



# GLOBAL OPEN COURSES

2021 FALL ▶ 全球课堂

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

北京大学教务部 北京大学国际合作部 北京大学教师教学发展中心



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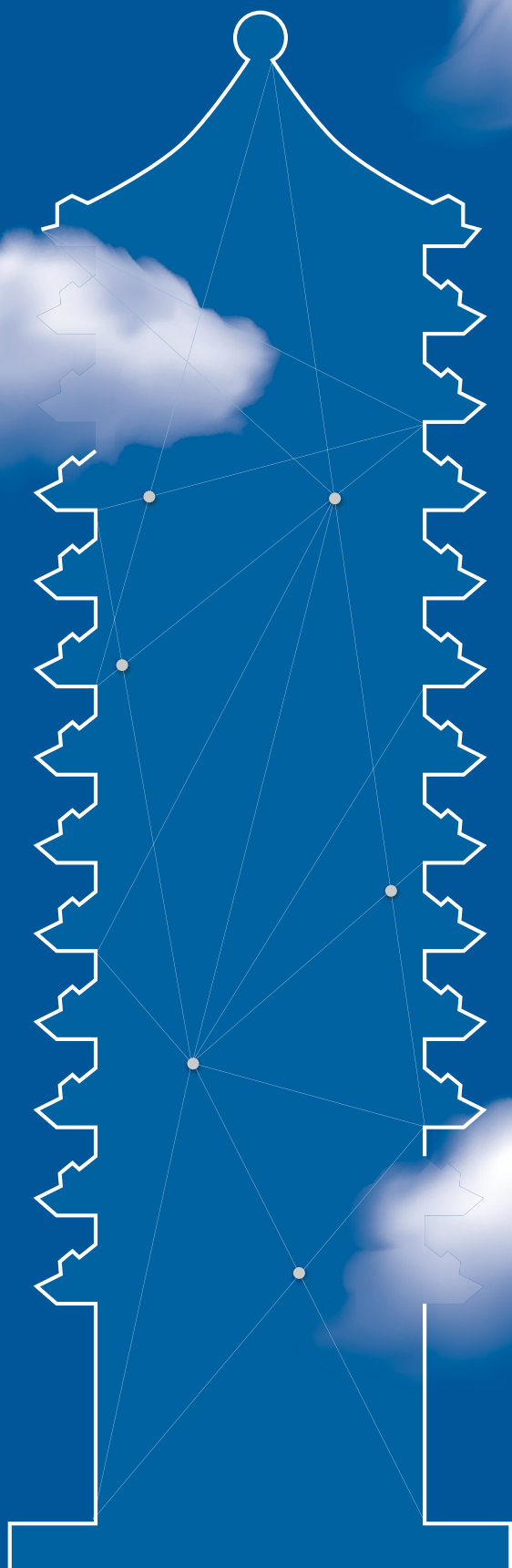
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## PREFACE

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 fall of 2021, Peking University will launch its "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.

## 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。

2021年秋季，北京大学推出“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。

课程表

2021年秋季学期：2021年9月13日 - 2022年1月16日

| 课程时间（北京时间） |             | 课程名称         | 授课教师     |
|------------|-------------|--------------|----------|
| 星期一        | 15:10-18:00 | 中国经济         | 黄益平      |
|            | 15:10-18:00 | 国际发展政策       | 陈沐阳      |
| 星期二        | 9:00-11:00  | 全球卫生领导力      | 金音子      |
|            | 15:10-17:00 | 专业汉语         | 赵长征、姚骏   |
|            | 18:40-21:30 | 中国商务         | 授课教师：武常岐 |
| 星期四        | 15:10-17:00 | 专业汉语         | 赵长征、姚骏   |
|            | 18:40-21:30 | 中国与非洲：全球性的相遇 | 许亮、程莹    |

备注：

《专业汉语》、《全球卫生领导力》仅对固定院所学生开放。

本手册课程信息仅供参考，请以教师实际授课时公布内容为准。

TIMETABLE

2021 Fall Semester: 2021/9/13-2022/1/16

| COURSE TIME (Beijing time) |             | COURSE TITLE   | INSTRUCTOR               |
|----------------------------|-------------|--|--------------------------|
| Monday                     | 15:10-18:00 | The Chinese Economy: Reform and Development                    | HUANG Yiping             |
|                            | 15:10-18:00 | International Development Policy                               | CHEN Muyang              |
| Tuesday                    | 9:00-11:00  | Global Health Leadership in Practice                           | JIN Yinzi                |
|                            | 15:10-17:00 | Professional Chinese   | ZHAO Changzheng, YAO Jun |
|                            | 18:40-21:30 | Doing Business in China  | WU Changqi               |
| Thursday                   | 15:10-17:00 | Professional Chinese   | ZHAO Changzheng, YAO Jun |
|                            | 18:40-21:30 | China and Africa: Global Encounters in History and the Present | XU Liang, CHENG Ying     |

Note:

These two courses—"Professional Chinese" and "Global Health Leadership in Practice" — are only open to students from selected universities.

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



## COURSE DESCRIPTION

### 课程简介

COURSE TITLE 课程名称

# The Chinese Economy: Reform and Development 中国经济

3

COURSE CREDITS

INSTRUCTOR 授课教师 HUANG Yiping 黄益平

COURSE CODE 课程编号 06239124

COURSE DATE 课程日期 2021.9.13-12.27

#### Objective

This course intends to introduce to students the key features of China's economic reform and development from 1978. It starts with a discussion of the pre-reform Chinese economic system and then explains the logic of the reform policies. It compares the reform strategy that China adopted with those in other transition economies. It then reviews the main policies and development in specific areas, such as agriculture, manufacturing, international trade, labour market, financial sector, etc. Students should gain broad and sound knowledge about China's reform policy, reasons for economic success, challenges and risks facing the economy and some options going forward. Through preparation for group presentation and course essay, students should also form some insights/opinions on certain specific topics.

#### Reading Materials

**DHY.** David Dollar, Yiping Huang and Yang Yao (eds.), *China 2049: Economic Challenges of a Rising Global Power*, Brookings Institution Press, 2020. (The Chinese edition of the book 《中国2049：走向世界经济强国》 was published by Peking University Press).

**BJN.** Barry J. Naughton, *The Chinese Economy*, Second Edition, MIT Press, 2018. (or 2007 edition).

**GSC.** Ross Garnaut, Ligang Song and Fang Cai (editors), *China's 40 Years of Reform and Development 1978-2018*, Australian National University Press, 2018. (Free download from: <http://press-files.anu.edu.au/downloads/press/n4267/pdf/book.pdf?refer=4267>)

A list of additional readings is provided for the students to deepen understanding of the subjects.

#### Pre-requisites / Target audience

Enrollment in this course is conditional on the following qualifications:

Basic knowledge of economics & good spoken and written English skills, as English is the only language used in lecturing, presentation, homework and final examination.



#### Reference materials

**Introduction and overview, the Chinese economic history**

(BJN Ch. 2 & 3; DHY Preface/Overview & Ch. 1; GSC Ch. 2 & 3)

Zhu, Xiaodong. "Understanding China's growth: Past, present, and future." *Journal of Economic Perspectives* 26.4 (2012): 103-24.

Young, Alwyn. "Gold into base metals: Productivity growth in the People's Republic of China during the reform period." *Journal of Political Economy* 111.6 (2003): 1220-1261.

## Proceeding of the Course

The semester has a total of 16 weeks, starting from September 13, 2021 (Oct. 4 is public holiday) and ending with an in-class final examination on December 27, 2021.

Students are required to perform the following:

- Attending the classes
- Writing review articles of two research papers (3-pages each)
- Making group presentations (topics to be decided before the semester)
- Attending the final examination

Students should sign up at the beginning of the semester and work as a group in both preparing and making the presentation during the class. Group presentations will take place during the final hour of the 3-hour lecture. The presentation should be clear and concise, (1) starting with an explicit statement, expressing the group's position on the subject (for instance, "we think the #1 obstacle for China's rise as a global power is its capability to innovate", or "we don't think there is anything unique in the so-called China economic model", or "we believe that China should adopt a policy to pursue self-sufficiency in food"; (2) followed with detailed evidences and reasonings supporting the statement. Please try to avoid unnecessary background materials/information during the presentation. Students should try to discuss with the instructor about their presentation materials during the office hour one week before presentation.

## Evaluation Details

Classroom discussion: 30%

(This includes both discussions during the lectures and group presentations)

Review articles of research papers or of economic policies: 20%

(Students should find a topic to write a short essay, which should be around 5 pages. Key criteria for evaluating essays include clarity, logic and evidence.)

Final exam: 60%

(The final exam will be a two-hour written test. There will be three types of questions: questions and answers, and discussion essays. Please write answers clearly.)



# CLASS SCHEDULE

## 授课大纲

### Session 1

#### Introduction and overview

##### Date

2021/9/13

### Session 5

#### Trade liberalization

##### Date

2021/10/18

### Session 2

#### Reform strategies

##### Date

2021/9/20

### Session 6

#### Industrialization

##### Date

2021/10/26

### Session 3

#### Political economy

##### Date

2021/9/27

### Session 7

#### State-owned enterprise reform

##### Date

2021/11/1

### Public holiday

#### Public holiday

##### Date

2021/10/4

### Session 8

#### Innovation and industrial upgrading

##### Date

2021/11/8

### Session 4

#### Agricultural reform

##### Date

2021/10/11

### Session 9

#### Energy and the environment

##### Date

2021/11/15



## Session 10

### Labor and income distribution

#### Date

2021/11/22

## Session 11

### Fiscal system

#### Date

2021/11/29

## Session 12

### Financial reform

#### Date

2021/12/6

## Session 13

### The capital account and RMB internationalization

#### Date

2021/12/13

## Session 14

### Fintech revolution

#### Date

2021/12/20

## Final exam

### Final exam

#### Date

2021/12/27



**HUANG Yiping**

HUANG Yiping is Sinar Mas Chair Professor of Finance and Economics and Deputy Dean of the National School of Development (NSD) and Director of the Institute of Digital Finance (IDF), Peking University.

