人文社科组一等奖及最佳教案奖。



课程名称

# 中国概况

## Introduction to China

授课教师：赵杨

课程开始日期 2023 年 2 月 22 日

课程结束日期 2023 年 6 月 7 日

课程编号 04430003

课程学分 2

授课语言 中文

先修课程 HSK 六级以上（已修完高级汉语）

## COURSE DESCRIPTION

### 课程简介

本课程是一门介绍中国社会与文化的课程，重在当代中国，兼顾历史文化，通过介绍中国社会的方方面面，理解其多样性、差异性与复杂性。

本课程秉持三条原则：（1）客观中立。以世界的眼光看中国，以中国的眼光看世界，把中国放在全球语境中考察，同时通过中国视角分析世界性问题；（2）微小叙事。主要通过实例、数据介绍中国的地理、历史、经济、政治、法律、思想、习俗、饮食等方面；（3）强调语言与社会文化的关系。由于面向留学生，本课程在介绍中国社会文化的同时，强调语言与社会文化的关系，减少学生由于缺乏中国文化背景知识而造成的语言交际障碍和跨文化误读。

This course is designed to introduce different aspects of Chinese culture and society, with emphasis on contemporary China. The main purpose of the course is to help students understand the variety, diversity and complexity of China through these introductions.

The instruction follows three principles. Firstly, try to be objective and unbiased. The course places China among all the countries of the world to look at China from an outsider's perspective. Meanwhile, it analyses problems from the Chinese perspective. Secondly, introduce Chinese geography, history, economy, politics, laws, traditions and cuisines through stories and figures to make sure that they are easily understandable. Thirdly, closely combine language learning and an introduction to China. The course tries to develop students' abilities in cross-cultural communication, especially in understanding contemporary China.

### 基本目的

通过学习，使学生对中国国情有大致地了解，理解中国社会的多样性、差异性与复杂性，并能够对中国社会做初步分析，得出自己的结论。

### 课程进度

2023 年春季学期 1-16 周，每周周三 7-8 节（15:10-17:00）

## 教学方式

包括教师讲授、学生报告和互动讨论等。

教师讲授内容，主要为信息要点和引发讨论的一些问题，讲授的内容以当代中国国情为主，以文化历史为辅，并辅以对比分析。讲授采取碎片化教学方法，即将讲授的内容分割为小单元的知识点，提出问题，引发讨论。

学生报告主题有两个方面，一是自己的文化社会中特别值得向外人介绍的一些知识点和现象，二是自己对中国社会文化中的某一点的认识。学生报告的目的是培养学生的文化敏感性，能对不同文化现象做对比。

互动讨论主要围绕教师讲授和学生报告内容进行。

## 成绩构成

期中读书报告 30%，期末专题报告 40%，平时成绩 30%。

## 教材与阅读资料

**教材：**自编

**参考文献**

1. 王顺洪（2015），《中国概况》（第4版）。北京大学出版社。
2. 程爱民（2018），《中国概况》。上海外语教育出版社。
3. 李路路、石磊 等（2019），《当代中国社会：基本制度和日常生活》。中国人民大学出版社。
4. 王春松、张晓芒（2018），《中国文化常识》（1-3）。中国友谊出版公司。
5. 楼宇烈（2015），《中国的品格》。四川人民出版社。
6. 熊志勇、苏浩、陈涛、李潜虞（2013），《中国近现代外交史》。北京大学出版社。
7. 费孝通（2008），《乡土中国》。人民出版社。