He served as a member of the Monetary Policy Committee at the People's Bank of China during 2015–2018. Currently, he is a member of the External Advisory Group on Surveillance of the International Monetary Fund, Vice Chairman of Council at the Public Policy Research Center at the Counselors' Office of the State Council, Chairman of the Special Committee on Fintech Development and Research of the National Internet Finance Association of China (NIFA), and independent director of Ant Group. He also serves as Chairman of the Academic Committee of China Finance 40 Forum, and a member of Chinese Economists 50 Forum. He is editor of *China Economic Journal* and an associate editor of *Asian Economic Policy Review*.

Previously, he was a policy analyst at the Research Center for Rural Development of the State Council, research fellow and senior lecturer of economics at the Australian National University, Managing Director and Chief Asia Economist for Citigroup.

Prof. Huang received his PhD in Economics from Australian National University.





## COURSE DESCRIPTION

### 课程简介

#### Objective

Recent decades have witnessed China's rapid growth and its massive infrastructure finance in the developing world. This brought a new round of discussion on what development is. How should we understand development policy in the context of a changing world order? This course provides students with the historical, political, economic, and institutional context to understand international development policy. The course aims to give students exposure to on-going policy debates on international development as well as the conceptual and theoretical framework to understand development issues. The course allows students to discuss and explore China's changing role in international development and its impact on regional and international orders. Topics to be covered include (but not limited to): history of development, industrialization, poverty reduction, aid and development finance, energy and environment, international development institutions, South-South cooperation, and global development order.

#### Pre-requisites / Target audience

None/undergraduate students

#### Proceeding of the Course

The course consists of three parts. The first part traces the history of development and discusses theories that could help us understand development. The second part examines important policy debates and discussions on international development. The third part discusses the role of China as well as emerging developing economies in international development and their impact on regional and global orders.

#### Assignments

A short essay reviewing the reading assignments of a week of your choice (no more than 1000 words)

- An outline of a research proposal due by Week 12 (no longer than 2 pages)
- A final research proposal (no more than 2000 words)

#### Evaluation Details

- Class participation (20%)
- Short essay (10%)
- Mid-term examination (30%)
- Research proposal (40%): an outline (10%) + a final proposal (30%)

#### Text Books and Reading Materials

Selected reading materials:

- Mawdsley, Emma (2012), *From Recipients to Donors: Emerging Powers and the Changing Development Landscape*, Zed Books.
- Norris, William (2016), *Chinese Economic Statecraft: Commercial Actors, Grand Strategy, and State Control*, Cornell University Press.
- Brautigam, Deborah (2009), *The Dragon's Gift: The Real Story of China in Africa*, Oxford University Press.
- Gallagher, Kevin P. (2016), *The China Triangle: Latin America's China Boom and the Fate of the Washington Consensus*, Oxford University Press.
- Easterly, William (2003), "Can Foreign Aid Buy Growth?" *The Journal of Economic Perspectives* 17, 23-48.

COURSE TITLE 课程名称

# International Development Policy 国际发展政策

3

COURSE CREDITS

INSTRUCTOR 授课教师 CHEN Muyang 陈沐阳

COURSE CODE 课程编号 02432380

COURSE DATE 课程日期 2021.9.13-12.27



# CLASS SCHEDULE

## 授课大纲

### Session 1

#### Introduction

##### Description of the Session

Introduction to the course

### Session 2

#### History of Development (I)

##### Description of the Session

History of development (I): industrialization and the West

### Session 3

#### History of Development (II)

##### Description of the Session

History of development (II): developing the "rest"

### Session 4

#### National Holiday, No Class

### Session 5

#### Postwar Global Development Order

##### Description of the Session

Establishment and evolution of development-related institutions in the postwar era

### Session 6

#### IT and development finance

### Session 7

#### Energy and Environment

### Session 8

#### Public health

### Session 9

#### Mid-term examination

### Session 10

#### China's global development policy: main actors

##### Description of the Session

Introduction to the Belt and Road Initiative, the China-led multilateral international organizations, and the important actors driving China's global development policy

### Session 11

#### Rise of China and the changing global development regime

##### Description of the Session

Introduction to empirical and theoretical studies on how China's rise has reshaped the global development regime

### Session 12

#### Guest Lecture/Outline evaluation

##### Assignments for this session

Outline of research proposal due

### Session 13

#### Development policy and international relations (I)

##### Readings, Websites or Video Clips

Case studies: Asia

### Session 14

#### Development policy and international relations (II)

##### Description of the Session

Case Studies: Africa

### Session 15

#### Development policy and international relations (III)

##### Description of the Session

Case Studies: Latin America

### Session 16

#### Conclusion: What is Development



CHEN Muyang

CHEN Muyang is an Assistant Professor at the School of International Studies, Peking University. Her research interests include infrastructure finance, development banking, international development, and state-market relations. She has been a visiting scholar at the National Graduate Institute for Policy Studies (Japan) and a Pre-Doctoral Fellow at the Global Development Policy Center of Boston University. She has written in both English and Chinese language on the political economy of development finance, and published works such as 'State Actors, Market Games: Credit Guarantees and the Funding of China Development Bank' (*New Political Economy*, 2019) and 'Official Aid or Export Credits, China's Policy Banks and the Reshaping of Development Finance' (*Global Development Policy Center*, 2018). She is a member of International Studies Association, Association for Asian Studies, American Political Science Association, and Society for the Advancement of Socio-Economics. She received a PhD from University of Washington, an MA from University of California, Berkeley, and BAs from Peking University and Waseda University. A native speaker of Chinese, Muyang is fluent in English, Japanese, Korean, and speaks basic German.



## COURSE DESCRIPTION

### 课程简介

#### Objective

In this course, we will take a close look at China's business landscape and the opportunities for and challenges to both multinational enterprises and domestic firms. We will acquire a better understanding of the fundamental factors and institutional changes in China in the context of the new stage of globalization. This course will take the perspective of corporate decision makers, although a few important functional level issues will also be covered.

The objectives of this course include the development of (1) a general management perspective on China business environments; (2) knowledge of functional areas and operations in conducting China business; and (3) basic skills for analyzing international economic environments and exploring business opportunities.

#### Pre-requisites / Target audience

Introductory level of economics/senior years of undergraduate students

#### Proceeding of the Course

Topic: China at a Glance

Topic: Market and Firms in China

Topic: China's International Trade

Topic: Foreign Direct Investment and Market Entry

Topic: Managing Joint Ventures and Alliances

Topic: Financing China Operation

Topic: China's Innovation System and IPR Issues

Topic: China's Legal and Regulatory Systems

Topic: China Going Global & "Belt and Road" Initiative

Topic: China's Future

Group Project Report Presentation

\* This schedule is subject to change with prior notice.

#### Assignments

Students are required to form study groups and to complete a group project on a chosen topic on China business and present it in the last class of the course.

#### Evaluation Details

The final grade consists of three components: (1) Class attendance and participation in class discussion, counting for 30 percent in the final grade. (2) Group report, counting for 30 percent in the final grade. The project report will be presented and discussed in the class when the class approaches its end. Guidelines for the group project will be provided. (3) A Final Exam counting for 40 percent in the final grade. The final exam will be essay type questions. It may include a mini-case analysis. The exam will take place one week after the last day of the class.



COURSE TITLE 课程名称

# Doing Business in China 中国商务

2

COURSE CREDITS

INSTRUCTOR 授课教师 WU Changqi 武常岐

COURSE CODE 课程编号 02837140

COURSE DATE 课程日期 2021.9.14-12.7

### Text Books and Reading Materials

There is no required textbook as such. Course materials combine three types of readings: (1) general reference books that typically cover broad topics on China business; (2) topic specific readings that include articles, reports and cases; (3) reports and news clips on current business events. Students are advised to contact the professor or the teaching assistant prior to the class if s/he wants to bring new materials to the attention of the whole class.

Some general reference books include:

1. Abrami, Regina M., William C. Kirby and F. Warren McFarlan, *Can China Lead? Reaching the Limits of Power and Growth*, 2014, Harvard Business Review Press.
2. Chang, Sea-Jin, 2013, *Multinational Firms in China: Entry Strategies, Competition, and Firm Performance*, Oxford University Press.
3. Chow, Gregory C., 2007, *China's Economic Transformation*, 2<sup>nd</sup> edition, Blackwell Publishing Limited.
4. Chow, Gregory C., 2011, *China as a Leader of the World Economy*, World Scientific.
5. Haley, Usha C.V. and George T. Haley, 2013, *Subsidies to Chinese Industry: State Capitalism, Business Strategy, and Trade Policy*, Oxford University Press.
6. Haour, Georges and Max von Zedtwitz, 2016, *Created in China: How China is Becoming a Global Innovator*, Bloomsbury Information.
7. Kroeber, Arthur, 2016, *China's Economy: What Everyone Needs to Know*, Oxford University Press.
8. Lardy, Nicholas, 2014, *Markets over Mao: The Rise of Private Business in China*, Peterson

Institute for International Economics.

9. Lin, Justin Yifu, 2011, *Demystifying the Chinese Economy*, Cambridge University Press.
10. Maddison, Angus, 2007, *Chinese Economic Performance in the Long Run*, 2<sup>nd</sup> edition, OECD Development Centre Studies.
11. Naughton, Barry, 2007, *The Chinese Economy: Transitions and Growth*, Cambridge: The MIT Press.
12. Nee, Victor and Sonjo Oppen, 2012, *Capitalism from Below, Markets and Institutional Change in China*, Harvard University Press.
13. Riedel, James, Jing Jin and Jiao Gao, 2007, *How China Grows: Investment, Finance and Reform*, Princeton: Princeton University Press.
14. Subramanian, Arvind, 2011, *Eclipse: Living in the Shadow of China's Economic Dominance*, Washington, DC: Peterson Institute for International Economics.
15. Wu, Jinglian, 2005, *Understanding and Interpreting Chinese Economic Reform*, Texere.
16. Yip, George S. and Bruce McKern, 2016, *China's Next Strategic Advantage: From Imitation to Innovation*, Cambridge: MIT Press.
17. Zhang, Joe, 2013, *Inside China's Shadow Banking: The Next Subprime Crisis?* Hong Kong: Enrich Professional Publishing Inc.

### Academic Integrity

Plagiarism is forbidden throughout the whole course. Students are required to finish their group work and final exam on their own.

## CLASS SCHEDULE

### 授课大纲

#### Session 1

#### China at a Glance

##### Date

2021/9/14

##### Description of the Session

This session intends to give students a brief introduction to the history, places, culture, people and administration of China; to let them know what happens in China; what achievements has China made on its way to establish a market economy; what challenges China faces in different critical areas.

##### Questions

What has happened in China? Will China's boom continue? How to succeed in the China market?

##### Readings, Websites or Video Clips

##### Readings (required)

1. Spar, Depora and Jean Oi, 2006, "China: Building Capitalism with Socialist Characteristics", *HBS*, 9-706-041.
2. Comin, Diego and Richard Vietor, 2012, "China 'Unbalanced'", *HBS* 9-11-010.
3. Fogel, Robert, 2010, "\$123 Trillion", *Foreign Policy*.

##### Readings (optional)

1. Feenstra, Robert C., Hong Ma, J. Peter Neary, D.S. Prasada Rao, 2013, "Who Shrunk China? Puzzles in the Measurement of Real GDP", *Economic Journal*, 123 (573), 1100-1129.

2. Perkins, Dwight H. and Thomas G. Rawski, 2008, "Forecasting China's Economic Growth to 2025", in Loren Brandt and Thomas Rawski (eds.), *China's Great Economic Transformation*, Cambridge University Press.

##### On-Line Resources

China Business Review:  
<http://www.chinabusinessreview.com/>

The Ministry of Commerce of PRC:  
<http://english.mofcom.gov.cn/>

The Economist Magazine:  
<http://www.economist.com/countries/china/>

##### Assignments for this session

Review the class content of this session and read the articles assigned for next class; search the Internet for information about China's businesses.



## Session 2

### Market and Firms in China

#### Date

2021/9/28

#### Description of the Session

This session is designed to help students understand the market structure in China; to distinguish three different kinds of firms and their differences in objectives and constraints; and to understand the implications of such constraints on firms' behavior and, subsequently, on their performance. Students should focus on the lecture and raise questions about the points they are interested in or confused about.

#### Questions

Why do firms perform differently? What are the characteristics of China's mixed market? What are the differences of objectives, resources, constraints and performances between SOEs, POEs and FIEs in China?

#### Readings, Websites or Video Clips

##### Readings (required)

1. *The Economist*, Special Report: State Capitalism, 2012.
2. Wu, Changqi and David Li, 2006, "Firm Behavior in a Mixed Market, the Case of China", in *China's Domestic Private Firms: Multi-Disciplinary Perspectives on Management and Performance*, edited by Anne Tsui, Yanjie Bian, Leonard Cheng, M.E. Sharpe.
3. Xu, Dean, Yingang Pan, Changqi Wu and Bennett Yim, 2006, "Performance of Domestic and Foreign-Invested Enterprises in China", *Journal of World Business*, 41, 261-274.

#### Readings (optional)

1. Batson, Andrew, 2014, *Fixing China's State Sector*, Paulson Policy Memorandum.
2. Keister, Lisa, 1998, "Engineering Growth: Business Group Structure and Firm Performance in China's Transition Economy", *American Journal of Sociology*, 104 (2), 404-440.
3. Guillen, Mauro, 2002, "Structural Inertia, Imitation and Foreign Expansion: South Korean Firms and Business Groups in China, 1987-1995", *Academy of Management Journal*, 45 (3), 509-525.
4. Khanna, Tarun, and Yishay Yafen, 2007, "Business Groups in Emerging Markets: Paragons or Parasites?" *Journal of Economic Literature*, Vol. XLV, pp. 331-372.
5. Pan, Yigang, and Chi, Peter S. K., 1999, "Financial Performance and Survival of Multinational Corporations in China", *Strategic Management Journal*, 20 (4), 359-374.
6. Poncet, Sandra, 2005, "A Fragmented China: Measure and Determinants of Chinese Domestic Market Disintegration", *Review of International Economics*, 13 (3), 409-430.
7. Chang, Sea Jin and Dean Xu, 2008, "Spillovers and Competition among Foreign and Local firms in China", *Strategic Management Journal*, 29: 495-518.

#### Assignments for this session

Review the contents that the professor has discussed in this session and read the articles assigned for next class.

## Session 3

### China's International Trade

#### Date

2021/10/12

#### Description of the Session

This session is designed to help students learn about China's foreign trade regime and China's foreign trade policy; to understand why China trades with other nations and why China trades what it does; to evaluate the impact of China's accession to the WTO; to understand current issues related to China trade and the future of regional economic integration.

#### Questions

1. What is China's foreign trade regime and foreign trade policies? How did China open up?
2. Does China practice mercantilism? What drives the regional economic integration?
3. How to resolve the dumping issue?
4. How does social networks play part in international trade?

#### Readings, Websites or Video Clips

##### Readings (required)

1. Rauch James and Vitor Trindade, 2002, "Ethnic Chinese Network in International Trade", *The Review of Economics and Statistics*, 84 (1): 116-130.
2. Yang, Tao James, 2012, "Aggregate Savings and External Imbalances in China", *Journal of Economic Perspectives*, 26 (4), 125-146.
3. Li, David D. and Changqi Wu, 2004, "GATT/ WTO Accession and Productivity", in *Growth and Productivity in East Asia*, edited by Takatoshi Ito and Andrew Rose. Chicago: The University of Chicago Press.

4. Feenstra, Robert and Gordon H. Hanson, 2004, "Intermediaries in Entrepôt Trade: Hong Kong Re-Exports of Chinese Goods", *Journal of Economics and Management Strategy*, 13 (1), 3-35.

#### Readings (optional)

1. Amiti, Mary and Caroline Freund, 2010, The Anatomy of China's Export Growth, in *China's Growing Role in World Trade*, edited by Robert C. Feenstra and Shang-jin Wei, 35-56.
2. Helpman, Elhanan, 2006, "Trade, FDI, and the Organization of Firms", *Journal of Economic Literature*, 64 (3), pp. 589-630.
3. Krugman, Paul, 1983, "New Theories of Trade among Industrial Countries", *American Economic Review*, 73 (2), 343-347.
4. Rauch, James, 2001, "Business and Social Networks in International Trade", *Journal of Economic Literature*, 39 (4), 1177-1203.
5. Rose, Andrew, 2004, "Do We Really Know that the WTO Increases Trade?" *American Economic Review*, 94 (1), 98-114.
6. Feenstra, Robert and Gordon H. Hanson, 2005, "Ownership and Control in Outsourcing to China: Estimating the Property-Rights Theory of the Firm", *The Quarterly Journal of Economics*, 120 (2), 729-761.

#### Online Resources

U.S. Department of Commerce:  
<https://www.commerce.gov/>

#### Assignments for this session

Review the class content in this session and read the articles assigned for next class.



## Session 4

### Foreign Direct Investment and Market Entry of MNEs

#### Date

2021/10/19

#### Description of the Session

##### Purpose:

This session intends to help students understand basic facts regarding foreign direct investment in China; how to enter Chinese market; and how to position one's business/product in China market.

##### Questions

1. Where are the origins of FDI in China?
2. What is the FDI's regional distribution in China?
3. What are the determinants of the location of FDI in China?
4. Why is China attractive to FDI?
5. What is the impact of FDI? How we can measure FIE performance?
6. What are the main modes of foreign entry?

#### Readings, Websites or Video Clips

##### Readings (required)

1. Economist Intelligent Unit, *Multinational Companies and China: What Future?* 2011.
2. Lau, Chung Ming and Garry D. Bruton, 2008, "FDI in China: What We Know and What We Need to Study Next", *Academy of Management Perspectives*, 22 (4), 30-44.

##### Readings (optional)

1. Cheng, Leonard and Changqi Wu, 2001, "Determinants of Performance of Foreign Invested Enterprises in China", *Journal of Comparative Economics*, 29 (2), 347-365.

##### Online Resources

United Nations Conference on Trade and Development: [www.unctad.org/wir](http://www.unctad.org/wir)

##### Assignments for this session

Review the class content in this session and read the articles assigned for next class; search and read other articles that relates to this session.

## Session 5

### Managing Joint Ventures and Alliances

#### Date

2021/10/26

#### Description of the Session

This session intends to help students understand joint ventures, including the reasons for forming joint ventures and hazards associated with joint ventures; and the ways to make joint ventures work; and the evolution of MNEs in China.

##### Questions

1. Why do firms form joint ventures ?
2. What are the hazards associated with joint ventures?
3. How we can make joint ventures work?
4. What are the solutions to incentive problems?
5. What are the similarity and differences between the three generic modes of market entry (equity joint venture, cooperative joint venture and wholly foreign-owned enterprise)?