# CLASS SCHEDULE

## 教学大纲

### 第一讲

#### 人口与民族

2 学时

**简介**

主要介绍中国的人口现状和变化、老龄化、婴儿死亡率、出生率、预期寿命、人口密度、姓氏、民族、民族人口及分布等。

### 第二讲

#### 食物与菜系

2 学时

**简介**

主要介绍一些日常食物、食物背后的故事、有趣的食物名称、中西饮食差异、关于中国饮食的有趣事实、粮食安全情况、八大菜系、代表性地方食品等。

### 第三讲

#### 节日与传统

2 学时

**简介**

主要介绍春节、元宵节、清明节、端午节、中秋节、重阳节等传统节日以及劳动节、国庆节等现代节日，介绍节日习俗及其体现的文化内涵。

### 第四讲

#### 休闲与娱乐

2 学时

**简介**

主要介绍常见的一些传统娱乐方式及其历史演习，如麻将、相声等，一些现代出现的娱乐方式，如卡拉 OK、广场舞等，以及这些娱乐方式对中国生活的影响。

### 第五讲

#### 艺术与体育

2 学时

**简介**

主要介绍中国的民族乐器、传统音乐、民歌、民间舞蹈、流行音乐、书法、绘画、武术和现代体育，以及艺术与体育背后的中国文化。

### 第六讲

#### 交通与运输

2 学时

**简介**

主要介绍现代交通和运输现状，以及以公路铁路为主的基础设施的发展情况。



## 第七讲 旅游与遗产

2 学时

### 简介

主要介绍中国的世界文化遗产、自然遗产和非物质文化遗产，介绍中国在文化保护和传承方面开展的工作以及旅游发展情况。

## 第八讲 婚姻与家庭

2 学时

### 简介

主要介绍中国的婚姻形式与家庭观念，以及传统观念在当代社会面临的挑战，介绍中国的婚姻观和家庭观。

## 第九讲 教育与科研

2 学时

### 简介

主要介绍中国的初等、中等、高等教育的现状和发展情况，介绍教育与科技发展对中国的影响。

## 第十讲 自然与保护

2 学时

### 简介

主要介绍中国的自然资源及分布，中国的环境问题以及为应对环境问题而采取的政策措施。



## 第十一讲 政治与政府

2 学时

### 简介

主要介绍中国的国体、政体以及国家运行机制，介绍中国的宪法及其他重要的法律，帮助学生了解中国选择自己的发展道路的必然性。

## 第十二讲 宗教与信仰

2 学时

### 简介

主要介绍中国的宗教观和宗教现状，以及宗教对历史中国和当代中国的影响。

## 第十三讲 城市与乡村

2 学时

### 简介

主要介绍中国的城乡二元社会形成的原因以及城镇化情况，帮助学生了解城镇化给中国社会带来的变化。

## 第十四讲 语言与方言

2 学时

### 简介

主要介绍中国的语言以及汉语方言，帮助学生理解语言规划对于中国的重要性。



## 赵杨

赵杨，北京大学对外汉语教育学院教授、院长，剑桥大学博士。研究兴趣包括第二语言习得、生成语法、社会语言学、语言教育等，出版专著译著多部，在国内外学术期刊发表论文数十篇，主持国家社科基金等科研项目多项。担任世界汉语教学学会副会长、全国汉语国际教育专业学位硕士生教育指导委员会委员、《国际中文教育》期刊主编、中国英汉语比较研究会二语习得研究专业委员会副会长等学术职务。



课程名称

# 教育与人工智能

## Education and Artificial Intelligence

授课教师：贾积有

课程开始日期 2023 年 2 月 22 日

课程结束日期 2023 年 6 月 7 日

课程编号 06733030

课程学分 2

授课语言 中文

## COURSE DESCRIPTION

### 课程简介

#### 基本目的

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

#### 先修课程 / 授课对象

无 / 任何学科本科生

#### 教学方式

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

#### 作业

数据挖掘小练习

#### 成绩评定办法

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

#### 教材及参考书

每章都有几篇国内外权威期刊上的论文作为阅读文献，无教科书。



# CLASS SCHEDULE

## 教学大纲

( 根据授课实际调整 )