#### Readings, Websites or Video Clips

##### Readings (required)

1. Bai, Chong'en, Zhigang Tao and Changqi Wu, 2004, "Revenue Sharing and Control Rights in Term Production: Theories and Evidence from Joint Ventures", *Rand Journal of Economics*, 35 (2), 277-305.

##### Assignments for this session

Review the class content in this session and read the articles assigned for next class; Read the articles and cases and discuss in groups.

## Session 6

### China's Financial Systems

#### Date

2021/11/2

#### Description of the Session

This session intends to help students gain an understanding of Chinese financial system, of its structure, of how it is working, how it has evolved over these years, and what problems and challenges are facing Chinese financial system. We will also get to know the innovation and progress in the Chinese financial system and their impact on China's economy and firms.

##### Questions

1. What is the structure of China's financial system?
2. What are the main players in the system and what roles do they play?
3. What are the challenges facing the Chinese financial system, and how will businesses cope with it?
4. What is shadow banking and its impact on the economy?

#### Readings, Websites or Video Clips

##### Readings (required)

1. Elliott, Douglas and Kai Yan, *The Chinese Financial System: An Introduction and Overview*, Brookings Institution.
2. Allen, Franklin, Jun "QJ" Qian, Chenying Zhang, Mengxin Zhao, 2012, China's Financial System: Opportunities and Challenges, *NBER Working Paper* 17828.

3. Lin, Justin Y, Xifang Sun, Harry X. Wu 2015, "Banking Structure and Industrial Growth: Evidence from China", *Journal of Banking and Finance* 58 (3).

4. Lu, Yunlin, Haifeng Guo, Erin H. K, Hung-Gay Fung, 2015, "Shadow Banking and Firm Financing in China", *International Review of Economics and Finance*, 36, 40-53.

##### Readings (optional)

1. Allen, Franklin, Jun Qian, and Meijun Qian, 2008, "China's Financial System: Past, Present, and Future", in L. Brandt and T. Rawski (eds), *China's Great Economic Transformation*. Cambridge University Press. pp. 506-568.
2. Ayyagari, Meghana, Asli Demirgüç-Kunt, and Vojislav Maksimovic, 2010, "Formal versus Informal Finance: Evidence from China", *Review of Financial Studies*, 23 (8), 3048-3097.

##### Assignments for this session

Review the class content in this session and read the articles assigned for next class;



## Session 7

### China's Innovation System and IPR Issues

#### Date

2021/11/9

#### Description of the Session

This session intends to help students understand the innovation policies in China and the intellectual property protection status in China; as well as the innovation performances in Chinese firms; the determinants of innovation activity in Chinese firms; intellectual property protection and China's economic development.

#### Questions

What are the innovation policies in China? What challenges are facing Chinese firms in terms of the intellectual property rights?

#### Readings, Websites or Video Clips

##### Readings (required)

1. Cheung, Kui-yin, Ping Lin, 2004, "Spillover Effects of FDI on Innovation in China: Evidence from the Provincial Data", *China Economic Review*, 15 (1), 25-44.
2. Jefferson, Gary, Hu, Albert G. Z., Guan, Xiaojing, Yu, Xiaoyun, 2003, "Ownership, Performance, and Innovation in China's Large- and Medium-size Industrial Enterprise Sector", *China Economic Review*, 14 (1), 89-113.
3. Girma, Sourafel, Yundan Gong, and Holger Görg, 2008, "What Determines Innovation Activity in Chinese State-Owned Enterprises? The Role of Foreign Direct Investment", *World Development*, 37 (4), 866-873.

#### Readings (optional)

1. OECD, 2008, Review of Innovation Policy: China.
2. Yam, Richard, Jian Cheng Guang, Kit Fai Pun and Esther P.Y. Tang, 2004, "An Audit of Technological Capabilities in Chinese Firms: Some Empirical Findings in Beijing, China", *Research Policy*, 33, 1123-1140.
3. Ayyagari, Meghana, Asli Demirgüç-Kunt, and Vojislav Maksimovic, 2011, "Firm Innovation in Emerging Markets: The Role of Finance, Governance, and Competition", *Journal of Financial and Quantitative Analysis*, 46 (6), 1545-1580.
4. Maskus, Keith E., Sean M. Dougherty, and Andrew Mertha, 2005, "Intellectual Property Rights and Economic Development in China", in Carsten Fink and Keith E. Maskus (eds.), *Intellectual Property and Development: Lessons from Recent Economic Research*, World Bank and Oxford University Press: Washington, D.C.

#### Online Resources

State Intellectual Property Office of the P.R.C:  
<http://www.sipo.gov.cn/>

World Intellectual Property Organization:  
<http://www.wipo.int/portal/en/index.html>

WTO TRIPS (Trade-related Aspects of Intellectual Property Rights):  
[https://www.wto.org/english/tratop\\_e/trips\\_e/trips\\_e.htm](https://www.wto.org/english/tratop_e/trips_e/trips_e.htm)

#### Assignments for this session

Review the class content in this session and read the articles assigned for next class; prepare for the final project with group members.

## Session 8

### China's Legal and Regulatory Systems

#### Date

2021/11/16

#### Description of the Session

This session intends to give students a deeper understanding of China's legal and regulatory systems; the characteristics of the legal and regulatory systems; the challenges they are facing; and what are their impact to local or foreign owned firms in China and their impact on China's economy; what reforms are going on them.

#### Questions

1. What are the characteristics of the legal and regulatory systems?
2. What challenges or constraints might the foreign invested firms face in particular industries?

#### Readings, Websites or Video Clips

##### Readings (required)

1. Wu, Changqi and Zhicheng Liu, 2012, "A Tiger without Teeth? Regulation of Administrative Monopoly under China's Anti-Monopoly Law", *Review of Industrial Organization*, 41, 133-155.

#### Online Resources

The National People's Congress of the P.R.C:  
<http://www.npc.gov.cn/>

#### Assignments for this session

Review the class content in this session and read the articles assigned for next class; Prepare for the final project and final exam.





## Session 9

### China Going Global and the One Belt and One Road Initiative

#### Date

2021/11/23

#### Description of the Session

This session intends to help students gain an understanding of the patterns of China's foreign direct investment and compare it with that of developed countries. Also in this session, we will talk about China's One Belt and One Road strategy and understand how it might influence China and even the world's economy. We will also get to know some theories about foreign direct investment and figure out whether they can still apply to the situation in China and other developing countries.

#### Questions

1. What are the patterns of China's foreign direct investment (destination, speed, etc.)?
2. How do they differ with those of developed countries?
3. What are reasons for these patterns?
4. What do you know about China's One Belt and One Road strategy?

#### Readings, Websites or Video Clips

#### Readings (required)

1. Morck, Randall, Bernard Yeung, Minyuan Zhao, 2008, "Perspectives on China's Outward Foreign Direct Investment", *Journal of International Business Studies*, 39 (3), 337-350.
2. Mathews, John A., 2006, "Dragon Multinationals: New Players in 21st Century Globalization", *Asia Pacific Journal of Management*, 23, 5-27.

3. Guillen, M. and E. Garcia-Canal, 2009, "The American Model of the Multinational Firm and the New Multinationals from Emerging Economies", *Academy of Management Perspectives*, 23 (2), 23-35.

#### Readings (optional)

1. Luo, Y. and R. L. Tung, 2007, "International Expansion of Emerging Market Enterprises: A Springboard Perspective", *Journal of International Business Studies*, 38 (4): 481-498.

#### Assignments for this session

Review the class content in this session and read the articles assigned for next class;



## Session 10

### China's Future

#### Date

2021/11/30

#### Description of the Session

This session intends to help students to gain a broad picture of China's present economic, social and cultural situations, and, based on current forecasts, form their own view on China's future. We will talk about the general challenges facing China and other emerging economies and the efforts they are making to become a more prosperous and harmonious society. We will talk about China's role and liabilities in this globalized world and how it might evolve over time.

#### Questions

1. What do you think of China's present economic, social and cultural status and what are your forecasts about China's future?
2. Will China continue to lead in the world?
3. What new roles might China play in the future?
4. What are the things that China need to fulfill or improve in the future to become more and more prosperous country and a wonderful investment destination for foreign firms?

#### Readings, Websites or Video Clips

#### Readings (required)

1. World Bank and the Development Research Center, the State Council of China, 2012, *China 2030: Building a Modern, Harmonious, and Creative High-Income Society*.

#### Online Resources

Financial Times:

<https://www.ft.com/china>

#### Assignments for this session

Discuss and think about the contents we have learned and talked in this session; prepare for the final project and final exam.



WU Changqi

Professor Changqi Wu is the Executive Director of Institute of the National High-Tech Industrial Zone Development Strategy and Institute of International Business and Management, Peking University. Before joining Peking University, he was on the faculty of School of Business and Management, the Hong Kong University of Science and Technology for over ten years. Professor Wu was a visiting scholar at the J.L. Kellogg Graduate School of Management, Northwestern University of the US (1997) and a visiting professor at the Catholic University of Leuven, Belgium (1998) and the University of Hong Kong (2012-2018).

Professor Wu received his degree of Bachelor of Economics from Shandong University, China (1982). He earned his degree of Master of Business Administration with distinction (1986) and his Doctorate in Applied Economic Sciences (1990) from the Catholic University of Leuven, Belgium. Professor Wu was a recipient of the 1991 Young Economist Essay Competition Award from the European Association for Research in Industrial Economics. He specializes in industrial economics, management strategy, and international business. He has published a number of scholarly books and his research appears in journals in the fields of economics and management, including *Rand Journal of Economics*, *International Journal of Industrial Organization*, *Review of Industrial Organization*, *Journal of Management Studies* and *Journal of World Business*. He has been the principal investigator of two major research projects: "Internationalization Strategy of Chinese Firms" and "Chinese Enterprise Outward Direct Investment and Cross-Border Mergers and Acquisitions" funded by the National Science Foundation of China. He leads a research group on Economic, Industrial and Strategic Analysis of the Next Generation Mobile Internet. He has served as an economics and business expert in the Drafting Committee for the 12<sup>th</sup> and 13<sup>th</sup> five-year plans of the National Major Science and Technology Programs of China and as the expert of the 14<sup>th</sup> five-year plan of the National Intellectual Property Development Program.

Professor Wu has served on the editorial boards of *Journal of World Business* and *Journal of International Business Policy*. He is the Chairman of China Chapter of the Academy of International Business.

He serves as an expert consultant to the National Development and Reform Commission, Ministry of Commerce and Ministry of Science and Technology of China. Professor Wu has been invited to deliver executive seminars to major corporations, international organizations and government agencies around the world. He has served as directors on the boards of a number of listed companies including, BYD Co Ltd and Haier Smart Home Co. Ltd.



## COURSE DESCRIPTION

### 课程简介

#### Objective

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

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

prejudice in cross-cultural communications and encounters. In this course we will explore:

- The history and the present state of China-Africa relations;
- Key myths and rumours about China's involvement in Africa;
- Preliminary development impacts of China's presence on the continent;
- The role of migration and migrants in China-Africa engagement; and
- The relevance of media, film, art, and literature in contemporary China-Africa relations.

By thinking critically about the China-Africa engagement, we hope that our students will become better observers of the globalized world. It is our contention that China-Africa is by no means an AfroAsian story only; more profoundly, it is a story of global encounters. Through the use of academic, journalistic, and various visual evidence, we help students to interrogate and gain deeper understanding of key themes such as state and development, race and gender, culture and capitalism, and diaspora and globalization. Ultimately, we hope that students will apply such conceptual tools not only to the study of other subjects but also in their lives beyond school.

#### Pre-requisites / Target audience

N/A

COURSE TITLE 课程名称

# China and Africa: Global Encounters in History and the Present

## 中国与非洲：全球性的相遇

3

COURSE CREDITS

INSTRUCTOR 授课教师 XU Liang 许亮

COURSE CODE 课程编号 02432360

COURSE DATE 课程日期 2021.9.16-12.30



| Assignments  | Evaluation Details  |
|--|---|
| <ul style="list-style-type: none"> <li>Students are expected to write a detailed research proposal on any China-Africa related topic. Detailed instructions will be announced in class.</li> <li>Students will write a book review (essay) of an Africa or China-Africa related book. Detailed instructions will be announced in class.</li> </ul> | <p>The class will meet once a week, either in class or on field trips. Student participants are expected to have read the assigned readings before coming to class and engage in class discussions. In addition to the book review and research proposal, there will be a final exam for the course.</p> <p>Class Participation: 30%</p> <p>Book review: 20%</p> <p>Research proposal: 25%</p> <p>Final exam: 25%</p> |
| Text Books and Reading Materials   |   |
| <p>The course does not require any text books. All reading materials will be made available in electronic copies for the students.</p>   |   |



## CLASS SCHEDULE

### 授课大纲

| Session 1   |  |
|---|--|
| <p><b>The Study of China-Africa: Why and How?</b></p> <p><b>Description of the Session</b></p> <p>This session gives a snapshot of the current state of China-Africa relations and highlights the importance of studying China-Africa relations. By revisiting some of the major myths and debates over China's presence in Africa, this session attempts to present a more objective and complex story of China-Africa than is often reported in the media. The second part of this session will introduce the students to some basic field research methods that are instrumental and essential in obtaining firsthand and reliable knowledge.</p> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>What are some of the current debates on China-Africa relations?</li> <li>Why should we study China-Africa relations? And how?</li> </ul> <p><b>Readings, Websites or Video Clips</b></p> <p><b>Required reading</b></p> <ol style="list-style-type: none"> <li>Deborah Brautigam (2009), <i>The Dragon's Gift. The Real Story of China in Africa</i>, Oxford, New York: Oxford University Press, Chapter 11 ("Rogue Donor? Myths and Realities"), 273-306.</li> <li>Jamie Monson and Stephanie Rupp (2013), "Africa and China: New Engagements, New Research," <i>African Studies Review</i>, 56 (1): 21-44.</li> </ol> | <p><b>Further reading</b></p> <ol style="list-style-type: none"> <li>Chris Alden (2006), <i>China in Africa</i>, London: Zed Books, 8-36.</li> <li>Emmanuel Akyeampong and Liang Xu (2015), "The Three Phases/Faces of China in Independent Africa: Re-conceptualizing China-Africa Engagement." In Celestin Monga and Justin Yifu Lin eds., <i>Oxford Handbook of Africa and Economics Volume II: Policies and Practices</i>, 762-779. New York, NY: Oxford University Press.</li> <li>Maria Heimer &amp; Stig Thøgersen eds. (2006). <i>Doing Fieldwork in China</i>. Copenhagen: NIAS Press. Read chapters by Elin Sæther and Dorothy J. Solinger.</li> <li>Xiang Biao (2013), "Multi-scalar Ethnography: An Approach for Critical Engagement with Migration and Social Change," <i>Ethnography</i> 14(3): 282-299; or, Xiang Biao and Mika Toyota (2013). "Ethnographic Experiments in Transnational Mobility Studies," <i>Ethnography</i> 14(3): 277-281.</li> <li>Keguro Macharia. "Visiting Africa: A Short Guide for Researchers." <a href="https://thenewinquiry.com/blog/visiting-africa-a-short-guide-for-researchers/">https://thenewinquiry.com/blog/visiting-africa-a-short-guide-for-researchers/</a></li> <li>Binyavanga Wainaina. "How to Write about Africa." <a href="https://granta.com/how-to-write-about-africa/">https://granta.com/how-to-write-about-africa/</a></li> </ol> |

## Session 2

### Placing China-Africa in Context: Does History Matter?

#### Description of the Session

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

#### Questions

- How do we periodize the history of China-Africa relations?
- Whether and how is China's Africa policy shaped by history?

#### Readings, Websites or Video Clips

##### Required reading

1. Philip Snow (1988), *The Star Raft: China's Encounter with Africa*, London: Weidenfeld & Nicolson. Read chapters "The Chinese as Missionaries" and "Poor Help the Poor."
2. Christopher Lee (2010), *Making a World after Empire: The Bandung Moment and Its Political Afterlives*. Athens: Ohio University Press. Read "Introduction" and "Working Ahead of Time" (Chapter 7).

#### Further reading

1. Anshan Li (2012), *A History of Overseas Chinese in Africa to 1911*. New York: Diasporic Africa Press. "The Development of Early Sino-African Relations" (Chapter 1), 17-54.
2. Jamie Monson (2009), *Africa's Freedom Railway*. Bloomington, Indianapolis: Indiana University Press. Chapters 3 and 4.
3. Julia C. Strauss (2009), "The Past in the Present: Historical and Rhetorical Lineages in China's Relations with Africa," *The China Quarterly* (199): 777-795.
4. Priyal Lal (2014), "Maoism in Tanzania: Material Connections and Shared Imaginaries," in Alexander Cook ed., *Mao's Little Red Book: A Global History*, New York, NY: Cambridge University Press.



## Session 3

### Are Chinese People Racist? Rethinking Race, Gender, and Culture

#### Description of the Session

This session invites the students, first, to give presentations and reflections on the two field trips, and second to participate in the discussion of the question - "Are Chinese People Racist?" We ask the students to carefully read the assigned readings beforehand and be prepared during the discussion to respond to questions as well as to comment examples of racial discrimination taking place in contemporary China.

#### Questions

- What is the history of race discourse in China?
- What should be done to address the issue of racism in China?

#### Readings, Websites or Video Clips

##### Required reading

1. Joseph Goldstein (2018), "Kenyans Say Chinese Investment Brings Racism and Discrimination," *New York Times* (October 15, 2018). Link: <https://www.nytimes.com/2018/10/15/world/africa/kenya-china-racism.html>.
2. Frank Dikötter (1992), *The Discourse of Race in Modern China*, Oxford, UK: Oxford University Press. Chapters 4, 5 & 7.

##### Further reading

1. Barry Sautman (1994), "Anti-Black Racism in Post-Mao China," *The China Quarterly*, 138: 413-437.
2. Michael J. Sullivan (1994), "The 1988-89 Nanjing Anti-African Protests: Racial Nationalism or National Racism?" *The China Quarterly*, 138: 438-457.

3. Frank Dikötter (1994), "Racial Identities in China: Context and Meaning," *The China Quarterly*, 138: 404-412.
4. Jamie Monson (2012), "Three-Way Race: Whiteness and the Construction of Race Identity in China-Africa Relations," paper presented at the Center for African Studies Fiftieth Anniversary Conference, University of Edinburgh, June 6-8.
5. Pal Nyiri (2006), "The Yellow Man's Burden: Chinese Migration on A Civilizing Mission," *The China Journal* 56: 83-106.
6. Joshua Berlinger and James Griffiths (2016), "Chinese Firm Apologizes After Racist Detergent Ad," CNN. <http://www.cnn.com/2016/05/29/asia/chinese-racist-detergent-ad-apology/index.html>.
7. Barry Sautman and Yan Hairong (2016), "The Discourse of Racialization of Labor and Chinese Enterprise in Africa," *Ethnic and Racial Studies* 39 (12): 2149-2168.

## Session 4

### Guest Lecture and Discussion on China-Africa Cooperation in Public Health

#### Description of the Session

A senior expert on global public health will give a lecture on China-Africa cooperation in public health.

#### Readings, Websites or Video Clips

N/A.

Readings will be assigned beforehand.