### 第一讲

#### 绪论 ( 一 )

日期: 2023.2.22

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

**问题**  
什么是教育？  
什么是自然智能？  
什么是人工智能？

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

### 第二讲

#### 绪论 ( 二 )

日期: 2023.3.1

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

**问题**  
什么是教育技术？

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

### 第三讲

#### 一般教学系统

日期: 2023.3.8

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

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

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

### 第四讲

#### 智能教学系统 ( 一 )

日期: 2023.3.15

**简介**  
介绍智能教学系统的概念、构成、实现技术和发展历程。

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

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

### 第五讲

#### 智能教学系统 ( 二 )

日期: 2023.3.22

**简介**  
介绍智能教学系统的应用效果和未来发展趋势。

**问题**  
智能教学系统应用到哪些学科和学段了？

它的应用效果如何？  
它将来会有哪些发展趋势？

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

### 第六讲

#### 知识表示方法

日期: 2023.3.29

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

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

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



## 第七讲

### 教育数据挖掘（一） 日期：2023.4.12

#### 简介

介绍数据挖掘的基本概念和算法。

#### 问题

什么是数据挖掘？

数据挖掘的常用算法有哪些？

#### 阅读资料、网页链接或视频资料

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

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

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

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

## 第八讲

### 教育数据挖掘（二） 日期：2023.4.19

#### 简介

介绍数据挖掘的常用系统和软件，介绍教育领域数据挖掘的案例。

#### 问题

数据挖掘的系统和软件有哪些？

如何进行教育领域的数据挖掘？

#### 阅读资料、网页链接或视频资料

Wikipedia. *Machine learning*. [http://en.wikipedia.org/wiki/Machine\\_learning](http://en.wikipedia.org/wiki/Machine_learning)

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

#### 作业

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

## 第九讲

### 自然语言处理（一） 日期：2023.4.26

#### 简介

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

#### 问题

什么是自然语言处理？

什么是自然语言理解和自然语言产生？

语音识别和合成的系统有哪些？

语法分析的系统有哪些？

语义分析的系统有哪些？

#### 阅读资料、网页链接或视频资料

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

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

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

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

## 第十讲

### 自然语言处理（二） 日期：2023.5.10

#### 简介

介绍自然语言处理技术在语言教学和智能答疑等教



育领域的应用案例。

#### 问题

哪些自然语言处理技术可以应用到教育领域？

应用效果如何？

如何设计一个学科智能答疑系统？

#### 阅读资料、网页链接或视频资料

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

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

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

## 第十一讲

### 情感计算

日期: 2023.5.17

#### 简介

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

#### 问题

喜怒哀乐情感可以由计算机识别并表达出来吗？

通过哪些方法可以识别人类情感？

通过哪些方法可以表达人类情感？

#### 阅读资料、网页链接或视频资料

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

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

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

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

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

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

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

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

## 第十二讲

### CSIEC 系统

### 和 MIATS 系统

日期: 2023.5.24

#### 简介

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

#### 问题

CSIEC 系统的功能有哪些？

CSIEC 系统的教学应用效果如何？

MIATS 系统的功能有哪些？

MIATS 系统的教学效果如何？

#### 阅读资料、网页链接或视频资料

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

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

## 第十三讲

### 机器人

日期: 2023.5.31

#### 简介

介绍机器人涉及到的硬件和软件技术，重点讲述机器人技术的教育应用案例。

#### 问题

机器人如何感知环境信息？

机器人如何产生动作？

机器人如何编程实现？

机器人在教育领域的应用领域和效果如何？

#### 阅读资料、网页链接或视频资料

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

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

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

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

## 第十四讲

### 回顾和总结

日期: 2023.6.7

#### 简介

回顾和总结本课内容，进行课程内容在线测验。

#### 问题

通过本课程学习，你有哪些知识和技能方面的收获？



贾积有

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

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

# ENGLISH INSTRUCTED UNDERGRADUATE COURSES FOR SPRING 2023

## 2023年春季学期本科生英文授课课程目录

序号 NO.	课程名称 Course Title	开课系所 Department/School	学分 Credit
1	数论专题 II Topics in number theory II	数学科学学院 School of Mathematical Sciences	3
2	随机矩阵及其相关课题 II Random matrices and related topics II	数学科学学院 School of Mathematical Sciences	3
3	周期点与不动点 Periodic and Fixed points	数学科学学院 School of Mathematical Sciences	3
4	切触几何与非线性微分方程导论 Introduction to contact geometry and nonlinear differential equations	数学科学学院 School of Mathematical Sciences	3
5	代数几何专题 Topics in Algebraic Geometry	数学科学学院 School of Mathematical Sciences	3
6	分析和方程专题 Topics in Analysis and PDE	数学科学学院 School of Mathematical Sciences	3
7	动力系统专题 Topic Course on Dynamical Systems	数学科学学院 School of Mathematical Sciences	3
8	黎曼曲面论 Riemann Surfaces	数学科学学院 School of Mathematical Sciences	3
9	算术代数几何选讲 Topics on arithmetic geometry	数学科学学院 School of Mathematical Sciences	2
10	机器学习与科学计算 Topics in AI for Scientific Computing	数学科学学院 School of Mathematical Sciences	2
11	传热传质学 Heat and Mass Transfer	工学院 College of Engineering	3
12	生物医学光学及应用 Biomedical Optics and Application	工学院 College of Engineering	3
13	细胞与分子影像学 Cellular and Molecular Imaging	工学院 College of Engineering	3