## Session 5

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

#### Description of the Session

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

#### Questions

- What are the three major waves of Chinese migration to Africa?
- How do local Africans perceive the presence of Chinese immigrants?

#### Readings, Websites or Video Clips

##### Required reading

1. Yoon Jung Park (2009), "Chinese Migration in Africa," Occasional Paper No. 24, South African Institute for International Affairs. Johannesburg: SAILA.
2. Anshan Li (2012), *A History of Overseas Chinese in Africa to 1911*. New York: Diasporic Africa Press. Select chapters.

##### Further reading

1. Melanie Yap and Dianne Leong Man (1996), *Colour, Confusion and Concessions: The History of the Chinese in South Africa*, Hong Kong: Hong Kong University Press. Chapter 5.
2. Peter Richardson (1982), *Chinese Mine Labour in the Transvaal*, London, UK: Macmillan

Press. Select chapters; or Rachel Bright, *Chinese Labor in South Africa, 1902-10: Race, Violence, and Global Spectacle*, Hampshire, UK: Palgrave Macmillan, 2013. Select chapters.

3. Tu Huynh (2008), "From Demand for Asiatic Labor to Importation of Indentured Chinese Labor: Race Identity in the Recruitment of Unskilled Labor for South Africa's Gold Mining Industry, 1903-1910," *Journal of Chinese Overseas*, 4 (1): 51-68; Tu Huynh (2010), "We Are Not a Docile People: Chinese Resistance and Exclusion in the Re-imagining of Whiteness in South Africa, 1903-1910," *Journal of Chinese Overseas*, 9 (3): 207-12.
4. L. M. van der Watt and W. P. Visser (2008), "Made in South Africa: A Social History of the Chinese in Bloemfontein, Free State Province, South Africa, ca. 1980-2005," *Journal for Contemporary History* 33: 121-142.
5. Philip Harrison, Khangelani Moyo & Yan Yang (2013). "Strategy and Tactics: Chinese Immigrants and Diasporic Spaces in Johannesburg, South Africa," *Journal of Southern African Studies*, 38 (4): 899-925.

## Session 6

### Movie screening session and discussion

#### Description of the Session

In this week's session, we will watch two documentaries for the session.

1. Guangzhou Dream Factory
2. Chinese in South Africa

#### Questions

- What is the current state of and challenges facing African migrants in China?
- What are the challenges facing Chinese migrants in Africa?

#### Readings, Websites or Video Clips

No readings this week.

## Session 7

### Seeking Peace: Africa and China's Global Security Engagement

#### Description of the Session

The rise of China as a global power and its deepening engagement in African economies has thrust security to the forefront of its Africa policy. The session focuses on the changing drivers and challenges of China's security engagement and examines the roles of different actors (the military and non-state actors) in China's security engagement in Africa. It will discuss the ideational dynamics by analyzing whether China has brought new norms into international peace and security practices.

#### Questions

- What are the major drivers of China's security engagement in Africa?
- What is "development-security nexus"?

#### Readings, Websites or Video Clips

##### Required reading

1. Lina Benabdallah and Daniel Large (2019), "China and African Security," in Chris Alden and Daniel Large, eds., *New Directions in Africa-China Studies*, Routledge.
2. Chris Alden and Daniel Large (2015). "On Becoming a Norms Maker: Chinese Foreign Policy, Norms Evolution and the Challenges of Security in Africa," *China Quarterly* 221: 123-142.

##### Further reading

1. Chris Alden and Zheng Yixiao, 'China's changing role in peace and security in Africa', in Chris Alden, Abiodun Alao, Zhang Chun and Laura Barber, eds, *China and Africa: Building Peace and Security Cooperation on the Continent* (Basingstoke: Palgrave Macmillan, 2017).

2. Zi Yang, 'China's private security companies: domestic and international roles', *China Brief* 16: 15 (Washington DC: Jamestown Foundation, 4 Oct. 2016).
3. Lian Benabdallah (2017). "Explaining Attractiveness: Knowledge Production and Power Projection in China's Policy for Africa." *Journal of International Relations and Development*. Online.
4. *Wolf Warrior II* (movie clips).





## Session 8

### How Much Soft Power Does China Have in Africa? The Voice of China in Africa and China-Africa Media Interactions

#### Description of the Session

Recent years have seen the presence of Chinese media and telecommunication companies in Africa. Besides providing digital TV services and global news channels, Chinese TV series and films have been translated and broadcasted in more than 40 African countries. Is "China striving to be on African minds through TV sets?" (Bree Feng, The New York Times)? Or, "do African audiences love to watch family-themed Chinese TV dramas?" (China Daily)? How much soft power does China have in Africa?

#### Questions

- What is soft power? How do we measure it?
- How do we evaluate China's soft power in Africa?

#### Readings, Websites or Video Clips

#### Required reading

1. Fei Jiang, Shubo Li, Helge Rønning & Elling Tjønneland (2016), "The Voice of China in Africa: Media, Communication Technologies and Image-building," *Chinese Journal of Communication* 9(1): 1-7.
2. Anbin Shi (2015), "Re-orienting the 'Charm Offensive' to the 'Charm Defensive': A Critical Review of Chinese Media Development in Africa," *African Journalism Studies* 36(1): 135-140.

#### Further reading

1. Gagliardone, I. (2013), "China as a Persuader: CCTV Africa's First Steps in the African Mediasphere," *Ecquid Novi: African Journalism Studies* 34(3): 25-40.
2. Alessandro Jedlowski & Ute Rösenthaller (2017), "China-Africa media interactions: Media and popular culture between business and state intervention," *Journal of African Cultural Studies* 29(1): 1-10.
3. Rønning, H. (2016). "How Much Soft Power Does China Have in Africa?", in *China's Media and Soft Power in Africa*, 65-78. New York: Palgrave Macmillan.
4. Shubo Li (2017), "Covering Ebola: A comparative analysis of CCTV Africa's Talk Africa and Al Jazeera English's Inside Story," *Journal of African Cultural Studies* 29(1): 114-130.
5. Zhang, X., Wasserman, H., & Mano, W. (Eds.). (2016). *China's Media and Soft Power in Africa: Promotion and Perceptions*. Springer. Selected Chapters.

## Session 9

### Guest lecture on US and China's Public Diplomacy in Africa

#### Description of the Session

Professor Maria Repnikova from Georgia State University will speak on China's public diplomacy in Africa.

#### Readings, Websites or Video Clips

Readings will be provided beforehand.

## Session 10

### China-Africa Cooperation in Agriculture: Demonstration of New Development?

#### Description of the Session

Over the last 20 years, there has been repeated discussion on China's "land grab" in Africa. This session interrogates such allegations by using evidence-based research and analyzes the success and challenges in China-Africa agricultural cooperation. It also examines the history of China's agricultural assistance to Africa in the 1970s. The ultimate question, of course, is how Africa can embark on a sustainable path for agricultural development.

#### Questions

- What is the history of China-Africa Agricultural Cooperation?
- What should be the solution to African agricultural development?

#### Readings, Websites or Video Clips

#### Required reading

1. 蒋华杰：《农技援非（1971-1983）：中国援非模式与成效的个案研究》，《外交评论》，2013年第1期。
2. Deborah Brautigam, *Will Africa Feed China?* Oxford University Press, 2015. Read chapters 4 and 6.

#### Further reading

1. Catherine Boone, *Property and Political Order in Africa: Land Rights and the Structure of Politics*, Cambridge University Press, 2014, chapters 1, 2 and 10.
2. Deborah Brautigam and Tang Xiaoyang (2009), "China's Engagement in African Agriculture: Down to the Countryside," *China Quarterly*, 199: 686-706.
3. Solange Chatelard and Jessica Chu (2015), "Chinese Agricultural Engagements in Zambia," SAIS Policy Brief, 2015.
4. Paul Collier and Stefan Dercon (2013), "African Agriculture in 50 Years" (PDF will be provided).
5. 李小云等：《新发展的示范：中国援非农业技术示范中心的微观叙事》，北京：社会科学文献出版社，2017年，第1-35页，第99-133页。

## Session 11

### Tracing Africa-China in Moving Images and Literary Representations

#### Description of the Session

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

#### Questions

- What is the current state of Nollywood films?
- How otherness is constructed through moving images and literary representations?

#### Readings, Websites or Video Clips

#### Required reading

1. Cobus van Staden (2017), "Watching Hong Kong Martial Arts Film under Apartheid", *Journal of African Cultural Studies* 29(11): 46-62.
2. Alessandro Jedlowski & Michael W. Thomas (2017), "Representing 'Otherness' in African Popular Media: Chinese Characters in Ethiopian Video-films," *Journal of African Cultural Studies* 29(1): 63-80.
3. Film Screening: Nollywood Film (2016) *Receive Your China Visa*.

#### Further reading

1. Alessandro Jedlowski (2018), "The Afterlife of Kung Fu Films in Abidjan" (forthcoming publication)
2. Roberto Castillo. "Of 'blackfaces' and SinoAfrican modernities" <https://africansinchina.net/> 2018/03/07/opinion-blackface-and-sinoafrican-modernities/
3. Abderrahmane Sissako (2002), *Waiting for Happiness* (Original title: Heremakono) (excerpt)
4. Wu Jing (2016), *Wolf Warriors* (战狼) (excerpt)
5. Selected Kuaishou video materials



## Session 12

### China-Africa Industrial Cooperation: Bulldozer or Locomotive?

#### Description of the Session

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

#### Questions

- What does the rise of China do for industrialization in Africa?
- Will Africa become the next factory of the world?