序号 NO.	课程名称 Course Title	开课系所 Department/School	学分 Credit
14	非线性动力学和混沌引论 Introduction to Nonlinear Dynamics and Chaos	工学院 College of Engineering	3
15	超快激光和光谱 Ultrafast Laser and Spectroscopy	物理学院 School of Physics	2
16	地球环境问题与应对 Earth's environmental problems and solutions	物理学院 School of Physics	2
17	科学写作和交流 Introduction to Science Writing and Communication in English	物理学院 School of Physics	2
18	物理化学（一） Physical Chemistry（I）	化学与分子工程学院 College of Chemistry and Molecular Engineering	3
19	生物化学 Biochemistry	生命科学学院 School of Life Sciences	4
20	生物数学建模 Mathematical Modeling in the Life Sciences	生命科学学院 School of Life Sciences	3
21	批判阅读及理解衰老与再生的系统生物学文献 Critical Reading and Thinking on Systems Biology of Aging and Rejuvenation	生命科学学院 School of Life Sciences	3
22	层序地层学基础 Elementary Sequence Stratigraphy	地球与空间科学学院 School of Earth and Space Sciences	2
23	地球生物学概论 Principles of Geobiology	地球与空间科学学院 School of Earth and Space Sciences	2
24	海洋环境和动力学 Marine Environments and Geodynamics	地球与空间科学学院 School of Earth and Space Sciences	2
25	地球系统演化 The Earth System Evolution	地球与空间科学学院 School of Earth and Space Sciences	3
26	地球物理学术论文写作 Writing Scientific Articles in Geophysics	地球与空间科学学院 School of Earth and Space Sciences	2
27	记忆的神经生物学机制 Neurobiology of memory	心理与认知科学学院 School of Psychological and Cognitive Sciences	2



序号 NO.	课程名称 Course Title	开课系所 Department/School	学分 Credit
28	神经美学 Neuroaesthetics	心理与认知科学学院 School of Psychological and Cognitive Sciences	2
29	生理学 Physiology	心理与认知科学学院 School of Psychological and Cognitive Sciences	2
30	名记者专题 Seminar on Famous Reporters	新闻与传播学院 School of Journalism and Communication	2
31	英语新闻阅读 English News Reading	新闻与传播学院 School of Journalism and Communication	2
32	拉丁语阅读（2） Intermediate Latin 2	历史学系 School of History	2
33	基督教拉丁语（1） Ecclesiastical Latin	历史学系 School of History	2
34	外文历史史料选读（下） Readings on Historical Sources in English (2)	历史学系 School of History	2
35	世界考古学（上） World Archaeology: the Deep History of Human Societies	考古文博学院 School of Archaeology and Museology	2
36	机器道德伦理 Machine Ethics	哲学系 Department of Philosophy and Religious Studies	3
37	种族批判哲学导论 Introduction to the Critical Philosophy of Race	哲学系 Department of Philosophy and Religious Studies	3
38	传统太极拳：哲学与实践 Traditional Taijiquan: Different Philosophy & Practice	哲学系 Department of Philosophy and Religious Studies	2
39	哲学导论 An Introduction to Philosophy	哲学系 Department of Philosophy and Religious Studies	2
40	哲学导论 Introduction to Philosophy	哲学系 Department of Philosophy and Religious Studies	3
41	西方哲学原著导读（形而上学原理） Western Philosophy (Principles of Metaphysics)	哲学系 Department of Philosophy and Religious Studies	2

序号 NO.	课程名称 Course Title	开课系所 Department/School	学分 Credit
42	国际安全研究 International Security Studies	国际关系学院 School of International Studies	3
43	中国政治与公共政策 Chinese Politics and Public Policy	国际关系学院 School of International Studies	3
44	中国与国际法 China and International Law	国际关系学院 School of International Studies	3
45	政策分析的现代工具 Modern Tools for Policy Analysis	经济学院 School of Economics	2
46	微观经济学 Microeconomics	经济学院 School of Economics	3
47	计量经济学 Econometrics	经济学院 School of Economics	3
48	开放经济的货币金融政策 Monetary and Financial Policy in Open Economies	经济学院 School of Economics	2
49	公司金融 Corporate Finance	经济学院 School of Economics	3
50	产业组织理论 Theory of Industrial Organization	经济学院 School of Economics	3
51	专业英语 English for Economics Majors	经济学院 School of Economics	2
52	经济地理学 Economic Geography	经济学院 School of Economics	2
53	卫生经济学 Health Economics	经济学院 School of Economics	2
54	企业全面风险管理 Enterprise Risk Management	经济学院 School of Economics	2
55	外国经济史 World Economic History	经济学院 School of Economics	3
56	当代中国商业与社会：制度经济学的视角 Business and Society in Modern China: An Institutional Perspective	经济学院 School of Economics	2
57	应用时间序列分析 Applied Time Series Analysis	经济学院 School of Economics	2

序号 NO.	课程名称 Course Title	开课系所 Department/School	学分 Credit
58	人寿与健康保险 Life and Health Insurance	经济学院 School of Economics	2
59	运营管理 Operations Management	光华管理学院 Guanghua School of Management	2
60	影子中央银行 Shadow PBoC	光华管理学院 Guanghua School of Management	2
61	会计学 Accounting	光华管理学院 Guanghua School of Management	3
62	金融市场与金融机构 Financial Markets and Financial Institutions	光华管理学院 Guanghua School of Management	3
63	投资银行 Investment Banking	光华管理学院 Guanghua School of Management	2
64	策略与博弈 Game Theory	光华管理学院 Guanghua School of Management	3
65	中国社会与商业文化 Chinese Society and Business Culture	光华管理学院 Guanghua School of Management	2
66	渠道管理 Channel Management	光华管理学院 Guanghua School of Management	2
67	中国金融 Finance in China	光华管理学院 Guanghua School of Management	2
68	跨文化沟通 Cross-Cultural Communication	光华管理学院 Guanghua School of Management	2
69	组织行为与领导力 Organization Behavior and Leadership	光华管理学院 Guanghua School of Management	3
70	企业伦理与社会责任 Business Ethics and CSR	光华管理学院 Guanghua School of Management	2
71	国际经济 International Economics	光华管理学院 Guanghua School of Management	2
72	投资中国 Investing in China	光华管理学院 Guanghua School of Management	2
73	营销管理 Marketing Management	光华管理学院 Guanghua School of Management	2
74	创新理论与实践 Theory and Practice of Innovation	光华管理学院 Guanghua School of Management	2
75	财务会计应用 Financial Accounting Application	光华管理学院 Guanghua School of Management	2

序号 NO.	课程名称 Course Title	开课系所 Department/School	学分 Credit
76	沉浸式中国发展探索 China Immersion Project	光华管理学院 Guanghua School of Management	2
77	证券投资学 Security Analysis and Investment	光华管理学院 Guanghua School of Management	3
78	数据叙事：描述、分析与叙述 Data Storytelling: Descriptions, Analytics, and Narratives	信息管理系 Department of Information Management	2
79	有意识的图灵机：认知与计算机科学 Cognitive/Computer Science of the Conscious Turing Machine	信息科学技术学院 School of Electronics Engineering and Computer Science	2
80	经济学原理 Principles of Economics	国家发展研究院 National School of Development	4
81	经济增长导论 Introduction to Economic Growth	国家发展研究院 National School of Development	3
82	管理学经典选读 Classics in Management	国家发展研究院 National School of Development	3
83	中级微观经济学 Intermediate Microeconomics	国家发展研究院 National School of Development	3
84	国际贸易 International Trade	国家发展研究院 National School of Development	3
85	经济学高级研讨班 Advanced Research Seminar	国家发展研究院 National School of Development	3
86	公共政策参与 Public Policy Engagement	国家发展研究院 National School of Development	3
87	高等数理方程 Advanced Mathematical Physics Equations	工学院 College of Engineering	4
88	变化中的地球 Our Changing Planet	环境科学与工程学院 College of Environmental Sciences and Engineering	2
89	环境政策与管理 Environmental Policy and Management	环境科学与工程学院 College of Environmental Sciences and Engineering	2

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