#### Readings, Websites or Video Clips

##### Required reading

1. Justin Yifu Lin (2015), "China's Rise and Structural Transformation in Africa: Ideas and Opportunities," in *The Oxford Handbook of Africa and Economics, Volume II: Policies and Practices*, edited by Celestin Monga and Justin Yifu Lin, Oxford, UK: Oxford University Press.
2. Irene Yuan Sun, "The World's Next Great Manufacturing Center," *Harvard Business Review*, May-June 2017.

##### Further reading

1. Peter Hessler (2015), "Learning to Speak Lingerie: Chinese Merchants and the Inroads of Globalization," *New Yorker*, August 10-17.
2. Ching Kwan Lee (2009), "Raw Encounters: Chinese Managers, African Workers and the Politics of Casualization in Africa's Chinese Enclaves," *The China Quarterly*, 199: 647-666.

3. Raphael Kaplinsky (2008), "What Does the Rise of China Do for Industrialization in Sub-Saharan Africa?", *Review of African Political Economy*, 35(115): 7-22.
4. Tang Xiaoyang (2010), "Bulldozer or Locomotive? The Impact of Chinese Enterprises on Local Employment in Angola and the DRC," *Journal of Asian and African Studies*, 45 (3): 350-368.
5. Irene Sun et al. (2017), *Dance of the Lions and Dragons*, McKinsey report.
6. Liang Xu, "Factory, Family, and Industrial Frontier," *Economic History of Developing Regions*, 2019.

## Session 13

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

#### Description of the Session

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

#### Questions

How China-Africa is represented in African visual and performance arts?

## Session 14

### An Open Conclusion: Third World, Global South, and Beyond

#### Description of the Session

During this last session, we invite the students to join us in reflecting and digesting what have been discussed in the course. In particular, we encourage the students to ponder to what extent the China-Africa story covered in this course gesture toward something broader about the third world, the global south, and the forms of life and systems of meaning that affect everyone on the planet. During the second part of session, we will arrange student presentations.

#### Questions

Student presentations (research proposals)

#### Readings, Websites or Video Clips

##### Required reading

1. Chris Alden and Lu Jiang (2019), "Brave New World: Debt, Industrialization and Security in China-Africa Relations," *International Affairs*, 95 (3): 641-657.
2. Julia C. Strauss (2013), "China and Africa Rebooted: Globalization(s), Simplification(s), and Cross-cutting Dynamics in 'South-South' Relations," *African Studies Review*, 56 (1): 155-170.
3. Ching Kwan Lee (2017), *The Specter of Global China: Politics, Labor, and Foreign Investment in Africa*, Chicago, IL: University of Chicago Press, 152-166.

##### Further reading

1. Giles Mohan, "Beyond the Enclave: Towards a Critical Political Economy of China and Africa," *Development and Change* 44, 6 (2013): 1255-72.
2. Gordon Matthews (2017), *The World in Guangzhou*, University of Chicago Press, chapters 3 & 8.
3. Gordon Matthews (2011), *Ghetto at the Center of the World: Chungking Mansion, Hong Kong, Chicago*, IL: University of Chicago Press. Introduction and select chapters.
4. James Ferguson (2006), *Global Shadows: Africa in the Neoliberal World Order*, Durham, NC: Duke University Press. Chapters 1, 4, 8



XU Liang

XU Liang is an Assistant Professor at the Peking University School of International Studies and Secretary-General of the Peking University Center for African Studies. Liang's research interests include the Chinese diaspora in Africa, social and gender history of Africa, the political economy of African development, and international relations. Liang has a Ph.D. in African history from Harvard University (2010-2017). Liang received his Bachelor of Arts in International Relations in 2005 from Peking University, where he also completed his first doctorate in International Relations in 2010. Liang's dissertation project at Harvard examined the history of labor-intensive industrialization in South Africa's former border areas with a particular focus on ethnic Chinese garment factories and Zulu women workers. Over the years, Liang's research has been funded by various Harvard University grants, the Chinese Ministry of Foreign Affairs, the French National Research Agency (ANR), the Government of Ghana, the Japan Sasakawa Peace Foundation, and the South African Millennium Trust.



## COURSE DESCRIPTION

### 课程简介

#### Objective

The main objective of this course is to introduce students to the complexities of implementation of global health project and the importance of leadership on this issue. Students will learn how leaders have overcome challenges faced in the operationalization of complex health interventions, foreign policy, and working with key stakeholders and organizations in this context. They will be exposed to real-world cases in global health leadership. Students will learn from, and interact with, world-renowned leaders from around the world through a series of guest lectures delivered via real-time videoconferencing. This course aims to provide students with an opportunity to work with peers across institutions and regions to develop and hone skills in cultural competency (in addition to an expanded professional network), and help students (1) identify key trends and issues working in global health context, (2) analyze the ways public health, health systems and other organizations can work together to impact health outcomes, (3) explain the need for partnerships in developing, implementing, and evaluating policies, programs, and services that affect the health of a community, (4) identify key characteristics of effective global health leaders, (5) articulate ways to identify and measure success in leadership, (6) describe the challenges faced in health programming and how they were overcome.

#### Pre-requisites / Target audience

None/graduate students in public health

#### Assignments

- Group Discussion: Students will be required to read materials on topics and make well-referenced and professional posts on the course discussion boards before formal roleplaying exercise. All team members must actively participate in the presentation and all team members should be prepared to lead the discussion.
- Roleplaying Exercise: Students will be assigned to teams representing different actors. By exposing to real-world case, teams will consider the challenges in the operationalization of health interventions, foreign policy, and complexity in cooperating with partners. Teams will hear perspectives from experts on topics such as indigenous knowledge, local health policy, project management, trans-cultural communication, diplomacy and negotiation skills.
- Attendance and Participation: Active participation is required in this course. Students must attend at least 80% of class sessions and do the required readings to earn full credit in this category.

#### Evaluation Details

- Class Attendance (10%)
- Discussion participation (20%)
- Interaction with guest lecturers (10%)
- Roleplaying performance in simulation activities (40%)
- Study feedback report after the lecture and simulation activity (20%)

COURSE TITLE 课程名称

# Global Health Leadership in Practice 全球卫生领导力

1

COURSE CREDIT

INSTRUCTOR 授课教师 JIN Yinzi 金音子

COURSE CODE 课程编号 GE211001

COURSE DATE 课程日期 2021.9.28-12.7

## Text Books and Reading Materials

### Text books

1. Withers Melissa, McCool. *Global Health Leadership*. Association of Pacific Rim Universities Network. 2019.
2. Ilona Kickbusch. *Global Health Governance*. University of Geneva Institute of Global Health. 2018.

### Selected reading material

1. Ortiz-Millán, G. (2018) Abortion and conscientious objection: rethinking conflicting rights in the Mexican context, *Glob Bioeth*, 29(1): 1-15.
2. Erdman JN, Cook RJ. (2020) Decriminalization of abortion - A human rights imperative. *Best Pract Res Clin Obstet Gynaecol*, 62: 11-24.
3. Inhorn MC, Patrizio P. (2015) Infertility around the globe: new thinking on gender, reproductive technologies and global movements in the 21st century. *Hum Reprod Update*, 21(4): 411-426.
4. Reddy KS, Mathur MR, Negi S, Krishna B. (2017) Redefining public health leadership in the sustainable development goal era. *Health Policy Plan*, 32(5): 757-759.
5. Buse K, Hawkes S. (2015) Health in the sustainable development goals: ready for a paradigm shift? *Global Health*, 21(11): 13-23.
6. Barugahare, J, Reidar KL. (2015) Obligations of low income countries in ensuring equity in global health financing. *BMC Med Ethics*, 16: 50-64.
7. Taylor AY, Murphy-Graham E, Van Horn J, et al. (2019) Child Marriages and Unions in Latin America: Understanding the Roles of Agency and Social Norms. *J Adolesc Health*, 64(4S): S45-S51.

8. Piwoz EG, Huffman SL. (2015) The impact of marketing of breast-milk substitutes on WHO-recommended breastfeeding practices. *Food Nutr Bull*, 36(4): 373-386.
9. Nguyen TT, Darnell A, Weissman A, et al. (2020) National nutrition strategies that focus on maternal, infant, and young child nutrition in Southeast Asia do not consistently align with regional and international recommendations. *Matern Child Nutr*, Suppl 2(Suppl 2): e12937.
10. Maher D. (2013) The human qualities needed to complete the global eradication of polio. *Bull World Health Organ*, 91: 283-289.
11. MacDonald NE, Harmon S, Dube E, et al. (2018) Mandatory infant & childhood immunization: Rationales, issues and knowledge gaps. *Vaccine*, 36(39): 5811-5818.
12. Syed SB, Dadwal V, Rutter P, et al. (2012) Developed-developing country partnerships: benefits to developed countries? *Global Health*, 18(8): 17-28.
13. Yee WL, Chia A. (2016) Social Entrepreneurship: Improving Global Health. *JAMA*, 315(22): 2393-2394.
14. Farrenkopf BA, Lee CW. (2019) Mapping health workforce development strategies across key global health agencies: an assessment of objectives and key interventions. *Health Policy Plan*, 34(6): 461-468.
15. Roy N. (2017) Global Surgery- A view from the South. *J Pediatr Surg*, 52(2): 203-206.
16. The Lancet. (2018) The future of Trump's global health agenda. *Lancet*, 392(10160): 2140.

## Text Books and Reading Materials

17. Kickbusch I, Leung GM, Bhutta ZA, et al. (2020) Covid-19: how a virus is turning the world upside down. *BMJ*, 369: m1336.
18. Liden J. (2014) The World Health Organization and Global Health Governance: post-1990. *Public Health*, 128: 141-147.
19. Geffen N. (2017) The role of activists in access to HIV and tuberculosis treatment and prevention. *Curr Opin HIV AIDS*, 12(4): 398-402.
20. Enoch J, Piot P. (2017) Human rights in the fourth decade of the HIV/AIDS response: an inspiring legacy and urgent imperative. *Health Hum Rights*, 19(2): 117-122.
21. Kamarulzaman A, Verster A, Altice FL. (2019) Prisons: ignore them at our peril. *Curr Opin HIV AIDS*, 14(5): 415-422.
22. Smith J, Buse K, Gordon C. (2016) Civil society: the catalyst for ensuring health in the age of sustainable development. *Global Health*, 12(1): 40-49.
23. Shickle D, Day M, Smith K, et al. (2014). Mind the public health leadership gap: the opportunities and challenges of engaging high-profile individuals in the public health agenda. *J Public Health*, 36(4): 562-567.
24. Syed SB, Dadwal V, Rutter P, et al. (2012) Developed-developing country partnerships: benefits to developed countries? *Global Health*, 8: 17-26.
25. King M, Ballantyne A. (2019) Donor-funded research: permissible, not perfect. *J Med Ethics*, 45(1): 36-40.
26. Schuklenk, U. (2018) Conscientious objection in medicine: accommodation versus professionalism and the public good. *Br Med Bull*, 126(1): 47-56.
27. Folta et al. (2012) A qualitative study of leadership characteristics among women who catalyze positive community change. *BMC Public Health*, 12: 383-395.



# CLASS SCHEDULE

## 授课大纲

### Session 1

#### Introduction

##### Description of the Session

The latest progress of intervention practice on major global health issues.

The fundamental connotation of global health leadership.

### Session 4

#### Leadership in Global Child Healthcare Project

##### Description of the Session

Analysis of hotspot issues, introduction of practice progress, key components of leadership, simulation and group discussion.

### Session 7

#### Leadership in Global Prevention and Control of Non-communicable Disease Project

##### Description of the Session

Analysis of hotspot issues, introduction of practice progress, key components of leadership, simulation and group discussion.

### Session 2

#### Leadership in Sustainable Development Goals and Global Environmental Health Project

##### Description of the Session

Analysis of hotspot issues, introduction of practice progress, key components of leadership, simulation and group discussion.

### Session 5

#### Leadership in Global Emerging Infectious Disease and Vaccine Implementation Project

##### Description of the Session

Analysis of hotspot issues, introduction of practice progress, key components of leadership, simulation and group discussion.

### Session 8

#### Leadership in Global Health System and Capacity Building Project

##### Description of the Session

Analysis of hotspot issues, introduction of practice progress, key components of leadership, simulation and group discussion.

### Session 3

#### Leadership in Global Reproductive Health Project

##### Description of the Session

Analysis of hotspot issues, introduction of practice progress, key components of leadership, simulation and group discussion.

### Session 6

#### Leadership in Global Prevention and Control of AIDS and Other Traditional Infectious Disease Project

##### Description of the Session

Analysis of hotspot issues, introduction of practice progress, key components of leadership, simulation and group discussion.

### Session 9

#### Leadership in Global Health Cooperative Partnership

##### Description of the Session

Analysis of hotspot issues, introduction of practice progress, key components of leadership, simulation and group discussion.



JIN Yinzi

JIN Yinzi is assistant professor of the Department of Global Health at Peking University School of Public Health, and research associated professor of the Institute for Global Health and Development, Peking University. Dr. Jin received her PhD in health systems and policy from Peking University China Center for Health Development Studies in June 2018. Dr. Jin completed her postdoctoral fellowship in the Department of Global Health at Peking University School of Public Health in June 2020. Dr. Jin's research areas include global health, health systems, and implementation science. Her studies focus on implementing evidence-based interventions to improve the quality of care and outcomes for patients with chronic noncommunicable disease and its acute episodes in low and middle-income countries. She has studied a wide range of innovations including quality improvement practices, care management practices, clinical information systems, and integrated healthcare delivery models. Dr. Jin is leading 7 national and provincial-level research projects related to implementation of quality improvement initiatives and has participated in 15 research projects as major investigator. She has published more than 30 peer-reviewed papers as first and corresponding author. She was awarded the Innovation Research Award by Youth Committee of Health Management of China Preventive Medicine Association. She leads the course on Global Health for graduate students majoring in public health, the course on International Health Project Management for executive master of public health from other low- and middle-income countries. She has been invited to participate in several international academic conferences, including the Global Health Symposium on Health Systems Research, Prince Mahidol Award Conference, World Health Summit, European Society of Cardiology, etc. She serves as Health Systems Global, Emerging Voices Governance Board Member for the Western Pacific region since 2020, and Advisory Board Member of the BMJ Quality & Safety (Chinese) since 2019. She also has served as Consultant of the Chinese delegation for the Program, Budget and Administration Committee, Executive Board, and World Health Assembly since 2018, and one of organizers of the Sub-forum on Healthy Youth of the first Conference of the Global Health Forum of Boao Forum for Asia.



# 北京大学对外汉语教育学院专业汉语教学大纲

## 秋季学期专业汉语教学大纲

### 教材《预科专业汉语教程（综合简本）》

#### 第一单元 中国语言文学

| 课 文                | 教学目标   | 专业词语和知识  | 拓展内容  | 重点句型  |
|--------------------|--|--|---|---|
| 第五课<br>《中国古典诗歌的形式》 | 了解古典诗歌的发展形式；<br>了解古典诗歌的韵律、节奏和对仗；<br>了解"诗"和"词"的区别 | 专业词语：<br>屈原、李白、杜甫、苏轼、格律、王维、王翰、边塞诗、李商隐、押韵、节奏、联、对仗、古诗、乐府、张志和、李之仪、马致远 | 专业知识：四声与平仄<br>拓展阅读（带分析讲解）：<br>①月下独酌（【唐】李白）<br>②春晓（【唐】孟浩然）<br>③草（【唐】李白）<br>④泊船瓜洲（【北宋】王安石）<br>⑤客至（【唐】杜甫）<br>⑥乌夜啼（【南唐】李煜）<br>⑦水调歌头（【北宋】苏轼） | ①以...为主、以...为主要特色<br>②取得了 / 享有 / 具有 / 有着...的地位<br>③从...来说、从...上（来）说、从...的角度（来）说<br>④用 / 以 + (...的语言 / 词句 / 词藻 / 意向...) + 描写...的景色 / 表达...的感情 / 寄托...的感情 / 抒发...的感情 / 烘托...的气氛 |

#### 第二单元 中国历史

| 课 文                | 教学目标  | 专业词语和知识   | 拓展内容  | 重点句型   |
|--------------------|---|---|---|--|
| 第六课<br>《历史的线索》     | 了解中国的朝代；<br>了解中国历史重心由西向东、由北向南的转移；<br>讨论中国形成统一的原因；<br>思考农业与中国历史和文化思想之间的关系  | 专业词语：<br>①甲骨文<br>②秦始皇<br>③儒家  | 专业知识：<br>①"中华文明五千年"的来历<br>②中国历史上的朝代<br>拓展阅读：<br>①中华民族的地理背景<br>②中华民族的经济背景<br>③中国人的组织形式 | ①..., 其中...<br>②A..., 而 B 则是...<br>③..., 与此同时... |
| 第七课<br>《统一的国度—秦和汉》 | 了解秦朝历史及政策对后来中国的影响；<br>了解汉朝历史及政策对后来中国的影响；<br>分析汉朝政策和秦朝的不同；<br>分析东汉灭亡的原因；<br>对比中国和其他古代文明的不同；<br>对比中国和其他国土广大的国家的不同 | 专业词语：<br>①商鞅变法<br>②中央集权制<br>③郡县制<br>④焚书坑儒<br>⑤法家思想<br>⑥丝绸之路<br>⑦罢黜百家，独尊儒术 | 专业知识：<br>中国古代第一本通史——《史记》<br>拓展阅读：<br>统一与分裂  | ①一..., 以...<br>②为...所 +V<br>③总之                  |

#### 第三单元 中国法律案例

| 课 文             | 教学目标   | 专业词语和知识   | 拓展内容  | 重点句型   |
|-----------------|--|---|---|--|
| 第十三课<br>《电信诈骗案》 | 阅读案例，了解专业词语；<br>分析诈骗发生的原因；<br>提出防范网络诈骗的方法和有力措施；<br>对比各国防范网络诈骗的措施 | 专业词语：<br>①电信诈骗<br>②检察院<br>③银监局<br>④失职<br>⑤渎职<br>⑥职务犯罪 | 专业知识：<br>电信诈骗的特点<br>拓展阅读：<br>①电话诈骗<br>②信用卡诈骗案 | ③...自称...<br>④先行...以防（预防）...<br>⑤所谓的...<br>⑥在...的恐吓之下... |

#### 第四单元 中国经济贸易

| 课 文               | 教学目标   | 专业词语和知识   | 拓展内容   | 重点句型   |
|-------------------|--|---|--|--|
| 第十七课《中国对外贸易结构的变化》 | 了解不同发展阶段中国对外贸易依存度的变化；<br>了解影响中国对外贸易的结构性问题；<br>认识新常态下中国对外贸易的新变化；<br>探讨什么是"保护主义"及"保护主义"存在的原因 | 专业词语：<br>①对外贸易依存度<br>②南方谈话<br>③贸易逆差<br>④贸易顺差<br>⑤WTO<br>⑥加工贸易<br>⑦GDP<br>⑧过剩产能<br>⑨金融危机<br>⑩美国次贷危机<br>⑪新常态<br>⑫劳动密集型<br>⑬品牌效应<br>⑭附加值<br>⑮知识产权<br>⑯一带一路 | 专业知识：<br>自由贸易与贸易保护拓展阅读：<br>①国际贸易摩擦或将成为新常态<br>②冷静看待贸易摩擦 | ③从...向...的转变<br>④..., （也是）随之...<br>⑤由于..., 导致... |

